

**Key Stage 3  
Curriculum  
Booklet  
2015/2016**

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## Key Stage 3 Curriculum Booklet

Welcome to the Key Stage 3 Curriculum Booklet. I hope that this document will give students and parents an overview of the curriculum that is on offer at Key Stage 3 at Cotham School. The aim is to show that we have a broad and balanced curriculum which meets all statutory requirements and provides enriched learning for the students. As a school with Performing Arts status, we feel it is important that all students at Key Stage 3 study Music, Dance and Drama. We also have a very strong focus on Maths and ICT, which forms our second specialism. The school achieved High Performing School status in 2010 and that, together with our most recent OFSTED report which classified the school and its curriculum as 'outstanding', supports our view that our curriculum is robust and interesting.

All students study all subjects at Key Stage 3 choosing options for Key Stage 4 in February of Year 9. Some subjects start delivery of Key Stage 4 work during Year 9, enabling them to give the Key Stage 4 curriculum sufficient time.

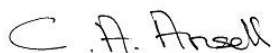
The Key Stage 3 Curriculum Booklet details the skills and content taught in each year and shows the progression over the three years. Students are regularly assessed and their progress is monitored throughout the year. Underachieving students are identified each time current grades are entered onto the system and departments are expected to implement strategies to address underachievement.

Many curriculum changes are taking place in the next academic year, with the new National Curriculum at Key Stage 2 and Key Stage 3 and curriculum and syllabus changes at Key Stage 4 and Key Stage 5. We have started to amend our curriculum at Key Stage 3 to take these changes into account. This is a continuous process and more changes may take place over the course of the year. We will keep you informed when these changes take place.

If you have concerns about your son/daughter in a particular subject area it is important to contact the subject teacher in the first instance. This can be followed up by contacting the Key Stage 3 Coordinator, Subject Leader or Curriculum Team Leader if necessary. The names of the teachers are available on the website with details of their role in school. Alternatively, you can contact the school by email which will be forwarded to the relevant member of staff. Issues regarding behaviour in class should also be raised with the relevant member of department. Behaviour issues outside the classroom should be addressed to the form tutor or the relevant Learning Coordinator.

Please take time to read the booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies such as [www.samlearning.com](http://www.samlearning.com) and [www.gcsepod.co.uk](http://www.gcsepod.co.uk) An explanation of target setting and reporting is also included in order to clarify our system of assessment and the information which you should receive at home, however this will be subject to change as National Curriculum levels disappear and GCSE grades change from A-G to 1-9 in the near future.

May I take this opportunity to wish the students every success at Key Stage 3 at Cotham School.



Mrs C.A. Ansell  
Deputy Headteacher Key Stage 3

## Key Stage 3 Key Staff

Christine Ansell	Deputy Head Teacher
Caroline Francis	Assistant Head Teacher
Alexis Sinclair	English KS3 Coordinator
Ed Marchbank	Maths KS3 Coordinator
Catherine Stevens	Science KS3 Coordinator
Severine Duffas	Modern Foreign Languages KS3 Coordinator
Ross Geoghegan	Drama Subject Leader
Ben Campbell	Music Subject Leader, Performing Arts CTL
Rachel Taylor/ Kirsty Lloyd (Acting)	Dance Subject Leader
Adam Vaughan	Geography and Humanities CTL
Jamie Lloyd	History Subject Leader
Leigh Almay	Religion Ethics & Philosophy Subject Leader
Donna Ferris/ Kane Book (Acting)	Physical Education KS3 Coordinator
Kelly McDonagh	Skills Coordinator
Terry Watts	ICT CTL
Harriet Hand	Visual Arts KS3 Coordinator
Sam Lawrence	Design & Technology KS3 Coordinator
Ben Saunders	Citizenship & PSHEE KS3 Coordinator
Abigail Allender	Year 7 Learning Coordinator (LC)
Anna Beynon	Year 8 Learning Coordinator
Andrea Wilkie	Year 9 Learning Coordinator
Jo Oxenham	Literacy Coordinator
Nick Carrington	Numeracy Coordinator
Geoff Warnock	Head of Inclusion & SENCO

## Careers Education, Information, Advice and Guidance and Work-Related Learning

The school is committed to providing a comprehensive careers education, careers information, advice and guidance and work-related programme to students of all year groups. Careers education is delivered in PSHE lessons in Years 7, 8 and 9 with additional sessions in the tutorial programme for Year 9 students before they make their Key Stage 4 option choices. We have a highly qualified careers advisor who provides information, advice and guidance to students.

We provide work-related learning opportunities to equip students with the employability and enterprise skills necessary for the world of work.

Additionally, in Year 7 the students carry out an enterprise activity over several weeks. The Year 8 students are involved in a 'Dragons Den' type of activity during a collapsed day and Year 9 students take part in the 'Real Game' which prepares them for work in the real world. Year 9 students also are involved in a 'Raising Aspirations' event at UWE and have the opportunity to take part in 'taster' lessons for GCSE.

The school has achieved the 'Employability Chartermark' (May 2015) and is currently committed to achieving the 'Investor in Careers' award having already completed Stage 1 of this award.

T S Weaden (*Coordinator for CEIAG & WRL*)

## Subject: Tutorial Periods

There are 27 students in each tutor group and there are eight tutor groups per year group. Each year group is divided into two halves, the French and German sides. The tutor stays with the tutor group, as they move up through the school from Year 7 to 11. The tutor is the first port of call for parents and carers and will provide pastoral and academic support. The tutor team is led by the Learning Coordinator, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student. At Key Stage 3, each year group has a dedicated Learning Support Assistant, working with the Learning Coordinator to support students and deliver intensive Literacy support.

Students register with their tutor every morning, for a short 5-minute registration. Every afternoon they spend 20 minutes with their tutor, from Monday to Thursday and 5 minutes on Friday. The afternoon sessions are allocated to one assembly per week, one session for Literacy support, a session to support personal organisation and homework and one tutor-led session, used to address a variety of topics. Key Stage 3 has a supervised homework club in the library, every day after school. Assemblies follow a fortnightly pattern. Week A is for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers. Week B is taken by the Learning Coordinator and focuses on student success, tutor group challenges and year group issues.

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to get achievements points for the house and their tutor group. There are three house days per year, where trophies are awarded to the house with the most achievement points for Academic Achievement, PE, Performing Arts and Science, Technology and Maths. Individual Achievement Reports are sent home to parents and carers.

### **Year 7 Formal Tutorial Topics:**

The theme of Year 7 is 'get involved'. Happy students flourish and pupils are encouraged to get involved with clubs and activities at school, to make as many new friends as possible and to feel part of the Cotham School community. The transition activities enable the students to come together as a tutor group, and get to know one another, and to feel confident about being at secondary school. It is important that students are clear about the school's expectations and ethos. The tutorial programme and assemblies, address this via activities around tolerance, bullying, celebrating diversity and instilling a Growth Mindset approach to learning. There is a strong emphasis on Literacy skills in Year 7, such as Drop Everything and Read (DEAR), Word of the Week, weekly spellings leading to the Spelling Bee and Reading Champions. Students need to develop good habits in Year 7, particularly personal organisational skills and completing homework. Developing empathy for others, raising money for charity through a work-related enterprise project, the celebration of Black History Month, National Poetry Day, Book Character Day and other events are also included in the programme.

### **Year 8 Formal Tutorial Topics:**

The theme of Year 8 is 'taking responsibility' and many of the topics build on or reinforce work completed in Year 7. Year 8s are given the responsibility of leading school tours, supporting Open Evening and leading assemblies. They are encouraged to take a more active lead in extracurricular activities and the cooperative forum. National anti-bullying week enables us to revisit this topic; annual events such as Black History Month and National Poetry Day are also celebrated again in Year 8. Literacy skills are developed through reading and spelling support in tutor time. Numeracy Skills are celebrated through the annual Countdown competition and Pi Day. Study skills include work on speaking and listening, meeting deadlines, homework and students also devise strategies to boost confidence. Students are given opportunities to discuss current affairs, explore prejudice, think about peer pressure, complete some activities around drugs and take part in charity fundraising. Further work related learning activities also take place throughout the year.

### **Year 9 Formal Tutorial Topics:**

The theme of Year 9 is 'moving on', as students focus on making informed decisions about options choices and future career paths. Students continue to build on the tutorial work completed in Years 7 and 8 and topics covered include improving Literacy and Numeracy skills, with events such as Call my Bluff and Pi Day. However, the main emphasis is on independent advice and guidance on career choices and work related learning. All student take part in a career fair at UWE and 'The Real Game', a popular activity, in which students link skills to jobs and then spend a day off timetable working with external providers. Towards the end of the year students prepare for their transition to Key Stage 4. They are encouraged to reflect on their own transition to secondary school and have a role in the induction of the new intake through formal letter writing and acting as guides to the new Year 7 when they visit.

**Homework:**

Formal homework is rarely set by tutors. However, on occasions, students may be asked to complete activities started in tutorial sessions or asked to prepare for an activity such as the Year 7 show and tell.

**Enrichment Activities:**

A range of enrichment activities and extra-curricular activities are offered every year. We would encourage every student to take advantage of these opportunities.

**How you can support your child:**

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their lanyard (personal identification card), planner and a reading book. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this. Provide your child with somewhere quiet to complete their homework and ensure they have a memory stick for bringing computer work to and from school. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress in school. It is also very important that your child attends school every day and is punctual for school; your child should be on site by 8.30 am each morning.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can buy breakfast at school each day from 8.15 am.

## Educational Inclusion at Cotham School

*At Cotham we strive to provide an inclusive education for all of our students.*

*To help us achieve this we have a dedicated Inclusion Team who provide support for students' learning needs as well as behavioural and emotional needs.*

### **Learning Support**

#### **What is learning support?**

For many reasons, some students do not make as much progress as others and may need more help than other students in the class in order to help them achieve their full potential.

#### **How do we know what is needed?**

Students who are experiencing difficulties may be highlighted by their previous school, a subject teacher, parent/carer or even the student themselves. We make an assessment of the student's needs by talking to staff, parents, the student and through a variety of tests.

#### **Student Learning Passport**

Some students may be given a Student Learning Passport. This sets the student's needs and information for the classroom teacher on how to support that students' learning. The Learning Passport is reviewed with the student and the SEN team on a regular basis.

#### **What provision is in Place?**

Learning support at Cotham is led by the Special Educational Needs Coordinator. In addition there are two SEN teachers and a team of five learning support assistants. It is based in the Learning Support Centre, a purpose built facility in the heart of the school. It is designed to be a relaxing but motivating learning environment. The area is well resourced with a wide variety of material to work with students at all levels. This includes a wide variety of books, activities and ICT. The Learning Centre is open between 8.30 am and 4.30 pm.

#### **Who gets extra help?**

Support is concentrated on the students who have fallen the furthest behind. Typically these might be:

- Students who are working below level 3 or who have only just achieved level 3 in core subjects.
- Students whose difficulty with reading and or spelling is such that they will need more support than they could be given in a mainstream class. Some of these students may have a specific learning difficulty (dyslexia).
- Students who have a disability.

**Some of these students are already identified as needing extra support through an Education & Health Care Plan (EHCP)**

### **The Special Needs Register**

Students who have been identified as needing extra support are placed on the school's Special Needs Register. This ensures that staff are kept aware of each child's type of need. The register also highlights the child's level of need.

### **Levels of Need**

**Initial Concern:** These students have a low level of need and are supported by differentiated provision within their mainstream class.

**School Intervention:** Students on School Action normally receive direct help from the school. Typically this might involve working in a support group once or twice a week. Students at this level may also, in addition to school based support, receive regular help from an outside agency.

**Education Health & Care Plan:** The students with the greatest need have an EHCP.

***Should you feel that your child may require additional support please contact the Inclusion Manager Geoff Warnock to discuss their needs. We hope that our support will enable your child to be successful and happy at Cotham.***



## Literacy

### Year 7

Literacy skills are promoted via numerous initiatives. These include some specific to Year 7, such as the use of Transition Reading Passports in which students record their reading choices; a Roald Dahl Day Revolting Rhymes competition and a spelling programme delivered by tutors and culminating in the Cotham Spelling Bee. In addition, we have a selected group of Year 7s who are allocated a dedicated Year 10 reading partner, in our Reading Champions programme. This is launched with a visit from a published children's author. Each Year 7 tutor group regularly sets up a pop-up library which is organised by the group's allocated Library Custodian. There is a Skills information evening for Year 7 parents, early in the autumn term, which aims to offer advice on how parents and carers can continue to support their child's reading and writing as the change is made from primary to secondary.

### Year 8

In Year 8, students learn to develop their public speaking abilities on Young Speaker Day and they have the chance to become journalists on BBC School Report Day. To date, this has involved working with presenters from local television and radio. The Year 7 spelling programme is built upon in Year 8 and also culminates in a Spelling Bee.

### Year 9

Year 9 students participate in a spelling and vocabulary tutor programme and this concludes with a 'Call My Bluff' celebration in the main hall. Year 9s have the opportunity to apply to become a Literacy Ambassador, which means working closely with some of our younger students to foster confidence with, and to advance, their literacy skills. This can lead to the Year 9s achieving the external accolade of 'Literacy Leader'.

### Whole-School

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary; our World Book Day Celebrations and our Caught Red-Handed Reading raffle, which aims to encourage students to read during break and lunch times.

We offer students many poetry and creative writing competitions. These include a themed one for National Poetry Day; 'Poetopia' and 'Grim Tales', as a result of which several of our students have had work published in national 'Young Writers' publications.

Teaching staff across the curriculum follow the literacy policy which is available on the school website.

## Target Setting

### Key Stage 3

Targets are set using prior performance at Key Stage 2, CAT scores, Cotham baseline assessments and Teacher Assessments. Where Key Stage 2 results are available students are expected to make 5/6 sublevels of progress between Key Stage 2 and Key Stage 3 (end of Year 9).

#### Expected Progress

Y6	Y7	Y8	Y9	Y10	Y11 Expected Progress	Y11 Stretch Progress
6	6/7	6/7	8	A	A*	
5A	6B	7C	7A	B	A	A*
5B	6C	6A	7B	C	B	A
5C	5A	6B	7C	C	B	A
4A	5B	6C	6A	D	C	B
4B	5C	5A	6B	D	C	B
4C	4A	5B	6C	D	C	B
3A	4B	5C	5A	E	D	C
3B	4C	4A	5B	E	D	C
3C	3A	4B	5C	E	D	C
2A	3B	4C	4A	F	E	D
2B	3C	3A	4B	F	E	D
2C	2A	3B	4C	F	E	D
B/N	2B	3C	3A	F	E	E

Please note that even progress of two sub-levels per year does not apply in all subjects

Over the course of this year it is likely that we will move away from National Curriculum levels and replace them with a new system for Year 7. You will be informed of these changes in advance.

## Reporting to Parents

Information about student progress, behaviour, attainment and achievement is given to parents 6 times a year:

### **Monitoring Sheets and Examination Results**

Monitoring sheets are sent home three times a year for each year group. They provide a current level and sublevel for each subject, a target grade for the end of Key Stage 3 (Year 9) and the previous level and sublevel (where available).

The monitoring sheets also give grades for Quality of Classwork, Attitude to Learning, Equipment and Quality of Homework.

The grades are Excellent, Good and Underperforming.

\*Examination results may be on monitoring sheets or issued separately depending on the timing of the examinations.

### **Family Consultation Day Year 7**

This is an opportunity for parents to meet with form tutors to discuss how students are settling in to Cotham, attendance, punctuality, engagement and wider contribution to school life.

### **Subject Evening**

This is an important evening where parents can make appointments to meet with subject teachers to discuss individual student progress and attainment.

### **Tutor Reports**

Tutor reports are sent home at the end of the academic year and contain written comments by the tutor giving an overview of attainment and wider contribution to school life.

An attendance sheet for the whole year goes home with the tutor report, along with the achievement record.

Parents are encouraged to contact form tutors, subject teachers, Learning Coordinators and the Inclusion team by email or telephone if there are any specific concerns.

## Subject: Visual Arts

Students are taught Visual Arts in tutor groups. Lessons are timetabled for 1 hour a week. Work is completed in an A4 sketchbook in class. An A5 sketchbook is provided for homework tasks. Students are expected to bring their own 2B pencil, eraser and sharpener to every class.

### **Year 7 Course outline:**

In Year 7, students learn about the basic elements of art: shape, form, line, pattern, tone, texture, colour.

Students start by exploring the work of Cecil Touchon; they experiment with typographic compositions and develop skills in drawing, collage and monoprinting. They then go on to study colour theory before combining skills in a study of the illustrator Millie Marotta. Students go on to study botanical illustration and focus on improving a range of drawing skills before experimenting further with abstract approaches inspired by Elena Lazutina.

### **Year 8 Course outline**

In Year 8, students experiment and refine techniques introduced in Year 7 such as drawing, printmaking and collage and develop new skills in areas such as the use of multi-media, and Photoshop.

Students start the year with observational drawing of shoes for use in their own composition on the theme of Custom Kicks. The project enables students to explore their own ideas for design and composition. They then go on to explore the work of Nina Chakrabarti, a contemporary illustrator. Following these foundation tasks, students develop their understanding and skills in portraiture. They study proportion, drawing skills using a range of media, multi-media techniques, Photoshop and collage through studying artists such as: Nicole Eiseman, Josh Bryan and Julian Opie.

### **Year 9 Course outline**

In Year 9, students explore architecture and ways in which architecture is portrayed through art. They look at Danielle Krysa, Mark Lazenby and Evan Hecox, experimenting with different ways to record the urban environment. They focus on multi media techniques and are given the opportunity to explore a range of techniques and ideas that will build on their existing skills and allow for progression into GCSE. They will be expected to create a number of outcomes in the initial term as they look at architecture, street environments and cities. In terms 2 and 3 their books reflect a GCSE project in structure, showing primary research, artists references, development and refinement of ideas and techniques, leading them through to a final piece that draws together their understanding of Evan Hecox's work. The course develops their skills in recording the human figure before ending with a personal investigation and development of a second final piece based on the school environment.

### **Homework:**

Students can choose two tasks from a range of three that are set at the start of each term. The tasks link directly with classroom practice and it is vital that students complete the homework for the deadlines set by each teacher. Students are expected to spend 3-4 hours completing homework each term.

### **Enrichment Activities:**

Every year there are opportunities for students to engage in enrichment activities. These activities have previously included silkscreen printing, photography, textiles and stencilling. Details of workshops will be published throughout the year.

### **How you can support your child**

Please ensure students have a **2B pencil**, a **rubber and sharpener**. Colouring pencils, glue stick and black fine liner are also useful.

Follow **@Cotham\_Visual\_Arts on Instagram** to see a range of work produced by students in the department.

See art first hand, visit:

[www.arnolfini.org.uk](http://www.arnolfini.org.uk)

Arnolfini Gallery offers free activities for children and adults and exhibitions of contemporary Art.

[www.spikeisland.org.uk](http://www.spikeisland.org.uk)

Spike Island - Contemporary Art Exhibitions, workshops.

[www.rwa.org.uk](http://www.rwa.org.uk)

West of England Royal Academy – Art exhibitions.

## Subject: Dance

At Key Stage 3 Dance is taught in mixed ability groups by specialist dance teachers. In year 7 and 8 all students receive 1 hour of dance per week, taught in tutor groups. In Year 9 dance becomes optional, as part of the PE curriculum; on average over 60% of students opt for this.

The Dance curriculum and assessment focuses on the three main areas of dance: choreography, performance and appreciation. Our aim is for students to develop the confidence and skills to be able to express themselves creatively through the body, be confident in performing in front of a variety of audiences and be able to evaluate their own, others and professional dance works.

Students are expected to wear full dance kit for every lesson. This is a Cotham School t-shirt available from Harris Sports Limited and The Famous Schoolwear Branches and black track suit bottoms or shorts. This enables students full mobility and allows for floor works without harming school uniform and is more hygienic. If, for any reason, a student cannot bring their kit they need to bring a note explaining why and an alternative black t-shirt.

### Year 7 Course outline:

In Year 7 students begin to develop some basic skills within choreography: how to structure movement, how to communicate an abstract or narrative theme to an audience. They are expected to perform in front of others within their class and will evaluate their own work. There is a focus on social skills and working within a variety of small and large groups.

Topics include:

- Choreography: abstract and narrative dance
- Performance: technical skills in a group dance
- Appreciation: storytelling and the use of professional repertoire (*Bruce's Swansong*).

### Year 8 Course outline:

In Year 8 students continue to build on the basic skills developed in Year 7 but to a higher standard.

They continue to choreograph their own work but the skills of choreography that are taught are more complex and require a deeper level of understanding and creativity.

Performances may now extend to audiences outside of their own tutor groups; they may be required to perform to other students within their year group and to Key Stage 4 students.

Their evaluative skills continue to develop, with a stronger understanding of technical language and they learn to evaluate the work and communication of others dance works as well as their own. There is a strong focus on independent learning in groups from 1 to 6.

Topics include:

- Choreography: contact work looking at the safety and communication options with lift work and the use of words to create dance (their own and others)
- Performance: thematic performances through professional repertoire and different styles
- Appreciation: the use of constituent features to support storytelling and movement in professional works (*Bourne's Nutcracker! and West Side Story*).

### Year 9 Course outline:

Dance becomes an option within the PE curriculum in Year 9 and is taught in single gender, mixed ability classes. This allows the schemes of work and learning to be more specific and relevant to the gender differences at this age.

Students study professional dance work in a similar way to that at GCSE looking at all the elements that make a dance, not just the movement. They continue to develop contact skills and

develop choreography that focuses on lift and support work. Performance opportunities and audiences are broadened further and the level of commitment and hard work is high.

Topics include:

- Choreography: in-depth research into a theme, improvisation and contact
- Performance: set dance duet, free running
- Appreciation: the use of constituent features within *Rosas Danst Rosas*.

#### **Homework:**

A variety of homework will be set approximately twice a term, this could include:

- Choreographic tasks
- Rehearsals in groups outside of lesson (the studio is available at break time for this)
- Research tasks
- Evaluation sheets
- Design of costumes, lighting, set etc for a piece of their work.

#### **Enrichment Activities:**

Each year group has their own dance company that are invited to perform in the annual Dance Evening & Dance Summer Sharing:

- Year 7 can join the Year 7 Dance Company and boys can audition for Jnr Synapse
- Year 8 can join the Year 8 dance company and boys can audition for Jnr Synapse
- Year 9 girls can audition for Vivid Junior & boys can audition for Synapse

G&T Key Stage 3 activities are also available in the holidays.

Occasional theatre visits are open to Key Stage 3.

#### **How you can support your child/Resources:**

- Ensure they have the correct dance uniform for each lesson – a black Cotham Dance t-shirt with black leggings, shorts or track suit bottoms. If there is any reason they will not have uniform for a lesson, please provide an alternative and note. Sanctions will be given for non-uniform.
- If your child is unable to partake in a practical lesson, please ensure you provide the department with a note explaining why, and understand that they are still expected to partake in other ways.
- Encourage their creativity in any practical homework.
- Encourage your child to partake in the extra-curricular activities available to them
- If your child becomes a performer in a company, please come, watch and enjoy!
- Please note that mobile phones and iPods etc must be handed in to the teacher at the beginning of the Dance lesson. Due to timetabling the changing rooms are not locked and the school will not take responsibility for any theft from the changing rooms.

## Subject: Design & Technology

The work done by students in the Design & Technology curriculum area essentially follows the same pattern in each of Years 7 and 9; where the student will study each of these five modules for equal parts of the academic year. Resistant Materials (RM), Graphics (GX), Systems & Control (SC), Product Design (PD) and Food (FD). In Year 8 students may also study a Child Development (CD) module (however this varies from year to year due to timetabling, so is subject to change). The levels attained for each of these areas are collated and reported to parents as a holistic Design & Technology grade.

### Year 7 Course outline:

**RM: Topics covered** - an introduction to basic workshop practice, an understanding of working with plastic, the properties of plastics, adhesives, design requirements, environmental issues and specifications, tools and their uses.

**Skills** - Developing ideas, modelling / prototyping, testing, planning, manufacture (cutting, shaping and obtaining a quality finish), safe use of hand tools and evaluation.

**GX: Topics covered** - Computer Aided Design; Year 7 are taught to use and understand workplanes, sketches and features to generate focused designs in three dimensions using Computer Aided Design (CAD). Students are encouraged to independently generate rules for CAD features to enable them to design successfully and to understand and correct problems.

**SC: Topics covered** - Bug toy delivered through; safety in the workshop, basic electronics principles, thermoforming plastics, the design process, CAD and desk top publishing (DTP) basics

**Skills** – Vacuum forming, soldering, use of the pillar drill, assembly techniques, use of the hot melt glue gun, assessing the quality of finish, CorelDraw basic techniques in DTP.

**PD: Topics covered** - More workshop practice, an understanding of working with manmade board, the properties of wood, adhesives, design requirements, environmental issues and specifications, tools and their uses.

**Skills** - Developing ideas, modelling / prototyping, testing, planning, manufacture (cutting, shaping, obtaining a high quality finish), safe use of machine tools and evaluation

**FD: Topics covered** - Nutrition and practical implementation; healthy eating/diet; safety

**Skills** - measuring, use of basic equipment, chopping, shredding, rubbing in, dough making, evaluating processes. Made products include: healthy snack, brunch, fruit salad, shortbread and pizza.

### Year 8 Course outline:

**RM: Topics covered** - a review of basic workshop practice, an understanding of working with wood the properties of wood, joining, adhesives, tools and their uses, environmental issues.

**Skills** – manufacture (cutting, shaping, obtaining quality finish), safe use of hand tools.

**GX: Topics covered** - builds on the knowledge and understanding of Year 7. Students use Lego as a theme to generate their own assemblies from a library of components. Assemblies are rendered using album and exported as jpegs. Students use Corel Photo Paint to edit the exported jpegs.

**SC: Topics covered** - Steady hand game delivered through; electronic circuit design, understanding transistors, capacitors and resistors in a circuit, circuit board design, designing to meet a specification.

**Skills** – Advanced soldering, cutting and preparing wire, higher assembly techniques, testing and fault finding in electronic circuits.

**CD: Topics covered** – Issues to consider before having a child, parenting skills, types of families, the true cost of having a child. Home safety for babies and toddlers. Job descriptions and career research for midwifery and other child related career. Weaning and nutrition for young children, practical food cooking tasks related to developing essential skills and related to the nutritional needs of young children.

**FD: Topics covered** - Building on healthy eating knowledge; high energy foods; quality control; investigation into another country/culture.

**Skills** - adapting recipes - selecting foods and appropriate cooking methods; extending basic cookery skills, creaming method; researching and presenting topics to class; star diagrams; self and peer assessment, range of evaluation techniques.



**Year 9 Course outline:**

**RM: Topics covered** - a review of basic workshop practice, an understanding of working with metal the properties of metal, ferrous, non-ferrous and alloys, casting and finishing.

*Skills* – designing, prototyping, cutting stencils, mould making and finishing.

**GX: Topics covered** – introduction to orthographic and architectural drawings using Computer Aided Design. Students build on CAD assembly work from Year 8 to generate sub-assemblies and assemblies that incorporate their own designs. Students are encouraged to work independently and to problem solve difficulties.

**SC: Topics covered** - The students examine mechanisms and then create a mechanical toy

*Skills* – Modelling techniques, application of quality paint finish, understanding of cams, gears and the four types of motion.

**PD: Topics covered** - a review of basic workshop practice, an understanding of working with wood the properties of wood, Injection Moulding, design of structures and simple mechanisms.

*Skills* – Developing ideas, modelling / prototyping, testing, planning, manufacture (cutting, shaping, joining materials, injection moulding), safe use of machine tools and evaluation.

**FD: Topics covered** - Selecting foods and cooking methods, adapting personal diet and dishes to comply with current dietary goals and guidelines; determining particular food needs within the community (very young/vegetarian etc); fruit and vegetables in the diet; additives; sensible use of convenience foods; Ready steady Cook

*Skills*; opportunity to exploit any new practical skill/cooking method/use of equipment when cooking new dishes; preparing fruit and vegetables to retain as much vitamin C as possible; sensible use of convenience foods.

**Homework:**

Within RM, PD GX and SC homework is consistently set as a mini project or task given at the start of each rotation, the expectation is that 3-4 hours should be done on each. FD tasks are set at discrete points throughout that module and will total a similar time. This homework will all be marked and form an important part of the holistic grade given to the student at the end of each module.

**Enrichment Activities:**

Whilst these vary each year, there is a clear commitment to STEM with a number of after school clubs and participation in national competitions to further enthuse students about design and technologies used in the built environment and enable more time to be spent on exploring engineering principles and the science behind good design. Previous clubs include Engineering club where students assembled working scale vehicles powered by either electric motors or liquid fuelled engines. The Cotham Rocket Car Club saw students design and make high speed cars inspired by Bloodhound SSC, powered by solid fuel rockets and reaching speeds of nearly 80mph across the school playground.

Additionally the department has seen from student's great interest and success in a number of events in the area of Food Technology, including Bristol Young Chef and Bristol Young Baker as well as participated in and hosted heats of the Bristol School Bake Off. The department has also been involved in the city's food festival.

**How you can support your child/Resources:**

With Food Technology it is expected that students bring in ingredients for the dishes they are making. However to help with the high costs involved with the subject, parents are asked to make a voluntary financial contribution towards the cost of materials, normally around £15 to cover all of your child's time through Key Stage 3. We endeavour to keep this to a minimum as the majority of the cost is covered by the school anyway. Parents are actively encouraged to enthuse their children about the made world around them, how does it work? What is it made from? How could it be changed to work more effectively?

## Subject: Drama

### Preamble

Assessments are made regularly throughout the year to monitor progress. Each Unit of work taught covers Creating, Presenting & Responding to Drama and is assessed according to National Drama and Arts Council guidelines.

### Year 7 Course outline:

**Introduction to Drama:** A 6 lesson unit which introduces students to the 3 main areas of Drama: Use of space, Actor & audience, and Improvisation.

**Group devised performance:** A six lesson unit in which the students develop their own character and story in order to create and perform a whole group piece. The students will learn to communicate through the language of Drama and how to adopt and sustain roles in the development of performance.

**The Shadow of A Boy:** A scripted unit aimed at allowing student to learn lines and take character and plot from 'page to stage'.

**World War One Poetry:** This unit allows students to work individually and in a small group without constant support. The main creative drive is to re-create the imagery of the poem physically, whilst improving their understanding and use of flashback, slow motion, mime, and choral work in performance.

**Physical Theatre:** In this unit students will be introduced to how to respond and perform in a variety of non-naturalistic ways. The first half of the unit is structured around learning skills. In the second half of the unit, students will apply those skills in performance.

**Myth and Legend:** Whole Group Performance: Students take a classic story and use the skills and techniques that they have learnt across the year to develop a polished performance.

### Year 8 Course outline:

**Key Skills:** A 12 lesson unit which develops students' knowledge and understanding of three areas of Drama: Focus & commitment, Clarity, Expression through voice & body.

The second half of the unit explores and develops the students' ability to use these skills in context in a developed performance.

**Staging Shakespeare:** Using the original text, students develop their understanding of the characters, themes and dramatic possibilities of five Shakespeare plays.

**Ensemble Performance:** Through completing this unit, students will gain knowledge and understanding of cooperative group work, the exploration of 'ensemble', and synchronised movement and voice.

**Stones:** By studying the play 'Stones' students are introduced to the techniques of 'multi-role playing', portraying status and will further develop their line learning skills.

**Devised Group Performance:** Using a short story as the stimulus, students will develop their own devised performance using the skills learnt across the year.

### Year 9 Course outline:

**The Language of Drama:** a series of self-contained workshops in which students are introduced to and develop their understanding of a variety of Drama techniques; ranging from body language to bathos.

**Group Performance:** using the previous year's GCSE Unit 3 as the basis, students will create a devised or scripted performance.

**Play openings:** students will explore five openings of significant plays. They will learn how the playwrights have created tension and mood and how characters and changing locations/time periods can be communicated to the actors and directors. In the second half of this unit, students apply the skill learnt in the writing of their own play opening.

**Monologues:** Students create a character from their own imagination and then write and perform a 4-minute monologue.

**The Language of Drama 2: Explorative Strategies:** As an introduction to one of the GCSE areas of study, a series of self-contained workshops in which students are introduced to and develop their understanding of a variety of Drama techniques.

**Homework:**

At Key Stage 3 homework is largely practical. Tasks such as learning of lines, creating a costume for performance or finding appropriate props are set. There is at least one written task per unit. Students will be asked to reflect on the work produced by themselves and their classmates.

**Enrichment Activities:**

Activities currently on offer include: a whole school show, a summer show for each year group, The Shakespeare in Schools Festival, CUE Bristol Youth Theatre, Travelling Light Workshops, the Year 7 Drama Club, and a Year 8 performance group.

Enrichment Activities are reviewed every year and are open to change.

**How you can support your child/Resources:**

The more performances students are introduced to, the more they will develop their skills. Useful websites such as [www.stageworks.co.uk](http://www.stageworks.co.uk) or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills.

Bristol is a great city for theatre and performance with The Tobacco Factory and Bristol Old Vic offering a wide selection of plays and workshops.

## Subject: English

At the heart of our Key Stage 3 curriculum in English lie the core skills of reading, writing and speaking and listening. We aim to help our students develop into well-rounded, confident and independent learners with natural curiosity, a firm grasp of written and spoken language and a lifelong love of literature. Students learn in mixed ability groups in Years 7, 8 and 9, though in Years 8 and 9 we have two smaller groups on either half of the year to provide extra support for those who need it. We cover poetry, drama, prose and non-fiction units in every year group, each building upon the skills learnt in the previous year. We assess reading, speaking and listening and writing across the Key Stage, tracking students carefully from their first written piece in Year 7 towards their Key Stage target at the end of Year 9. Their skills will be measured with our new Cotham levels which will rigorously assess the skills above plus added focus on spelling, punctuation and grammar.

### Year 7 Course outline:

Students are taught in tutor groups in Year 7, and we offer an exciting curriculum to harness their enthusiasm. We cover poetry, prose and drama and literature is at the heart of what we do: from the play version of 'Warhorse' by Michael Morpurgo, to 'The Man With the Yellow Face' by Anthony Horowitz, to contemporary poetry. Our students learn to become competent and confident readers. In our reading, we focus on the skills of tracking and tracing, and identification and analysis of writers' techniques, providing our students with the technical abilities to deconstruct and discuss texts effectively. On top of this, we look at genre (from detective to science fiction stories) to provide students with a broad reading base. Students, in groups, also design their own eighth wonder of the world for our non-fiction unit, which extends and develops their independent thinking skills and their study and understanding of non-fiction texts. Students will write creative and transactional texts throughout the year.

### Year 8 Course outline:

Again this year we cover the three genres of poetry, prose and drama, and our students are organised into mixed ability groups. We study 'Shakespeare's Heroes and Villains', considering stagecraft and character construction as well as units on 'Writing from Across the World', 'The Village' and Gothic literature. These units are specifically designed to encourage our students to work effectively – both independently and creatively. In the 'The Village' unit, for example, students, as a class, design their own village where they practise the skills of describing the inhabitants, informing about the activities available and persuading the rest of the class to vote for their Mayor. In 'Writing from Across the World', students study a range of texts from the UK to the US to Vietnam. These are a mix of fiction and non-fiction texts and the texts are studied in the light of their contexts. Our Year 8 novel is either 'Revolver' by Marcus Sedgwick or 'Holes' by Louis Sachar, both incredibly popular with our students and wonderful examples of the high quality contemporary fiction available to young people currently.

### Year 9 Course outline:

In Year 9, students complete their Key Stage 3 study at the end of term 5 and move on to Key Stage 4 when we start GCSE preparation. Until this point, we cover increasingly sophisticated content aimed at pushing our students towards meeting their Key Stage 3 targets. We study 'Martyn Pig' by Kevin Brooks, on many GCSE syllabuses, and structured like a detective story. Martyn's character is obsessed with detective fiction, so alongside his narrative we look at some classic Sherlock Holmes mysteries to consider key components of generic form, structure and language. Our unit on 'Creating Texts' allows students to create a range of fiction and non-fiction texts based around the thriller/horror genre. In our 'Relationships' unit, students have the opportunity to study poetry, from Shakespeare's sonnets to Simon Armitage's and Carol Ann Duffy's contemporary voices, and write their own poetry too, exploring voice, structure and imagery. We also look at a unit on dystopian fiction, where students have the opportunity to read independently: from 'Brave New World' to 'The Hunger Games' to 'Noughts and Crosses' to 'The Handmaid's Tale'.

**Homework:**

Homework is set once a week, marked regularly and used to underpin our classroom learning. Tasks vary from week to week and range from family questionnaires to research to the production of written texts to reading. Homework is an important part of independent study and extends our students' learning beyond the classroom.

**Enrichment Activities:**

We run plenty of enrichment activities at Key Stage 3 in English and are always looking for interesting and meaningful ways to support the curriculum and broaden our students' experiences. In 2013 we had two successful trips to the West End with Year 7 to watch 'Warhorse' by Michael Morpurgo, and planning for other trips is underway. Author visits and book clubs are also central to our English curriculum. The book club runs once a month and features a forum for students to share their opinions and expand their reading repertoire. Creative writing is open to students across the Key Stage and we explore poetry, script writing as well as short stories, sharing ideas and inspiration. We also run writing competitions throughout the year, and are always keen to showcase our students' fantastic work.

**How you can support your child/Resources:**

The best way to encourage and support your child in English is to encourage them to read. If you're at a loss as to *what* to encourage your child to read, the website [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) is a first rate resource. Here, you'll find recommendations for boys/ girls/ reluctant readers, story openings so you can try before you buy and a high calibre guest editor each month. It has fabulous reviews too and tracks the Carnegie/Orange/Guardian awards each year.

## Subject: Geography

### Preamble:

Geography at Key Stage 3 is exciting and challenging and provides a unique opportunity to get to grips with some of the real issues faced by our planet today.

The course enables pupils to progress their knowledge but also to develop transferable skills through the inclusion of practical activities and enquiry-based learning opportunities.

### Year 7 Course outline:

In Year 7 students are taught combined Humanities consisting of Geography, History and REP. The course begins with an introductory module which explores the main skills of the Humanities subjects.

Students are then taught Geography, History and REP on a rotational basis with four weeks for each subject.

The Geography modules are Who am I? Reading Maps and Save the World.

### Year 8 Course outline:

The Year 8 course is a real opportunity to develop pupils' enjoyment of and experience geography as a unique subject, and as such draws upon topical and relevant global issues.

Terms one and two provide pupils with the opportunity to investigate environmental issues which are affecting our planet today, following a unit of work called 'Our Fragile Planet.' The pupils complete their learning by producing an independent enquiry on an environmental issue of their choice, apparent in their local area.

'Who wants to be a Billionaire?' is the unit of work followed in terms 3 and 4 whereby the pupils are introduced to the themes of global inequality and development. Practical activities including the Trade and Fair Trade Games enable pupils to develop empathy and a deeper understanding of topical global issues.

'Our Dynamic World,' the unit of work covered in terms 5 and 6, is 'exciting' and very visual geography where students study natural earth surface processes and investigate the impacts of associated volcanic eruptions, earthquakes and tsunamis. This unit of work provides real scope for pupils to demonstrate their knowledge and develop their understanding of major global disasters.

### Year 9 Course outline:

Year 9 Geography provides a real opportunity for students to develop transferable skills which prove to be invaluable at GCSE level.

Term 1 - 'Tropical Rainforests' are studied in term 2 with an in-depth investigation into the activities that are affecting one of Earth's most vital Ecosystems and how it is being exploited. Students will also explore management of this vital resource and look at sustainable management of this environment.

Term 2 – 'Urbanisation – the issues with Mumbai' - the department are developing a unit looking at the issues with urban growth in LEDCs. This will focus on the overpopulation issues in Mumbai with a focus on the problems faced by the residents of Dharavi slum. They will also look at how Dharavi has many environmental and social advantages over MEDC cities. Discussing finally how best the slum could be improved without losing the community spirit, high employment rates and commitment to recycling.

Terms 3 and 4 provide students with the opportunity to study 'Our Natural World' developing knowledge of physical geography, associated landforms and the weather. Current and topical events are covered and again provide real scope for all pupils to participate and demonstrate their knowledge of extreme weather events. This unit also develops skills and understanding which are invaluable for those continuing with Geography at GCSE level in Year 10.

In the summer terms of 5 and 6, pupils complete a unit of work entitled 'Take a Break,' covering the impacts of global tourism, enabling the further development of their global awareness and to give them great ideas for their summer holidays!

The end of term 6 will finish with a 'BBC Apprentice' style activity where pupils are taken on a fieldtrip to Whiteladies Road and are challenged to 'regenerate' the Picture House. Group presentations and an individual enquiry based write-up are produced with 'winners' being crowned the 'Cotham Apprentice'.

**Homework:**

Thirty minutes of homework are set each week for all pupils at Key Stage 3 level and will vary in style but will usually cement the learning of lessons taught or provide students with the opportunity to research upcoming topics.

Pupils complete one assessment each term, which is marked using a pupil friendly 'levelled mark sheet' whereby pupils are able to see the level they are at and what they need to do to progress their levels next time.

**Enrichment Activities:**

All pupils are encouraged to research and take part in all practical, lesson-based opportunities but are also invited to attend the Wenchford visit in Year 8, where natural systems are studied and team building is developed.

In Year 9 all pupils participate in the 'Apprentice Challenge' and complete fieldwork on Whiteladies Road. An extra opportunity and incentive is available for more-able and all hardworking students to participate in an educational visit to Bristol Zoo and further their learning on the Tropical Rainforests in term 4.

**How you can support your child/Resources:**

Support with homework is always actively encouraged but pupils would benefit from reading newspapers and watching the news and natural life programmes on TV, as these will develop understanding and awareness of current and topical events, meaning that pupils are well prepared and more actively engaged with their learning in lessons.

## Subject: History

In History, students are taught in mixed ability groups in Year 7. In Years 8 and 9 there is one smaller group in each half of the year which provides less able students with greater support. The aim of our Key Stage 3 curriculum is to provide students with an appreciation of a range of British, European and World history and through their studies develop key skills in source analysis and evaluation, an understanding of interpretation as well as the ability to confidently organise information and make reasoned judgements. This is achieved through a range of teaching and learning styles. We look for opportunities to exploit Bristol's rich local history where possible and offer students the chance to use primary source material in historical investigation. Students are assessed termly via a range of formative and summative assessment.

### **Year 7 Course outline:**

In Year 7 students are taught combined Humanities consisting of Geography, History and REP. The course begins with an introductory module which explores the main skills of the Humanities subjects.

Students are then taught Geography, History and REP on a rotational basis with four weeks for each subject.

The History modules are 1066 and All that, Life Beliefs and Ideas of the Medieval era, and Moving and Travelling in the Medieval era.

Students are encouraged through their study of the combined Humanities to develop their personal, learning and thinking skills.

### **Year 8 Course outline:**

Students begin their Year 8 History course with a module on Rulers and Ruled: 1485-1750 which covers the rule of the Tudors and their Stuart successors. Group work tasks have been designed to allow students to take in the social aspects of this period.

This module is followed by 'Revolution, Reform and Radicalism' which covers the period of the Industrial Revolution in Britain and its social, economic and political implications. Specific focus is given to the Ideological Revolution; how and why the franchise was extended and the impact this had on Britain.

The final module of the year looks at the British Empire and allows students to make a considered evaluation of this period in British and Commonwealth history. Year 8 students also complete a detailed project on the local History of Bristol through time which also serves as an introduction to the Year 9 course.

### **Year 9 Course outline:**

The Year 9 History course starts with The Black Peoples of the Americas which looks at Africa c.1500, the origins of the Transatlantic Slave Trade and traces the Black experience in America through to abolition and emancipation. Where appropriate, links are made with Bristol and the city's history.

The second module of Year 9 takes in the First World War, followed by 'From Sleeping Giant to Superpower' and picks up the story of America from the close of the First World War and follows it through the 1920s, the Great Depression, her role in the Second World War and the Cold War. Linking to module one this module also considers the issues of civil rights, tolerance and freedom.

Module four, 'Who rules!' explores different ways of running countries: dictatorships and democracy, capitalism and communism. The Second World War is studied with a focus on key events and the year finishes with a depth study on the Holocaust. Much of the Year 9 course sets the context and serves as an introduction to the themes present in the Modern World History GCSE currently on offer.



This provides a rounded overview of history for those who do not continue with the subject beyond Key Stage 3.

**Homework:**

Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to explore topics beyond the classroom. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.

**Enrichment Activities:**

The History department aims to provide an enrichment activity for all year groups. In Year 7 students have the opportunity to visit Kenilworth Castle. Year 8 students can go to the S.S. Great Britain to explore Britain's Industrial heritage. In Year 9 students focus on Bristol's history with a local History walk to the harbourside. The enrichment provision we offer is currently under review and may be subject to change.

**How you can support your child/Resources:**

- Horrible Histories books
- BBC History magazine
- BBC website history section
- Library resources
- The Cotham History department FROG page
- Bristol's historical attractions – City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral.

## Subject: Information Communication Technology (ICT)

Students cover a mix of ICT and Computing units. The students' develop:

- An understanding of how computers impact on the world around us
- ICT: how to use specific software to solve problems
- Computing: an understanding of how to program and how computers communicate
- Graphics and media
- E-safety: lessons throughout all years.

### Year 7 Course outline:

Students start with two lessons to introduce them to using ICT in Cotham School; saving work using subject folders and using our Learning Environment, Frog, so students can access all the lessons and their work online from home. The first unit of work covers many aspects of e-safety, whilst improving their presenting data skills through Publisher.

Students are introduced to Computing where they create a Pacman game using Scratch. This teaches them to write sequences of instructions and test that the result is what is intended.

Students use spreadsheets in the world of 'Harry Plotter', starting with costing the shopping list for going to 'Hogwalks School'! They learn how to use functions, create charts and format tables and charts to suit an audience. In the data handling (databases) unit, students learn about healthy eating. Access software is used to store and search for information.

### Year 8 Course outline:

Students start in Year 8 with a Computing unit, where they develop their Scratch programming skills to create a two player car racing game. They will really explore how instructions (algorithms) can be represented in different ways. Students help a chimpanzee make money at a Gangsta Zoo! They use spreadsheets to present information and do some modelling.

The next computing unit is where students are introduced to GameMaker and code a Zombies vs Werewolves game. GameMaker uses more powerful object oriented approach to coding.

In the penultimate unit students learn how to put together an effective presentation while learning about the technology of the future.

Finally students will learn how to create and edit images using Adobe Photoshop.

### Year 9 Course outline:

In Year 9 students use Flowol to learn about how flowcharts can be used to program common control systems such as pelican crossings and a big Ferris wheel.

Using Camtasia screen recording software, students learn how to put together an effective video tutorial that can be used to teach someone else some new skills.

In Cryptology and Computer Architecture students are introduced to code breaking techniques and how computers communicate. They learn about the internal components that make up a computer system as well as learning how to read and write in binary code.

In Spreadsheets, students revisit core formulas and formatting and learn new functions such as Vlookup and Countif, which make spreadsheets so useful to create an interactive quiz.

Students get their first taste of text-based coding with Visual Basic.Net. The problem solving and sequencing skills that have been developed in Years 7 and 8 are used as they learn program console and forms applications.

### Homework:

Homework is set every other lesson and always due the next lesson. All homework and resources are set on Frog.

### Enrichment Activities:

ICT Catch up is available in B001 and there is always a member of the ICT team on-hand to support students every lunchtime.

Current Clubs are a Key Stage 3 game design club and Year 8-10 Digital Leaders. Clubs vary throughout the year.

### How you can support your child/Resources:

All lessons and resources are on Frog. Students should catch up any lessons they have missed before the next lesson.

Additionally, SAM Learning, BBC Bitesize and GCSEpod (Year 9 only) are excellent revision and support for the topics.

## Subject: Maths

Mathematics in Years 7 and 8 is taught in four classes (on each side of the year) which are set by ability. Mathematics in Year 9 is taught in five classes (on each side of the year) which are set by ability.

All groups follow a scheme of work supported by the Collins New Maths Frameworking textbooks.

The program is enhanced by periodic rich Mathematic activities consistent with the new Key Stage 3 curriculum and Functional Maths activities, the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.

Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.

Four units of work are studied during the year. Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups.

Summative assessments take place for each year group at the following times:

October (prior to the October half term)

December (prior to breaking for the Christmas holiday)

April (prior to breaking for the Easter holiday)

Formal end of year test.

### Year 7 Course outline:

Term 1 – Transition unit (from primary to secondary maths). Algebra 1 (sequences, rules, functions and mappings). Number 1 (decimals, estimating and directed numbers).

Term 2 - Number 2 (fractions, decimals and percentages, four rules of fractions) Statistics 1 (averages, statistical diagrams, probability). Algebra 2 (algebraic terms and expressions, simplifying expressions, using formulae and solving equations).

Term 3 – Geometry 1 (lines, angles and coordinates). Statistics 2 (data collection and interpretation).

Number 3 (rounding and estimation, BODMAS, long multiplication and division, efficient calculations).

Term 4 – Algebra 3 (square numbers and square roots, equations and graphs of straight lines).

Geometry 2 and 3 (length, perimeter, area of 2D shapes and surface area of 3D shapes, constructing angles and triangles). Number 4 (percentages, ratio and proportion).

Term 5 – Algebra 4 (solving linear equations). Geometry 4 (symmetry, reflections, rotations, translations). Statistics 3 (pie charts, data surveys, probability).

Term 6 – Number 5 (adding subtracting multiplying and dividing decimals, fractions and percentages of amounts). Algebra 5 (solving equations, using formulae, further graphs). Geometry 5 (polygons, tessellations, 3D shapes and nets).

### Year 8 Course outline:

Term 1 – Number 1 (negative numbers, HCF and LCM, powers and roots, prime factors, sequences).

Geometry 1 (angles in parallel lines, triangles and quads, properties of quadrilaterals and geometric proof). Statistics 1 (probability, mutually exclusive events, experimental probability).

Term 2 - Number 2 (fractions, decimals and percentages, four rules of fractions, percentage increase and decrease). Algebra 1 (simplifying, using brackets, index notation). Geometry 2 (area of triangle, parallelogram, trapezium, volume of prisms, imperial measures).

Term 3 – Algebra 2 (linear functions and their graphs, equations and graphs of straight lines). Number 3 (powers of ten, estimation, adding subtracting multiplying and dividing decimals). Geometry 3 (congruent shapes, transformations of shapes, shapes and ratio).

Term 4 – Algebra 3 (equations with negative numbers, substituting into expressions and formulae, creating expressions and formulae). Statistics 2 (stem and leaf charts, pie charts, scatter graphs).

Number 4 (fractions, order of operations, multiplying and dividing decimals).

Term 5 – Algebra 4 (simplifying algebraic expressions, solving equations). Functional Maths (reading and interpreting and using data to solve real life problems).

Term 6 – Geometry 4 (plans and elevations and scale drawing, circumference and area of circles, constructing triangles, bearings). Statistics 3 (frequency tables and diagrams, using averages to compare data, experimental and theoretical probability).

**Year 9 Course outline:**

Term 1 – Algebra 1 (sequences, functions, graphs of function). Number 1 (four rules of fractions, percentages and compound interest, reverse percentages, ratio, BODMAS). Algebra 2 (equations, formulae and identities, equations with fractions and squared terms, trial and improvement).

Term 2 – Geometry 1 (angles in polygons, tessellations, construction of triangles, geometric reasoning and proof). Statistics 1 (scatter graphs and correlation, time series graphs, two way tables, comparing sets of data, statistical investigations). Geometry 2 (circumference and area of a circle, metric units of area and volume, surface area and volume of prisms).

Term 3 – Number 2 (powers of 10, rounding and estimation, multiplying and dividing decimals, using a calculator and solving problems). Algebra 4 (factorising, index notation with algebra, squares and cubes and roots, distance time and real life graphs). Statistics 2 (probability, experimental probability and expected frequency).

Term 4 – Geometry 3 (combinations of transformations, enlargements, planes of symmetry, congruency, map scales and map reading). Algebra 5 (expanding brackets (single and double), factorising, changing the subject of formulae, equations of straight line graphs of form  $ax + by = c$ ).

Term 5 – Geometry 4 (Pythagoras and trigonometry). Remainder of term is used to support revision activities for end of Key Stage 3 formal assessment.

Term 6 – Revision to support end of Key Stage 3 formal assessment.

Students will sit their end of Key Stage 3 formal assessment during the first 2 weeks of June. The remainder of the term will be used to introduce students to their GCSE course.

**Homework:**

Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a powerpoint, creation of bank of questions, though more often homework will be designed to ensure that students have the opportunity to practise and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

**Enrichment Activities:**

Students in each of the years will be exposed to Functional Maths activities which will allow them to see how the skills developed in lessons are used in real life scenarios.

**How you can support your child/Resources:**

Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and we would encourage students to buy their own so that they have the opportunity to ensure that they know how to use all of the functions by the end of Year 11.

Each student will be given their own textbook and also a homework book. The homework book will contain a CD which contains a copy of their class textbook. The textbook will contain examples of the type of work undertaken so that you can support your child at home.

We would ask that all students know all of their times tables and related division questions.

The following websites will be useful in supporting learning and revision.

[www.mymaths.co.uk](http://www.mymaths.co.uk) – used by school for online homework and contains lots of teaching powerpoints, useful revision activities.

[www.bbc.co.uk/schools/ks3bitesize/maths](http://www.bbc.co.uk/schools/ks3bitesize/maths) – Key Stage 3 revision activities

[www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index](http://www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index) – Key Stage 3 revision activities

[www.samlearning.com/](http://www.samlearning.com/) - Key Stage 3 revision activities.

## Numeracy

Our Key Stage 3 Numeracy programme is designed to equip students with the skills they need to deal with the numerical challenges they will encounter throughout their life. Students will be faced with mathematical problems to solve both not only in maths lesson but in the majority of the subjects they study.

We feel it is particularly important to support students who arrive at the school with a numeracy level below that which would normally be expected. To this end the numerical ability of all Year 7 students is comprehensively assessed during term 1. Testing includes a SATS style assessment and CATS. The results of these assessments are used to set the entire year group according to ability for Mathematics. In addition these assessments are used to identify students who will receive extra assistance in improving their numeracy skills.

### **Group 1: Students identified as being below level 3 in Mathematics**

These students will take an additional assessment to establish an accurate level on entry. They will also be tested for dyscalculia to help identify the source of their difficulties in the subject. Parents will be contacted and invited to a workshop to receive advice on how to support their child at home. The students will be placed in a small Mathematics set which is supported by an LSA. The student will be withdrawn from other subjects and receive 2/3 hours targeted numeracy support in small groups. Students will be regularly assessed and continue to receive the support throughout Year 7 and 8 until they reach level 3 when they will be transferred to group 2.

### **Group 2: Students identified as being level 3**

These students will be tested for dyscalculia to help identify the source of their difficulties in the subject. Parents will be contacted and invited to a workshop to receive advice on how to support their child at home. The students will be placed in a small Mathematics set which is supported by an LSA. Students will be invited to a weekly after school support session and take part in an additional programme of home study. Students will be regularly assessed and continue to receive the support throughout Year 7. When students reach 4c parents will be informed. However continued attendance of the session will be encouraged throughout the year.

### **Support in Year 8**

Support in Year 8 mirrors the structure in Year 7. The end of Year 7 assessment levels will be used to determine entry to the groups.

### **Support in Year 9**

Student below level 4b s will be placed in a small Mathematics set which is supported by an LSA.

## Subject: Modern Foreign Languages – French

### Modern Foreign Languages Curriculum - Rationale

The study of Modern Foreign Languages (MfL) prepares students to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Students use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society. Students who study languages at Cotham, especially at Key Stage 3, will be taught in their tutor groups. The priority when creating tutor groups at Cotham School is to establish well balanced learning groups in terms of gender, ethnicity, ability and social background. Students at Key Stage 3 are taught in tutor groups for the majority of their subjects and the priority is on them becoming well rounded young adults benefiting from the diversity of the school. Deciding tutor groupings by MfL would create disparity between the groups.

Once students are allocated to tutor groups on this basis they are then randomly allocated to French or German. It is our belief that it is the skills of learning a MfL that are the most important part of their development and once these skills are established they can be applied to any language learning.

Our MfL team consists mainly of specialists in French and German with some teachers offering Spanish. In order to timetable using the staffing we currently have, half of the students need to study French and half German. Allowing a choice of language would unbalance the carefully created tutor groups and make it impossible to timetable using our existing staffing.

By enabling students to study one language for five years we have achieved a very good success rate in modern foreign languages at a time when there is increased demand for MfL speakers and fewer students are studying languages nationally. Most schools do not give a choice of languages and where they do it is often after offering a taster of different languages at Key Stage 3 before making the choice. The effect of this is that they learn their chosen language for less time and do not achieve such good results. In addition, in many cases studying a language is then optional at Key Stage 4 and very few students continue to study it for GCSE.

C'est la vie! Nowadays, speaking several languages is part of everyday life. In our languages department, French is taught within a positive, purposeful learning environment, making learning a language at Cotham both accessible and enjoyable for everyone.

Half of the year group will study French in Key Stage 3 and by the end of Year 9 our students will be able to read, speak and write confidently in French.

With this confidence comes an appreciation of the depth and importance of the French tongue and culture.

#### **Year 7 Course outline:**

In Year 7 students are timetabled to study French for five 1-hour lessons per fortnight in their tutor groups.

Although our Year 7 curriculum is based on a modern textbook (expo), our languages teachers also make use of the interactive whiteboards and ICT based activities. In addition, games, music, songs and videos serve to enhance our Year 7 classes.

Our schemes of work are designed to cater for all learning styles. We are also aware of the different levels of ability of our students and in all language lessons, teachers focus on making languages enjoyable for all.

In Year 7 our students learn the basics of the French language, describing themselves, their hobbies and their friends/family members. Throughout the year they also study how they can describe their

house and home. We also focus on aspects of French culture including geography, history and cuisine, and mark the festivals throughout the year, such as Christmas, Easter and Bastille Day. This basic, everyday language gives our students the confidence and skills to discuss everyday matters in their first year.

At the end of Year 7 we introduce our students to the future tense, an essential skill to achieve a higher grade in their GCSE.

#### **Year 8 Course outline:**

In every term during Year 8 students explore more areas of everyday French but will also focus on being able to describe events in the past and the future. As all students at Cotham take at least one foreign language at Key Stage 4, students will be introduced to the essential GCSE requirements during Year 8.

Besides preparing our students for their exams we also focus on the pleasure to be had in speaking a foreign language.

#### **Year 9 Course outline:**

In this year students will delve into the more complicated grammatical structures and make more use of tenses, such as the past and immediate future. They will also be learning about some more fun, practical topics like going on holiday and French food. The Year 9 course provides your child's French with an authenticity and depth in readiness for Key Stage 4.

#### **Homework:**

Homework is set according to the provisions of the homework timetable. The languages department has a policy of two pieces of homework a week. One of them will always be a vocabulary-learning task, on which students are tested. This promotes independent learning. We believe that the acquisition of a broad vocabulary is an essential foundation to speak languages successfully. At the beginning of each term our students will receive a vocabulary sheet for the current term.

The second homework is linked to the classwork of the students and will be set by class teachers. Teachers regularly mark students' homework and classwork on a fortnightly basis. Students will receive feedback on the quality of their work and also comments on how to improve further. The students are asked to respond to the teacher's comments by doing corrections and setting their own targets.

We encourage parents/carers to discuss the targets for improvement and homework with the students (part deleted from previous version here).

#### **Enrichment Activities:**

*During term 5 both Year 7 and Year 8 will have the great opportunity to watch a play in French with audience participation, performed by French native speakers and designed for students.*

In Year 8 students can choose to take part in the 5-day trip to France during term 6.

In the summer term, the 2-week Bristol-Bordeaux Exchange is offered to students between Years 9 and 12.

#### **How you can support your child/Resources:**

Encourage your child to explore the learning challenges on MYLO (<http://mylo.dcsf.gov.uk/>). The tasks on MYLO foster independent learning through creative online activities where students have to solve problems and enquire and make decisions in order to complete the tasks. In addition to this site, students can go on [www.zut.org.uk](http://www.zut.org.uk) and 'linguscope' (the login details can be given to your child by the languages teacher.) <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

We encourage you to keep up a dialogue with your child about their progress in languages. Our students are proud to study an additional language and sharing the experience only enriches this.

## Subject: Modern Foreign Languages – German

‘Deutsch ist klasse!’ Nowadays, speaking several languages is part of everyday life. In our languages department, German is taught within a positive, purposeful learning environment, making learning a language at Cotham both accessible and enjoyable for everyone.

Half of the year group will study German in Key Stage 3 and by the end of Year 9 our students will be able to read, speak and write confidently in German.

With this confidence comes an appreciation of the depth and importance of the German language and culture.

### **Year 7 Course outline:**

In Year 7 students are timetabled to study German for five 1-hour lessons per fortnight in their tutor groups.

Although our Year 7 curriculum is based on a modern textbook (echo), our language teachers make use of the interactive whiteboards and ICT-based activities. In addition, games, music, songs and videos serve to enhance our Year 7 classes.

Our schemes of work are designed to cater for all learning styles. We are also aware of the different levels of ability of our students and all languages teachers focus on making languages enjoyable for all.

In Year 7 our students learn the basics of the German language, describing themselves, their hobbies and their friends/family members. Throughout the year they also study how they can describe their house and home. We also focus on aspects of German culture including geography, history and cuisine, and mark the festivals throughout the year, such as Christmas, Fasching (carnival), Easter and the Oktoberfest.

This basic, everyday language gives our students the confidence and skills to discuss everyday matters in their first year.

At the end of Year 7 we introduce our students to the future tense, an essential skill to achieve a higher grade in their GCSE.

### **Year 8 Course outline:**

In every term during Year 8 students explore more areas of everyday German but will also focus on being able to describe events in the past and the future. As all students at Cotham take at least one foreign language at Key Stage 4, students will be introduced to the essential GCSE requirements during Year 8.

Besides preparing our students for their exams we also focus on the pleasure to be had in speaking a foreign language.

### **Year 9 Course outline:**

In this year, students will delve into the more complicated grammatical structures and make more use of tenses, such as the past and immediate future. They will also be learning about some more fun, practical topics like going on holiday and German food. The Year 9 course provides your child's German with an authenticity and depth in readiness for Key Stage 4.

### **Homework:**

Homework is set according to the provisions of the homework timetable. The languages department has a policy of two pieces of homework a week. One of them will always be a vocabulary-learning task, on which students are tested. This promotes independent learning. We believe that the acquisition of a broad vocabulary is an essential foundation to speak languages successfully. At the beginning of each term our students will receive a vocabulary sheet for the current term.

The second homework is linked to the classwork of the students and will be set by class teachers.

Teachers regularly mark students' homework and classwork on a fortnightly basis. Students will receive feedback on the quality of their work and also comments of how to improve further. The students are asked to respond to the teacher's comments by doing corrections and setting their own targets.



We encourage parents/carers to discuss the targets for improvement and homework with the students.

**Enrichment Activities:**

*During term 5 both Year 7 and Year 8 will have the great opportunity to watch a play in German with audience participation, performed by native speakers and designed for students.*

For Year 9 students, the Cotham-Hannover Exchange is offered. This exchange has been running for nearly 30 years!

During Year 8 a group of students go on a 1-week residential trip to the Black Forest (Schwarzwald) in Germany.

**How you can support your child/Resources:**

Encourage your child to explore the learning challenges on MYLO (<http://mylo.dcsf.gov.uk/>). The tasks on MYLO foster independent learning through creative online activities where students have to solve problems and enquire and make decisions in order to complete the tasks. In addition to this site, students can go on <http://gut.languageskills.co.uk> and 'linguscope' (the login details can be given to your child by the languages teacher.)

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

We encourage you to keep up a dialogue with your child about their progress in languages. Our students are proud to study an additional language and sharing the experience only enriches this.

## Subject: Modern Foreign Languages - Spanish/Italian

¿Hablas español? Spanish is our additional language which we are proud to offer at Cotham in Year 9. Students who study their first language in the top ability group will take Spanish for two lessons per fortnight in Year 9.

### **Year 9 Course outline Spanish:**

Students begin studying the basic structures of the language. As they have already been developing their language-learning skills in either German or French, they will find this new challenge achievable. During Year 9 students can opt whether they want to continue with Spanish as an additional GCSE.

### **How you can support your child/Resources:**

Encourage your child to explore the learning challenges on MYLO (<http://mylo.dcsf.gov.uk/>). The Spanish tasks on MYLO foster independent learning through creative online activities where students have to solve problems and enquire and make decisions in order to complete the tasks. In addition to this site, students can go on <http://oye.languageskills.co.uk> and 'linguscope' (the login details can be given to your child by the languages teacher).

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

We encourage you to keep up a dialogue with your child about their progress in languages. Our students are proud to study additional languages and sharing the experience only enriches this.

## Subject: Music

At Key Stage 3 music is taught to mixed ability groups by specialist music teachers. The Key Stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each topic and pupils start each year with a booklet containing all of the necessary learning materials. Each topic is differentiated so students can access the work at different levels regardless of their prior music experience, and those that play a musical instrument have the opportunity to use it in many of the topics. Performance is a key feature of the curriculum and pupils will have the opportunity to perform for their class.

The curriculum is supported by a comprehensive enrichment programme designed to engage all young people, and there are opportunities to perform in concerts during the year.

More information on the music department can be found at: [www.cothamschoolmusic.wordpress.com](http://www.cothamschoolmusic.wordpress.com)

### Year 7 Course outline:

In Year 7 students develop harmony and rhythm, keyboard, voice, listening and appraising and basic music notation skills through exploring the following topics:

- **Brazilian samba** – developing skills in rhythm and playing in a musical ensemble
- **Sound and screen** – developing skills in composing harmony, melody and keyboard playing
- **Indonesian gamelan** – developing skills in melody, rhythm and playing in a musical ensemble
- **Pachelbel's Canon** – developing skills in reading musical notation, keyboard skills and playing in a musical ensemble
- **Minimalism** – developing skills in composing melody, rhythm and texture
- **Singing** – developing skills in singing and performing in a musical ensemble Pupils are also invited to form a Year 7 choir to perform at the Christmas Concert.

### Year 8 Course outline:

In Year 8 students continue to build on skills acquired in Year 7 but have more freedom to experiment and pursue their own musical interests. Topics include:

- **Reggae** - developing skills in reading musical notation, rhythm, keyboard skills and playing in a musical ensemble
- **African drumming** - developing skills in rhythm and playing in a musical ensemble
- **Blues** - developing skills in reading musical notation, keyboard skills and playing in a musical ensemble
- **Programme music** - developing skills in composing melody, rhythm and texture
- **Musique concrete** – developing skills in ICT and texture.

### Year 9 Course outline:

Year 9 topics offer students the chance to achieve at the highest levels of performance; composition; and listening and appraising, preparing them for GCSE Music if they chose to continue with music into Year 10. Topics include:

- **Musical fusions** – developing skills in improvisation and composing
- **Jazz** - developing skills in reading musical notation, keyboard skills and playing in a musical ensemble
- **Club dance** - developing skills in composing melody, rhythm and texture, and ICT
- **Film music** - developing skills in composing melody, rhythm and texture.

### Homework:

For each topic pupils learn the vocabulary and definitions for each unit of work to develop their 'musical' literacy. They will also revise and prepare for a listening exercise on each of the topics through which they can demonstrate their understanding. Additionally, in preparation for assessments pupils are

expected to come in to the department and practise any performance pieces to ensure they are prepared for practical assessment tasks.

**Enrichment Activities:**

Enrichment activities are varied and provide an opportunity for pupils to progress as they move through the school. Groups include The Mix Choir, Band Academy, Steel Pans, Guitar Ensemble, Cotham Rookies (junior orchestra) and Computer Composers Club. There are regular opportunities for these groups to perform in concerts throughout the year.

Instrumental lessons are also available on a range of musical instruments. Please contact Kate Hughes in Performing Arts for details: [hughesk@cotham.bristol.sch.uk](mailto:hughesk@cotham.bristol.sch.uk)

The **Bristol Schools Chamber Choir** also rehearses at Cotham School and offer free places to Cotham pupils. Please contact Bristol Plays Music for details.

**How you can support your child/Resources:**

To support your child in their musical development please take the time to read through the home support booklet they receive at the beginning of term. Access to a basic keyboard instrument will support much of their classroom work. Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through playing with other musicians, and encourage them to join The Mix Choir as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends. More information on the music department can be found at: [www.cothamschoolmusic.wordpress.com](http://www.cothamschoolmusic.wordpress.com)

## Subject: Physical Education

### Preamble:

The PE curriculum aims to develop pupils' competence and confidence to take part in a range of physical activities that can then become part of their lifestyle, both in and out of school. During the Key Stage they will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations.

Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are mixed ability. Students are assessed in the first term in Year 7 based on the students' confidence and competence in our introductory unit of work. These groups are continually reviewed over the Key Stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential.

Each unit of work throughout the Key Stage lasts for a term and pupils are assessed in the progress they make against the Cogs of Learning. There are six cogs which include; Cognitive, Creative, Health & Fitness, Physical, Personal & Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental & social skills, which we believe helps to promote lifelong learning & involvement in Physical Activity.

### Year 7 Course outline:

In Year 7 students are introduced to the National Curriculum by taking an in-depth look at each of its five key processes. Each process is tackled by a specifically tailored unit of work each term.

- *Developing skills in physical activity* through outwitting opponents in invasion games.
- *Evaluating and improving* through gymnastics/parkour
- *Making and applying decisions* through orienteering and team building activities.
- *Developing physical and mental capacity and making informed choices about healthy, active lifestyles* through athletics.

### Year 8 Course outline: *Development*

In Year 8 students are stretched and challenged to develop the skills they've learned in Year 7. This is achieved through units of work that explore how the key processes fit together to allow for greater success in increasingly demanding activities.

The girls tackle this through:

- Outwitting opponents units of work in invasion games and rounders.
- Accurate replication unit of work in gymnastics.
- Identifying and solving problems in OAA (orienteering and team building)
- Performing at maximum levels unit of work in athletics.

The boys tackle this through:

- Outwitting opponents units of work in invasion games and cricket.
- Accurate replication unit of work in parkour.
- Identifying and solving problems in OAA (orienteering and team building)
- Performing at maximum levels unit of work in athletics.

### Year 9 Course outline: *Transition*

In Year 9 students are prepared for making choices about their Key Stage 4 PE involvement in both examination and core PE. The units of work have an emphasis on the students increasing their understanding and confidence in the non-performer roles of leadership, coaching and officiating. Increasing demand is also made on how the students understand and can apply their knowledge of health and fitness both to themselves and the situations they are working in.

The girls approach this through units of work in badminton, netball, football, cricket, athletics and rounder's.

The boys approach this through units of work in rugby, football, dodge ball, basketball, tennis and cricket. Dance is also offered within the PE curriculum in Year 9 and is run by the dance department (see the Dance section of the booklet). Girls will take part in dance for two terms of the year, whilst the boys will have the option to take part in one term.

**Enrichment Activities:**

There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Each year group has a specific lunchtime when they are able to come into the sports hall and take part in an activity, which changes each term. In addition, the boys and girls in each year group have one after school club each term they can join in order to develop their interests further and represent Cotham in the various Bristol Schools competitions if they so desire.

Girls clubs:

- Netball and badminton in the autumn term
- Hockey, football, badminton and basketball in the spring term
- Athletics, Tennis and rounder's in the summer term.

Boys clubs:

- Rugby and badminton in the autumn term
- Football, badminton and basketball in the spring term
- Athletics, Tennis and cricket in the summer term.

There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls.

The department also runs a ski trip each year to students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment.

**How you can support your child/Resources:**

It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.

## Subject: PSHEE (Personal Social Health and Economic Education)

Personal, Social, Health and Economic Education is taught once a fortnight at Key Stage 3. Although this is less than other subjects, the content taught is important and there are a variety of qualifications on offer throughout Key Stage 3 and Key Stage 4. Classes are taught in tutor groups. The aim of PSHEE is to teach about respectful relationships, managing risky situations and equipping students with knowledge and skills to help be successful, safe and healthy in and outside the school environment.

### Year 7 Course outline:

In Year 7 PSHEE covers the following topics:

Personal safety: how to stay safe on the way to school; identifying potential hazards; staying safe on the internet, MSN, social networking sites, text messaging; keeping your valuables safe.

Bullying: the effect of bullying on others; why bullies bully; how to deal with bullies.

Drug Education: Identifying legal and illegal drugs; the effects of legal drugs such as Alcohol, Smoking and Solvents; why Cannabis is not a safe drug.

Sex and Relationships (SRE): changes in the body and brain at puberty; the role of respect in adult relationships; introduction to contraception and staying safe.

Careers and financial capability.

### Year 8 Course outline:

In Year 8 students will complete a unit of work entitled 'Expect Respect'. The purpose of the unit is to challenge prejudice and encourage tolerance of other people. The programme of study will include:

- Recognising and challenging stereotypes. Students consider national stereotypes and where they come from. They then consider British stereotypes and whether there is a national character that defines the British.
- Challenging homophobia: students consider why people are homophobic and what effect homophobia can have on people. It also looks at how heterosexual people can also be the subject of homophobic bullying.
- Challenging gender stereotyping and discrimination. Students look at sexist stereotypes in society and the media and think about whether sexist attitudes still exist have an effect in later life (eg in school and the world of work).
- Challenging racism. Children study Bristol's role in relation to the slave trade and consider whether Bristol should apologise for its role. Students consider the roots of racism in the modern day and how racist attitudes can be challenged.
- Challenging abuse in relationships: students consider what makes a successful relationship. They will learn to spot the warning signs of abuse in teenage relationships, the importance of consent in sexual and marital relationships, recognising controlling behaviour in a partner (eg emotional and financial).
- Developing and maintaining a healthy body image; recognising unhealthy influences and their effect on self-esteem and self-image. Understanding issues such as eating disorders and self-harm and developing strategies to prevent them occurring.

Careers and financial capability.

**Year 9 Course outline:**

Drug Education. Alcohol: students must understand the different strengths of alcohol and about alcohol units; the potential short term and long term effects of binge drinking; how the government can try and prevent binge drinking; the causes and consequences of drink driving; other social effects of alcohol.

Illegal Drugs: identify five illegal drugs and their potential consequences; understand the classification of illegal drugs.

Legal Drugs: identify 3 legal drugs and their potential effects on the body and brain; social and physical effects of smoking (including second hand smoking and litter).

Unit 2: Sex and Relationships Education (SRE): understand the responsibilities of parenthood and the qualities needed to be a good parent; identify reasons why people get married and whether they are good or bad reasons; understand why people start sexual relationships and if they are good reasons (eg peer pressure); understand the responsibilities and benefits of friendship; understand the consequences of divorce for different members of a family (eg parents, children grandparents); know where to go for help with relationship problems (including sexual health); understand how different methods of contraception work and their advantages and disadvantages; understand how STIs are spread and how they can be treated. Students will understand the concept of sexual consent and how it relates to young people.

Careers lessons focus on what makes Bristol a great place to live and work; we look at what careers Bristol is known for and in what sectors people in Bristol are employed. We consider what makes people suitable for different careers and use careers software to investigate different aspects of a variety of career options. We study how gender can influence career and options choices and we discuss moral issues around the topic of careers such as earnings and discrimination in the workplace.

In the Citizenship module we study different forms of government including democracy and dictatorships. We learn about the democratic process in the UK and study the various policies of the main political parties. Students will design their own political party and produce election materials to support their campaign. We will also look at how pressure groups operate and can influence

**Homework:**

PSHE lessons are taught once a fortnight and homework is set at the discretion of the teacher.

**How you can support your child/Resources:**

The PSHEE page on Cotham's VLE (FROG) includes useful links for students and parents based on the topics studied at Key Stage 3. Websites such as Frank.com and 4YPbristol.co.uk give useful and accessible advice and information on drugs and SRE. Students often come to lessons having discussed issues with parents that have arisen from articles in newspapers and on television.

**Enrichment Activities:**

The PSHEE uses outside agencies regularly to enhance lessons. Year 9 participate in a series of activities during 'Risk Day' including sessions run by Brook, Bristol Drugs Project and Off the Record. In Year 8 various external agencies such as the Police and fire services and drugs agencies participate in a day devoted to safety entitled 'Play Your Part'.

**How you can support your child/Resources:**

You must make these subject specific as I will do a general "how you can support your child" at the start of the booklet.

The PSHEE page on Cotham's VLE will include useful links for students and parents based on the topics studied at Key Stage 3. Websites such as Frank.com and 4YPbristol.co.uk give useful and accessible advice and information on drugs and SRE. Students often come to lessons having discussed issues with parents that have arisen from articles in newspapers and on television.



## Subject: Religion Ethics & Philosophy

### Preamble:

RE is taught in mixed ability groups.

There is at least one formal assessment per unit/topic

The Aims of RE at Cotham are to provide students with opportunity to gain in depth knowledge and understanding of the principle religions and philosophies in Britain today.

Students will also learn the skills of analysis, evaluation and synthesis.

RE provides the framework within which students can reflect upon their own beliefs and life stances.

No religious faith is presumed or expected; lack of a specific religious faith is not a barrier to success

All units of work in Y7, Y8 and Y9 follow the locally agreed syllabus and are driven by a leading question and taught using a “community of enquiry” based approach

RE is taught using a variety of teaching and learning styles e.g. pair/group work, discussion/debate, research, film and other visual stimuli; teachers aim to develop skills (e.g. teamwork, effective participator, independent enquirer, public speaking) and attitudes (e.g. empathy, tolerance, respect) as well as subject specific knowledge.

### Year 7 Course outline:

In Year 7 students are taught combined Humanities consisting of Geography, History and RE. The course begins with an introductory module which explores the main skills of the Humanities subjects. Students are then taught Geography, History and RE on a rotational basis with four weeks for each subject.

The RE modules are Truth and God, Belief and Values and Places of Spiritual Significance. Students are encouraged through their study of the combined Humanities to develop their personal, learning and thinking skills.

### Year 8 Course outline:

1. What makes us Human? This is a large unit of work that is further divided into 3 sections

- What does it mean to be spiritual?
- What is belief and how does it affect actions?
- Who am I really?

2. How can we be happy? (includes a study of Buddhism)

3. Looking backwards/Looking forwards ( a study of Judaism, Holocaust and the value of memorial)

### Year 9 Course outline:

1. Does our Planet have a future? (environmental studies and sharing our planet with other life)

2. Why do people suffer? (the problem of evil)

3. What should be done? (should we speak out? Am I my brother’s keeper?)

4. Who are the Rastafaris?

### Homework:

There will be a variety of different types of homework given ranging from research tasks, preparation for lessons, surveys, revision and specific questions. Homework is set once each two week cycle in accordance with Cotham policy.

Marking is done appropriate to task.

### Enrichment Activities:

Representatives from faith groups come into class to lead lessons when appropriate. Most of these take place in the summer term.

### How you can support your child/Resources:

One of the things that students find most difficult in RE is explaining why people who think/believe differently from them do and think what they do. Students need to practise giving reasons both for their own ideas, beliefs and opinions and reasons for those of others, you can support your child by discussing ideas with them and asking them questions especially the “WHY” question.

Discussing topical issues of a religious, philosophical and moral nature particularly things that are reported in the media will also help your child in developing the skills for success in RE.

## Subject: Science

Our aim is to help young people to explore the natural world in a safe and exciting environment. We want them to build on the enthusiasm they already have and to give them as broad an experience of scientific discovery as possible.

Science is taught in tutor groups throughout Key Stage 3.

### **Year 7 Course outline:**

The Key Stage 3 course that all students study comprises 10 units of work over each year covering an Introduction to Science, Cells, Reproduction, Differences and Classification, Acid Reactions, Particles, Chemical Reactions, Energy, Forces and Space. "How Science Works" is central to the syllabus, and students are often involved in planning, predicting, carrying out and evaluating their own investigations. Course materials to support the students are available on FROG, including the pdf file of Science Works, the student textbook. Students are assessed by testing after each module. In addition, each term, a longer project is undertaken which helps to further identify strengths and areas for future development.

### **Year 8 Course outline:**

In Year 8 the course consists of 12 units exploring Life Support, Keeping Healthy, People and Environment, Shaping Life, The Periodic Table, Inside Materials, Metal Reactions, Rocks, Heating and Cooling, Light, Sound and Moving Around. Throughout the course we look at the impact that science has both on a personal and a global scale. We encourage the use of scientific investigation and pupils are routinely involved in planning, predicting, carrying out and evaluating their own investigations. Students' subject knowledge is assessed by testing once every term. In addition, each term, a longer assessment is given which helps to further identify strengths and areas for future development.

### **Year 9 Course outline:**

Students finish the Key Stage 3 National Curriculum scheme of work with modules on Electricity and Magnetism, Metals and Interdependence. There are assessment tests at the end of each module and levelled assessed tasks will be carried out throughout the modules. The teacher assessment for Key Stage 3 is drawn from the results of the tests and the levelled assessed tasks as well as an end of Key Stage 3 test which is taken in December. In January students start the GCSE Science course (OCR 21st Century Science). Entry for Triple Award Science in Year 10 is determined by the performance in the work in Year 9. It will be assessed by a mock GCSE in June as well using the teacher assessed levels given earlier in the year.

### **Homework:**

Homework is set at least once every week. The types of tasks might include answering questions to consolidate understanding, processing data to improve numerical skills in Science, research, undertaking project work and revision for tests. Work is set from the PDF file taken from FROG which you can install on your home computer. Work will be marked at least once every fortnight with extended feedback being given on project and levelled assessed tasks.

### **Enrichment Activities**

In Year 7 we cooperate with other departments in the projects 'Calculate your Carbon Footprint' and Water Week. We select three students to become part of the Young Brunels scheme in partnership with the SS Great Britain. The selection process will involve a large number of Year 7.

In Year 8 the students take part in the Rolls Royce Fantastic Challenge which leads to participation in a city wide competition. Year 8 also go to the Forest Of Dean to look at a real example of a woodland habitat.

### **How you can support your child/Resources:**

You can support your child in a number of ways. The SAMLearning website has a number of great revision and practice resources and your child will be given a unique login by the school. The internet has many great curriculum-based websites including BBC Bitesize.

Encourage your child to read widely and follow their scientific interests on the internet and in the newspapers. Encourage your child to join and use your local Library. Remember also that there is a wealth of great science on TV, especially BBC4: iPlayer is a very useful resource.

## Subject: Skills (Personal Learning and Thinking Skills)









### Skills at Cotham School:

**Skills Mission:** ‘To help create resilient, independent learners who have flexible skills and competences, who work well in teams and can lead themselves and others to perform up to and beyond their potential’.  
Beere (2010)

**Details:** We offer one double lesson a fortnight to our Year 7s to facilitate the development of the Personal, Learning and Thinking Skills (PLTS). These skills are essential for success in learning, life and work. These skills are also recognised across curriculum areas in the Key Stage 3 curriculum and particularly within the tutor time programme.

### Understanding the Skills (PLTS):

		
<p><b>Independent Enquirer:</b> To be an effective independent enquirer, you are able to work well on your own. You can think about what you need to do and how to get there, knowing that not everyone would do things in the same way.</p>	<p><b>Creative Thinker:</b> You are able to think in a new and original way about things; you can try out different ways of solving problems and come up with imaginative solutions.</p>	<p><b>Team Worker:</b> You are able to work well with others in a range of different roles and you can work towards a common goal working out any problems along the way.</p>
		
<p><b>Reflective Learner:</b> You know what your strengths and weaknesses are; you can monitor your work and make changes if necessary to improve next time.</p>	<p><b>Effective Participator:</b> You get involved in things and try to make a positive difference</p>	<p><b>Self-Manager:</b> You are able to organise yourself and commit yourself to a challenge. You are able to cope with challenges and make changes to your plans where necessary. You look for opportunities.</p>

## Skills Programme:

### Year 7 Course outline:

- In Year 7 the double lessons are mainly project based. Students are encouraged to take the opportunity to work together to complete a number of challenges that encourage teamwork and cooperation. This includes physical and logical puzzles, an animation project, and an apprentice challenge.
- Students take part and engage in Genius Hour, a lesson that lets students drive their own learning. Genius Hour gives students a choice. They explore their own passions and develop research skills, independence and presentation skills in the style of a TED talk.
- Philosophy 4 Children is a key part of the Skills programme. Here our students undertake philosophical enquiries across a range of topic areas, exploring areas such as fairness and equality and sustainability. The focus of P4C is to help our students to develop their:
  - Self-esteem and self-confidence
  - Reflection and reasoning
  - Ability to communicate
  - Ability to state reasons and argue a case
  - Listening, co-operative and social skills.
- Trust First Aid have worked with the groups this year to enable all students to learn basic first aid skills, and become Young First Aiders.
- We also focus on learning skills, with particular emphasis placed on how to revise and prepare for exams. There is a library induction to encourage effective research and independent learning.
- We are keen to encourage a questioning approach with reflection and evaluation an integral part of the programme.

### Homework:

Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to explore topics beyond the classroom. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. Some tasks complement the activities covered in class. There are termly competitions to stretch and encourage learning and creativity.

### Enrichment Activities:

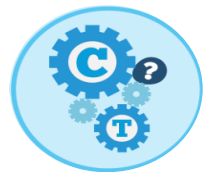
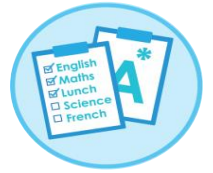
**Year 7:** Anti-bullying drama workshops. The residential camp for Year 7 to Exmouth. Within tutor time the enterprise project aims to raise money for charity, which also complements the skills programme.

**Year 8:** There are the following collapsed timetable days: Young Speaker Day, BBC School Report Day and Green Dragons.

**Year 9:** Take part in the Real Game which requires them to consider their finances for the future.

### How you can support your child:

Please do talk to them about what they are studying in school. Please ask them how they are becoming successful independent learners, effective participators, team workers, self-managers, creative thinkers and reflective learners in and out of school. Suggest that they take risks and enjoy challenges in order to develop their potential as a learner.



‘The illiterate of the 21st Century won’t be those who cannot read and write, but those who can’t learn, unlearn and re-learn’.

Alvin Toffler, American Writer