

Key Stage 3 Curriculum Booklet 2016/2017

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Key Stage 3 Curriculum Booklet

Welcome to the Key Stage 3 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

1. details of course content in each of the years during Key Stage 3
2. details of essential and wider reading for each of the courses, including revision guides
3. details of websites that can be used by students to consolidate their progress over the course of Key Stage 3
4. details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of Key Stage 3.

The Cotham VLE will contain more information to support students and parents. Curriculum areas will post whole cohort revision lists to the VLE and it is important to refer to this with your child when supporting them with planning their revision. The VLE can be accessed [here](#). Curriculum areas will also provide separate links to the VLE in this document on their own subject pages.

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 GCSE Options for Key Stage 4 in February of Year 9.

Many curriculum changes have taken place and will continue to take place in the next year. Changes to the National Curriculum at Key Stage 2 and Key Stage 3 and curriculum and syllabus changes at Key Stage 4 and Key Stage 5 have already been reflected in our curriculum at Key Stage 3. Additional changes will likely occur over the course of the year which will require changes to this booklet. We will of course let you know when we make updates to this booklet.

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 teacher. 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. An explanation of reporting is also included in order to clarify our system of assessment and the information which you will receive from us.

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

Mr Christopher Reed, Assistant Headteacher

Key Stage 3 Key Staff

Christopher Reed	Assistant Head Teacher
Rachael Bird	English KS3 Coordinator
Andrew Woods	Maths KS3 Coordinator
Claire Hockaday	Science KS3 Coordinator
Peter Morton	Modern Foreign Languages KS3 Coordinator
Ross Geoghegan	Drama Subject Leader
Ben Campbell	Music Subject Leader, Performing Arts Curriculum Team Leader (CTL)
Rachel Taylor	Dance Subject Leader
Adam Vaughan	Geography and Humanities CTL
Jamie Lloyd	History Subject Leader
Leigh Almay	Religion Ethics & Philosophy Subject Leader
Donna Ferris	Physical Education KS3 Coordinator
Kelly McDonagh	Skills Coordinator
Terry Watts	Computing and ICT CTL
Harriet Hand	Acting Visual Arts CTL
Sam Lawrence	Design & Technology KS3 Coordinator
Ben Saunders	Citizenship & PSHEE KS3 Coordinator
Sarah Wood	Year 7 Learning Coordinator (LC)
Abigail Allender	Year 8 Learning Coordinator (LC)
Anna Beynon	Year 9 Learning Coordinator (LC)
Jo Oxenham	Literacy Coordinator
Nick Carrington	Numeracy Coordinator
Geoff Warnock	SENCO

Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL)

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.

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.

Students register with their tutor every morning for a 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.

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. Click [here](#) to go to the school website to see the activities on offer.

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.

Key Stage 3 has a homework club in the library, every day after school.

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 supportive and 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 3.30 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 towards their age related expectations.
- 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 Need and Disability Record

Students who have been identified as needing extra support are placed on the school's Special Needs Record. 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 9 reading partner, in our Reading Champions programme. This is launched with a visit from a published children's author. 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 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. Year 9s have the opportunity to apply to become a Reading Champion, which means working closely with some of our younger students to foster confidence with reading skills.

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.

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 'working below' the age related expectation 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 such time as they make progress to allow them to move to Group 2.

Group 2: Students identified as 'working towards' the age related expectation in Mathematics

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. 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. A student's attainment in Mathematics will be used to determine entry to the groups.

Support in Year 9

Some students will be placed in a small Mathematics set which is supported by an LSA.

Reporting to Parents

Monitoring Sheets and Examination Results

Monitoring sheets are sent home three times a year for each year group. They provide a Current Attainment grade for each subject*.

The monitoring sheets also give grades for Attitude to Learning and 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.

**See the guidance below on interpreting the monitoring sheet.

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.

Parents' 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.

Guidance on interpreting Monitoring Sheets.

Current Attainment in each subject will be judged as either

Exceeding	Exceeding the expected standard for a student of their age
Working at	Working at the expected standard for a student of their age
Working towards	Working towards the expected standard for a student of their age (not yet at the expected standard)
Working below	Working below the expected standard for a student of their age (the student is working significantly below the expected standard)

Attitude to Learning in each subject will be judged as either

Excellent	Exemplary behaviour in all lessons, positive contribution to lessons
Good	Good behaviour in all lessons, on task, contributes to lessons
Underperforming	Low level disruption to lessons, not on task, unfocused, contributes little, answers back, intermittent flare ups, behaviour that prevents the learning of others. (All or some of these characteristics)

Quality of Homework in each subject will be judged as either

Excellent	All homework completed to the best possible standard for that student, sometimes beyond what was set or expected
Good	All homework completed to the best possible standard for that student
Underperforming	Regularly does not complete homework. Homework completed to a very poor standard for the level of ability of the student. Incomplete homework

SUBJECT	English
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Year 7 Course Outline	<p>There are a range of units in Year 7 that assess your child's writing skills, along with other units that assess your child's ability to analyse texts (such as commenting on a writer's use of language for effect).</p> <p>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</p> <p>Autobiography Unit: sentence structures, spelling, punctuation and grammar. Myths Unit: communicating ideas clearly, vocabulary, spelling and the organisation/development of ideas. Shakespeare Unit (A Midsummer Night's Dream): understanding, language analysis, evaluation and analysis of structure and form. Novel Unit (most classes read Trash by Andy Mulligan): understanding, language analysis, evaluation and analysis of structure and form. Poetry Unit: language analysis, context, comparing the poets' attitudes and analysis of structure and form. Creating Non-fiction Texts Unit: vocabulary, punctuation, discourse markers and using appropriate features for the text type/purpose/audience.</p>
Year 8 Course	There are a range of units in Year 8 that assess your child's writing skills, along

Outline	<p>with other units that assess your child's ability to analyse texts (such as commenting on a writer's use of language for effect).</p> <p>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</p> <p>Novel Unit (most classes read Revolver by Marcus Sedgwick): understanding, language analysis, evaluation and analysis of structure and form.</p> <p>Film Unit: communicating ideas clearly, punctuation, spelling and the organisation/development of ideas.</p> <p>Poetry From Different Cultures Unit: language analysis, context, comparing the poets' attitudes and analysis of structure and form.</p> <p>Analysing Non-fiction Texts Unit (including pre-twentieth century texts): language analysis, understanding, comparing the poets' attitudes and analysis of structure and form.</p> <p>Gothic Unit: communicating ideas clearly, grammar, vocabulary and the organisation/development of ideas.</p> <p>The Village Unit (describing/persuading/informing): using appropriate features for the text type/purpose/audience, vocabulary, sentence structures and discourse markers.</p>
Year 9 course Outline	<p>There are a range of units in Year 9 that assess your child's writing skills, along with other units that assess your child's ability to analyse texts (such as commenting on a writer's use of language for effect). We have also made sure that the skills we work on at KS3 prepare students for the new and more challenging GCSE content, along with a range of fiction and non-fiction texts (including pre-twentieth century texts).</p> <p>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</p> <p>Poetry Unit (on the theme of relationships): language analysis, context, comparing the poets' attitudes and analysis of structure and form.</p> <p>Creepy Pasta Unit (creating a range of fiction and non-fiction texts): spelling, punctuation, organisation/development of ideas and using appropriate features for the text type/purpose/audience.</p> <p>Dystopia Unit: understanding, language analysis, context and analysis of structure and form.</p> <p>Creative Writing Unit: communicating ideas clearly, vocabulary, punctuation and sentence structures.</p> <p>Shakespeare Unit (The Tempest): understanding, language analysis, evaluation and analysis of structure and form.</p> <p>Pre-twentieth Century Texts Unit (The Time Machine): understanding, language analysis, evaluation and analysis of structure and form.</p>
Assessment	<p>We use end of term assessments (see below) to assess the progress of your child, along with ongoing work in their exercise book.</p>
Year 7 Tests	<p>Assessments will be completed at the end of each unit, this is often at the end of term. However, some assessments may overrun into the next term; this can</p>

	<p>sometimes happen when your child is studying a novel or Shakespeare, simply because there is more content to cover.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for the unit they are being assessed on.</p> <p>Please find further information on our Year 7 assessments on the English KS3 VLE, under KS3 > Year 7 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
Year 8 Tests	<p>Assessments will be completed at the end of each unit, this is often at the end of term. However, some assessments may overrun into the next term; this can sometimes happen when your child is studying a novel or Shakespeare, simply because there is more content to cover.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for the unit they are being assessed on.</p> <p>Please find further information on our Year 8 assessments on the English KS3 VLE, under KS3 > Year 8 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
Year 9 Tests	<p>Assessments will be completed at the end of each unit, this is often at the end of term. However, some assessments may overrun into the next term; this can sometimes happen when your child is studying a novel or Shakespeare, simply because there is more content to cover.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for the unit they are being assessed on.</p> <p>Please find further information on our Year 9 assessments on the English KS3 VLE, under KS3 > Year 9 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
Additional Resources and supporting activities	<p>CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> ● CGP Key Stage Three Spelling, Punctuation & Grammar (The Workbook) ISBN 978 1 84762 408 6 ● KS3 English Workbook (with answers) ISBN 978 1 84762 258 7 <p>Useful websites:</p> <ul style="list-style-type: none"> ● BBC Bitesize can give helpful overviews of texts and assist with literacy skills. ● No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.
Essential Reading	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts: https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit</p>
Wider Reading	<p>It would be helpful if students could research contextual factors (what life was</p>

	<p>like when the texts were written and what the writer's purpose might be). At GCSE level, students are expected to apply contextual information into their interpretation of their English Literature texts.</p> <p>Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, gothic and dystopian texts).</p>
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SUBJECT	MATHEMATICS
Year 7 Course Outline	<p>After a period of settling in we do an internal baseline test. We use the baseline test and KS2 data to help find the most suitable group for our students. From after the first half term it is then taught in four classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-2)</p> <ul style="list-style-type: none"> ● Transition unit (from primary to secondary maths) ● Algebra 1 (sequences, rules, functions and mappings) ● Number 1(decimals, estimating and directed numbers). ● <u>ASSESSMENT 1</u> - week prior to October half term <p>MyMaths Codes: 1173,1054, 1068, 1009</p> <p>Term 2 (Chapters 4-6)</p> <ul style="list-style-type: none"> ● 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). ● <u>ASSESSMENT 2</u> - week prior to breaking up for Christmas

	<p>MyMaths Codes: 1015, 1047, 1200, 1203, 1179, 1158, 1247, 1154</p> <p>Term 3 (Chapters 7-9)</p> <ul style="list-style-type: none"> • Geometry 1 (lines, angles and coordinates). • Statistics 2 (data collection and interpretation). • Number 3 (rounding and estimation, BODMAS, long multiplication and division, efficient calculations). <p>MyMaths Codes: 1082, 1080, 1193, 1205, 1003, 1001, 1916, 1917</p> <p>Term 4 (Chapters 10-11)</p> <ul style="list-style-type: none"> • 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). • ASSESSMENT 3 - week prior to breaking up for Easter <p>MyMaths Codes: 1054, 1153, 1084, 1129, 1108, 1128, 1106, 1052, 1030</p> <p>Term 5 (Chapters 12-15)</p> <ul style="list-style-type: none"> • Number 4 (percentages, ratio and proportion). • Algebra 4 (solving linear equations). • Geometry 4 (symmetry, reflections, rotations, translations). • Statistics 3 (pie charts, data surveys, probabilities) • END OF YEAR ASSESSMENT - End of June <p>MyMaths Codes: 1154, 1182, 1928, 1230, 1114, 1127, 1115, 1206</p> <p>Term 6 (Chapters 18-20)</p> <ul style="list-style-type: none"> • 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). <p>MyMaths Codes: 1029, 1031, 1320, 1106</p>
<p>Year 8 Course Outline</p>	<p>Mathematics in year 8 is taught in four classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-3)</p> <ul style="list-style-type: none"> • 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). • ASSESSMENT 1 - week prior to October half term <p>MyMaths: 1034, 1044, 1924, 1053, 1109, 1199, 1211</p> <p>Term 2 (Chapters 4-6)</p> <ul style="list-style-type: none"> • 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). • ASSESSMENT 2 - week prior to breaking up for Christmas <p>MyMaths: 1016, 1018, 1017, 1047, 1040, 1029, 1179, 1247</p>

	<p>Term 3 (Chapters 7-9)</p> <ul style="list-style-type: none"> 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). <p>MyMaths: 1153, 1312, 1013, 1007, 1010, 1007, 1008, 1148, 1099, 1039</p> <p>Term 4 (Chapters 10-11)</p> <ul style="list-style-type: none"> 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). ASSESSMENT 3 - week prior to breaking up for Easter <p>MyMaths: 1158, 1928, 1186, 1207, 1213, 1008, 1167</p> <p>Term 5 (Chapters 12-13)</p> <ul style="list-style-type: none"> Number 4 (fractions, order of operations, multiplying and dividing decimals). Algebra 4 (simplifying algebraic expressions, solving equations). Functional Maths (reading and interpreting and using data to solve real life problems). END OF YEAR ASSESSMENT - End of June <p>MyMaths: 1929, 1182, 1179</p> <p>Term 6 (Chapters 14-15)</p> <ul style="list-style-type: none"> 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). <p>MyMaths: 1210, 1192, 1193, 1098</p>
<p>Year 9 course Outline</p>	<p>Mathematics in year 9 is taught in five classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-3)</p> <ul style="list-style-type: none"> 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). ASSESSMENT 1 - week after October half term <p>MyMaths Codes: 1173, 1093, 1238, 1040, 1018, 1934, 1052, 1182</p> <p>Term 2 (Chapters 4-6)</p> <ul style="list-style-type: none"> 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). ASSESSMENT 2 - week after Christmas break

	<p>MyMaths Codes: 1320, 1100, 1137, 1139, 1147, 1107, 1091, 1061, 1083, 1088</p> <p>Term 3 (Chapters 7-9)</p> <ul style="list-style-type: none"> • 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). <p>MyMaths Codes: 1001, 1005, 1155, 1008, 1033, 1322, 1184, 1210, 1199</p> <p>Term 4 (Chapters 10-11)</p> <ul style="list-style-type: none"> • 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 $ax + by = c$). <p>MyMaths Codes: 1114, 1127, 1115, 1099, 1148, 1150, 1247, 1171, 1312,</p> <p>Term 5 (Chapter 12)</p> <ul style="list-style-type: none"> • ASSESSMENT 3 - week after Easter Break • Geometry 4 (Pythagoras and trigonometry). Remainder of term is used to support revision activities for end of Key Stage 3 formal assessment. <p>MyMaths Codes: 1112, 1131, 1133</p> <p>Term 6</p> <ul style="list-style-type: none"> • 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. • END OF YEAR - July
Assessment	<p>Homework</p> <p>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. Students are then given the opportunity to reflect on the feedback and modify their answers or extend their knowledge.</p> <p>Homework Club</p> <p>Every Monday and Wednesday at 3.05pm in A209 we provide an opportunity for students to come along and receive support and help on homework or challenging topics. This resource is a great opportunity for your son/daughter to ensure that they are on top of their studies.</p>
Year 7 Tests	All students in KS3 undertake formal Assessments during the course of the year

Year 8 Tests	(see the outline of study for each year group above for the timings of these). Prior to each assessment, students are provided with revision lists which can be accessed via the department website: http://cothamschoolmaths.weebly.com/
Year 9 Tests	These have been linked in the document and can be accessed by clicking on the ASSESSMENT for each term. These assessments provide evidence for student tracking and movement between ability groups.
Additional Resources and supporting activities	<p>Textbook: 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.</p> <div data-bbox="657 629 1259 891" data-label="Image"> </div> <p>Equipment: 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 on it.</p> <p>We would ask that all students know all of their times tables and related division questions.</p> <p>Websites: The following websites will be useful in supporting learning and revision.</p> <ul style="list-style-type: none"> • www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints, useful revision activities. Username:cotham Password:mathsissthebest <div data-bbox="823 1406 1091 1491" data-label="Image"> </div> <ul style="list-style-type: none"> • http://nrich.maths.org/frontpage <div data-bbox="847 1541 1075 1659" data-label="Image"> </div> <ul style="list-style-type: none"> • www.bbc.co.uk/schools/ks3bitesize/maths • www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index • www.samlearning.com/ - Key Stage 3 revision activities.
Essential Reading	All groups follow a scheme of work supported by the Collins New Maths Frameworking textbooks. Students are all issued with a textbook and practice book from the library. 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.



<p>Wider Reading</p>	<p>As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of past paper questions to stretch and challenge your son/daughter's mathematical reasoning: https://www.ukmt.org.uk/individual-competitions/junior-challenge/</p>
<p>Additional info</p>	<p>Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.</p>

SUBJECT	Science
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Year 7 Course Outline

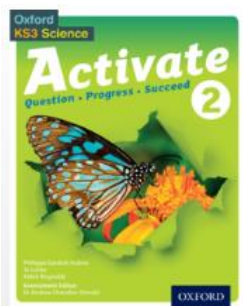
Within the first few lessons of Science, safety in the laboratory will be covered and a baseline test will be sat. This is so we get an idea of the level of Scientific knowledge your child has.

The following chapters will be covered over the course of Year 7:

Term 1+2 (Sept - Dec)	<ul style="list-style-type: none"> • Cells (B1.1) • Particles and their behaviour (C1.1) • Forces (P1.1)
Term 3+4 (Jan - April)	<ul style="list-style-type: none"> • Structure and function of body systems (B1.2) • Elements, atoms and compounds (C1.2) • Sound (P1.2)
Term 5+6 (May - July)	<ul style="list-style-type: none"> • Reproduction (B1.3) • Reactions (C1.3) • Light (P1.3)

Each chapter will last around 3 weeks and there will be an end of chapter test for each one.

The textbook that the students will be using in class is the Kerboodle year 1 textbook (this is also available online from the Kerboodle website):

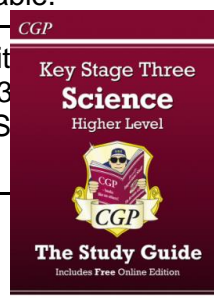


Year 8 Course Outline	<u>The following chapters will be covered over the course of Year 8:</u>	
	Term 1+2 (Sept - Dec)	<ul style="list-style-type: none"> ● Health and Lifestyle (B2.1) ● Acids and alkalis (C1.4) ● Metals and Acids (C2.3)
	Term 3+4 (Jan -April)	<ul style="list-style-type: none"> ● Adaptation and Inheritance (B2.3) ● The Periodic Table (C2.1) ● Space (P1.4)
	Term 5+6 (May - July)	<ul style="list-style-type: none"> ● Ecosystem processes (B2.2) ● Electricity and Magnetism (P2.1) ● Separation Techniques (C2.2)
<p>Each chapter will last around 3 weeks and there will be an end of chapter test for each one.</p> <p>The textbook that the students will be using in class is the Kerboodle year 2 textbook (this is also available online from the Kerboodle website):</p>		



<p>Year 9 course Outline</p>	<p><u>The following chapters will be covered over the course of Year 9:</u></p> <p>P3.1 New technology P3.2 Turning points in physics (discovery of the universe and radioactivity) P3.3 Detection (different methods used to detect planets, alien life, particles and more) B3.1 New technology (genetics and biotechnology) B3.2 Turning points in biology (vaccines and evolution) B3.3 Detection (forensic techniques) C3.1 New technology (nanotechnology and new fuels) C3.2 Turning points in chemistry (discovery of atoms) C3.3 Detection (acids and alkalis and separation techniques)</p> <p>Each chapter will last around 3 weeks and there will be an end of chapter test for each one.</p> <p>There will be Year 9 catch up sessions running on a Tuesday night from 3.10pm - 4.10pm for pupils who did not perform as good as expected. The teachers will inform the pupils who need to attend.</p> <p>The textbook that the students will be using in class is the Kerboodle year 3 textbook (this is also available online from the Kerboodle website):</p> <p>After completing these topics year 9 students will then start the GCSE course (AQA). Entry for Triple Award Science in Year 10 is determined by a mock GCSE in June.</p>
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Assessment	<p>Each chapter will be assessed with an end of chapter test (conducted in lesson) to test students' understanding of the work covered. The chapters will last around 3 weeks meaning that there will be tests approximately every 3 weeks in Science. Revision activities will be started in class. Students are expected to revise independently from their exercise books/Kerboodle activities/SAMlearning and complete any revision activities started in class. Please find the links to the online resources in the 'Additional Resources and Supporting Activities' section below.</p> <p>Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.</p> <p>There will also be end of year assessments covering everything they have been introduced to over the course of the year.</p>
Year 7 Tests	<p>Each chapter will have an end of chapter test to assess the knowledge of the topics. The chapters will last around 3 weeks meaning that there will be tests roughly every 3 weeks in Science.</p>
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	<p>Each pupil has a Kerboodle login (https://www.kerboodle.com/users/login). On this website there is a digital copy of the textbook used in lessons. Sometimes homework will also be set on Kerboodle in the form of quizzes.</p> <p>The SAM Learning website has a number of great revision and practice resources to use. Your child will be given a unique login by the school.</p> <p>BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.</p>
Essential Reading	<p>The Kerboodle textbook from the website (https://www.kerboodle.com) could also recommend the Science CGP revision guide for KS3 (ISBN 978 1 84146 230 1), these can also be purchased from the Science Shop (http://www.science-shop.co.uk) for £3.</p>



Wider Reading	<p>BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) is a great tool to use.</p> <p>BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.</p> <p>For other resources and links please follow the link to the Science department website: http://cothamschoolscience.weebly.com/</p>
Additional info	<p>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.</p>

SUBJECT	Geography
Year 7 Course Outline	<p>Where am I?</p> <ul style="list-style-type: none"> ● Know how to use an atlas ● Be able to describe the human and physical geography of the UK ● Be able to describe the human and physical geography of a chosen country ● Can explain the geographical contrasts between the UK and another country <p>Map Skills</p> <ul style="list-style-type: none"> ● Know how to use map symbols ● Can measure distance and direction on a map ● Be able to locate features using 4 figure grid references ● Be able to locate features using 6 figure grid references ● Can use height on maps to plot a cross section accurately <p>Save the World</p> <ul style="list-style-type: none"> ● Can describe conditions faced by sweatshop workers ● Explain how workers get an unfair deal in sweatshops ● Can suggest sustainable ways to treat workers better
Year 8 Course Outline	<p>Our Warming Planet</p> <ul style="list-style-type: none"> ● Know what global warming is ● Explain what the greenhouse effect is ● Know the effects of global warming for the UK ● Know the effects of global warming for the world ● Understand how climate change can be managed <p>Who Wants to be a Billionaire?</p> <ul style="list-style-type: none"> ● Can define different development indicators ● Can define the difference between short term and long term aid ● Can use a named example of how aid has been used to help a country develop <p>Our Dynamic Earth</p> <ul style="list-style-type: none"> ● Can describe the causes of a tectonic hazard event ● Can explain the impacts of the event on the human and physical environment ● Can explain how the event was responded to - short and long term management <p>Migration - Mexico to USA</p> <ul style="list-style-type: none"> ● What are the causes of migration from Mexico to the USA ● What are the impacts on the host and destination locations ● How can the issue of migration be solved?
Year 9 course Outline	<p>Tropical Rainforests</p> <ul style="list-style-type: none"> ● Can explain in depth the causes of deforestation in the Amazon

	<ul style="list-style-type: none"> • Can explain the impacts of deforestation on the environment and people • Can suggest and evaluate solutions to deforestation in the Amazon <p>Urban Issues (Mumbai and growth of urban slums)</p> <ul style="list-style-type: none"> • Can explain the reasons for urbanisation in Mumbai • Can explain the impact of urbanisation on the slums of Mumbai • Can suggest and evaluate solutions to the issues in Dharavi slum, Mumbai <p>Our Natural World</p> <ul style="list-style-type: none"> • Can explain the cause of an extreme weather event • Can explain the impacts on the human and physical environments • Can suggest and evaluate solutions to managing extreme weather <p>Take a Break</p> <ul style="list-style-type: none"> • Can describe the natural attractions of tourism in Kenya • Can explain how tourism can have both advantages and disadvantages for Kenya • Can suggest sustainable ways to manage tourism in Kenya
Assessment	<p>Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via the department page on the VLE</p>
Year 7 Assessments	<p>Term 1 - Year 7 'Country Enquiry'</p> <p>After a fortnight of introductory lessons on Humanities subjects students begin the 'Where Am I?' module focusing on the UK's place in the world. Lessons 4&5 cover the first assessment which is the 'Country Enquiry'. Students will research in school and finish off at home.</p> <p>Term 3 - Year 7 'Map Skills Assessment'</p> <p>At the end of the map skills module in Year 7 there will be a map skills test. Students will have to demonstrate skills of symbols, distance, direction, grid referencing, height on maps and contour/cross sections.</p> <p>Term 5 - 'Year 7 Sweatshop Enquiry'</p> <p>Students will prepare at the halfway point of this module an investigation into the causes, conditions, impacts of and solutions to worker conditions in sweatshops.</p> <p>Year 7 exam - usually completed at the end of May</p>
Year 8	Term 1 - Year 8 'Our Warming Planet'

<p>Assessments</p>	<p>Lessons 7 and 8 will cover the Our Warming Planet public information leaflet assessment. This will focus on raising awareness of the issue of global warming and how people can solve it.</p> <p>Term 3 - Year 8 'Who Wants to be a Billionaire?'</p> <p>Students will be assessed in the exam on defining development indicators, aid (short term and long term) and a named country that has received aid and the benefits.</p> <p>Term 4/5 - 'Year 8 'Our Dynamic Earth'</p> <p>After lesson 8 in the sequence students will be investigating a real life natural hazard event (ideally a tectonic disaster). They will write a report on the causes, impacts and responses/management to the event. They should look at short term and long term solutions to natural disaster events like a tsunami/earthquake/volcano.</p> <p>Year 8 exam - usually completed at the end of February</p>
<p>Year 9 Assessments</p>	<p>Term 1 - 'TRF'</p> <p>After lesson 8/9 students will be writing their in class assessment on the Tropical Rainforest. The focus will be 'What are the causes, consequences and solutions to deforestation?'. They should be researching the problem of deforestation out of school in advance of the in class hours dedicated to writing up their assessments. Reading lists and topics to research are on the VLE</p> <p>Term 2/3 - Year 8 'Urban Issues</p> <p>At the end of the sequence on urbanisation students will write a persuasive letter to the Mayor of Mumbai/Indian Prime Minister to convince them about what is best for the future of Dharavi slum, Mumbai, India.</p> <p>They should be preparing for this assessment over the Christmas period and be investigating again the causes, impacts and solutions to the issues created by urbanisation</p> <p>Term 3/4 - 'Year 9 'Our Natural World'</p> <p>Students will learn about Weather and Climate and investigate a severe/extreme weather event. They will look at the physical and human factors contributing to the disaster and what impact it had. Responses in the short and long term will also be covered. Examples include major flood events (Bangladesh, Pakistan, Australia) or tropical storm events (Katrina, Nargis, Haiyan)</p> <p>Year 9 exam - usually completed at the end of April</p> <p>Term 5 - Year 9 'Take a Break'</p>

	<p>Students will cover the human and physical attractions of Kenya, the benefits and drawbacks of tourism and the ways in which the tourist impacts can be managed. Sustainable tourism will need to be understood in order to access the highest competencies in the exam.</p>
<p>Additional Resources and supporting activities</p>	<p>http://cothamschoolhumanities.weebly.com/key-stage-31.html</p> <p>Resources will be provided on the link above. There are resources already to assist with the Term 3 assessments. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through Google classroom</p>
<p>Essential Reading</p>	<p>There is not a single textbook for KS3 Geography.</p> <p>Essential reading lists will be provided on the KS3 page on the VLE with reading links and documentaries. These will have links to other pages or websites to assist.</p>
<p>Wider Reading</p>	<p>Buy an atlas - many students higher up school still lack a general basic location knowledge of the planet.</p> <p>Alternatives - a desktop globe for their homework table, use of their maps in their planner when studying a place, downloading Google Earth to a phone, tablet, laptop or PC to study the earth and the places they are covering. Or a world map that could be stuck up. Stanfords in Bristol on Corn Street sell world map wrapping paper for £2 a sheet. These can be used as a wall map if stuck up in a study space.</p>
<p>Additional info</p>	<p>Geography is extremely popular at GCSE. More than 200 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10.</p> <p>Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham. Geography is a facilitating subject and helps support applications for university places. Geography (along with Psychology) graduates make up the most employable group of graduates in the UK.</p>

SUBJECT	History
Year 7 Course Outline	<p>1066 as a Year of conflict, LO's</p> <ul style="list-style-type: none"> ● Knowledge- Student has relevant knowledge about the events of 1066 and can appropriately select information but may lack depth. ● Causes- Student can explain the causes of the events of 1066 and begin to explain why some causes are more important than others. <p>Life Beliefs and Ideas of the Medieval era, LO's</p> <ul style="list-style-type: none"> ● Knowledge- Student has relevant knowledge about the Black Death and Peasants Revolt. Student can appropriately select information but may lack depth ● Interpretations- Student begins to explain reasons for different interpretations about the Peasants Revolt by considering the purpose of the source ● Source Enquiry- Student can explain information from the source using details and is able to compare sources in relation to the Black Death <p>Moving and Travelling in the Medieval period. LO's</p> <ul style="list-style-type: none"> ● Knowledge- Student has relevant knowledge about the importance of the church in the medieval period and the Crusades. They can also appropriately select information but may lack depth ● Causes- Student can explain the causes of the Crusades and begin to explain why some causes are more important than others
Year 8 Course Outline	<p>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. LO's</p> <ul style="list-style-type: none"> ● Knowledge- Carefully selected and precise range of evidence about the English reformation and Elizabethan religious settlement ● Causes- Explains how causes are linked. Explains why some causes are more important than others in why Henry left the Roman Catholic Church. ● Interpretations- Explains clear reasons for different interpretations regarding Elizabeth's portraits. Explains clearly the purpose of the interpretation ● Source Enquiry- Considers the nature, origin and purpose of the source on Elizabeth's portraits Evaluates sources on Elizabeth's portraits. <p>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. LO's</p>

	<ul style="list-style-type: none"> ● Knowledge- Carefully selected and precise range of evidence about the Industrial Revolution ● Significance- Compares reasons for and against what the most important aspect of the Industrial Revolution was <p>Specific focus is then given to the Ideological Revolution; how and why the franchise was extended and the impact this had on Britain.</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Carefully selected and precise range of evidence on party politics, extension of the franchise and social reform 1745-1900 ● Interpretations- Explains clear reasons for different interpretations on social reform. Explains clearly the purpose of the interpretation ● Source Enquiry- Considers the nature, origin and purpose of sources on social reform and evaluates the source. <p>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.</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Carefully selected and precise range of evidence about Bristol through time ● Change & Continuity- Identities and explains turning points in History. Explains how rates of change can be different for different groups
<p>Year 9 course Outline</p>	<p>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.</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Wide ranging and carefully chosen evidence about the British involvement in the Transatlantic slave trade ● Causes- Analyses how catalysts, short term and long term causes interplay to explain why the British abolished the slave trade. ● Interpretations- Analyses the merits and weaknesses of different interpretations about reasons for abolition of the slave trade ● Source Enquiry- Analyses sources on the Transatlantic using contextual knowledge. <p>The second module of Year 9 takes in the First World War</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Wide ranging and carefully chosen evidence about the Great War ● Interpretations- Analyses the merits and weaknesses of different interpretations about the battle of the Somme <p>Followed by a module called '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.</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Wide ranging and carefully chosen evidence about America in the early twentieth century. ● Change & Continuity- Analyses the Great Depression to identify and explain

	<p>periods of change.</p> <p>Module four, 'Who rules!' explores different ways of running countries: dictatorships and democracy, capitalism and communism. This links into The Second World War which is studied with a focus on key events and their significance. 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.</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Wide ranging and carefully chosen evidence about World War II ● Significance- Analyses the most important reasons for the dropping of the atomic bomb using short term, medium term, long term. <p>These units provide a rounded overview of history for those who do not continue with the subject beyond KS3.</p>
Assessment	<p>Progress is measured by in class assessments, usually at the end of each term, and the exam set for each year group. There are folders with mark schemes and power points with useful hints and tips on the History VLE under curriculum.</p> <p>VLE link to History resources: http://cothamschoolhumanities.weebly.com/resources1.html</p> <p>In Year 7 students have to answer an essay question on "Why did William win the battle of Hastings?" another essay question on "Why did the Peasant's revolt?" and an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 7.</p> <p>In Year 8 students have to answer an essay question on "Why did Henry leave the Roman Catholic Church by 1533?" answer a source based assessment on how did Elizabeth showed her power through her portraits, an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 8, another essay based question on "What was the most significant development of the Industrial Revolution?" another source based assessment on the expansion of the franchise (voting rights) in 19th century Britain and finally a project on change and continuity through the History of Bristol.</p> <p>In Year 9 students have to answer an essay question on "The most important reason why slavery was abolished in 1833 was because of economic reasons. Do you agree?", answer a source based assessment on what were conditions like on the middle passage, an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 9, an interpretations question on how General Haig has been viewed by historians, another essay based assessment on "How did the Wall Street Crash change the world?" and finally a project on how significant the different events of the Second World War were to its outcome and development.</p>
Year 7 Tests	<p>Due to the nature of how Year 7 Humanities is taught different Year 7 groups will complete their assessments at different points in the year. Humanities staff will inform students when their assessments are upcoming.</p> <p>Year 7 Exam Normally completed at the end of May</p>

<p>Year 8 Tests</p>	<p>“Why did Henry leave the Roman Catholic Church by 1533?” Normally completed at the end of September</p> <p>How did Elizabeth show her power through her portraits Normally completed at the end of November</p> <p>Year 8 Exam Normally completed at the end of February</p> <p>“What was the most significant development of the Industrial Revolution?” Normally completed at the end of April</p> <p>Source based assessment on the expansion of the franchise (voting rights) in 19th century Britain Normally completed at the end of May</p> <p>Change and continuity project on history of Bristol through time Normally completed at the end of June</p>
<p>Year 9 Tests</p>	<p>“The most important reason why slavery was abolished in 1833 was because of economic reasons. Do you agree?” Normally completed at the beginning of November</p> <p>Source based assessment on “What were conditions like on the middle passage?” Normally completed at the beginning of October</p> <p>An interpretations question on how General Haig has been viewed by different historians Normally completed at the beginning of January</p> <p>“How did the Wall Street Crash change the world?” Normally completed at the beginning of April</p> <p>How significant were the different events of the Second World War to its outcome and development? Normally completed at the beginning of May</p> <p>Year 9 Exam Normally completed at the end of June</p>
<p>Additional Resources</p>	<p>History VLE link: http://cothamschoolhumanities.weebly.com/history1.html</p> <p>History Clinic: Mr Lloyd runs History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html</p> <p>Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</p> <p>Revision Websites https://www.samlearning.com/ https://www.gcsepod.com/</p> <p>Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/</p>

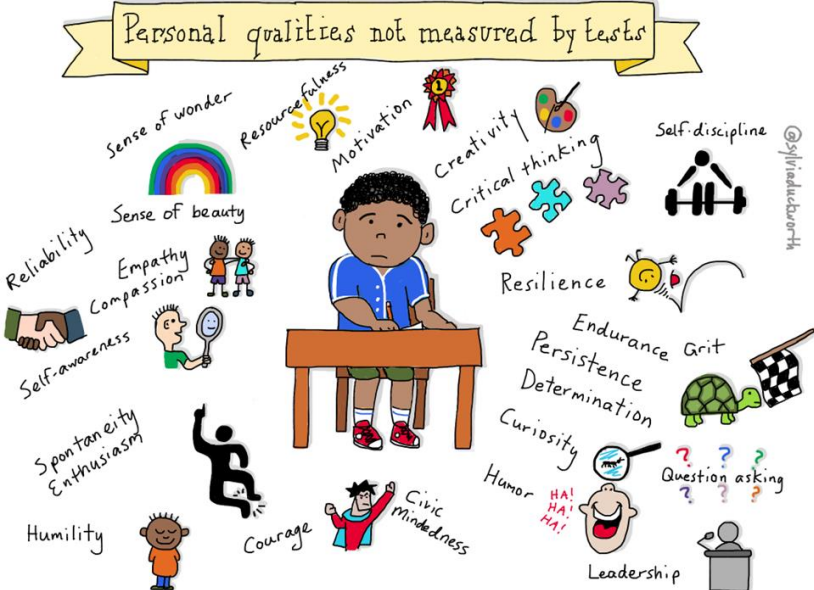
	<p>http://www.historylearningsite.co.uk/ Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/</p>
Essential Reading	<p>KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485) <u>Aaron Wilkes, James Ball</u> <i>ISBN: 9781850083443</i> KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback) <u>Aaron Wilkes, James Ball</u> <i>ISBN: 9781850083450</i> KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) (Paperback) <u>Aaron Wilkes, James Ball</u> <i>ISBN: 9781850083467</i> KS3 History by Aaron Wilkes: Technology, War & Identities Student Book (After 1900) (Paperback) <u>Aaron Wilkes, James Ball</u> <i>ISBN: 9781850083474</i> Reference versions of these books are available in Cotham School library</p>
Wider Reading	<p>Horrible Histories books BBC History magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</p>
Additional Information on Cotham History	<p>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 local History walk to the harbour side. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms: http://cothamschoolhumanities.weebly.com/trips.html</p> <p>Additional Enrichment Opportunities in Bristol: Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p>Hollywood vs History Club Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk) VLE link to Hollywood Vs History Club programme: http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</p> <p>Homework: Homework is set once a fortnight and care has been taken to design tasks that engage</p>

students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. 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.

SUBJECT	Religion, Ethics & Philosophy
Year 7 Course Outline	<ul style="list-style-type: none"> ● What do people believe about God? ● Where do we find meaning and purpose? ● Why do people worship? <p>By the end of Year 7, we expect you to be able to describe in detail what people believe and what they might do as a result of their beliefs across a range of religions and worldviews. You should also be able to explain with why people believe what they believe, to explain what meanings lie behind symbolic actions, and to explain the potential impact of these beliefs and actions on individuals and communities. You should be using key terms regularly and accurately in your descriptions and explanations.</p>
Year 8 Course Outline	<ul style="list-style-type: none"> ● What is religion? ● What does it take to be a religious leader? ● What does it mean to be Muslim today? ● Does Jesus matter today? ● How do we know what's right and wrong? <p>By the end of Year 8, we expect you to be able to use specific examples and evidence to illustrate and support your points, using PEX consistently throughout your work. You should also be able to make comparisons between different religions and worldviews. As well as identifying similarities and differences between and within these worldviews, you should also be attempting to explain why these similarities and differences exist with reference to history and culture, and making suggestions about common human needs.</p>
Year 9 course Outline	<ul style="list-style-type: none"> ● Do we need religion? ● What does Buddhism have to offer the modern world? ● Is there a conflict between religion and science? ● Why do we suffer? ● What can the Holocaust teach us about human nature? <p>By the end of Year 9, we expect you to be able to give balanced arguments that respectfully critique the strengths and weaknesses of different worldviews, taking into consideration their impact on individuals and society and in the short and long term, recognising changes over time. In drawing your own conclusions, we expect you to evaluate the relative merits of different worldviews and arguments, to acknowledge potential challenges to your own views and to justify your opinions with evidence, argument and reasoning.</p>
Assessment	Students' progress towards the expected standard for each year will be

	<p>assessed at the end of each topic. These assessments will usually take the form of a scaffolded piece of extended writing. They are 'open book' meaning that students who have completed all class and homework will be able to draw upon all of their learning for the term.</p> <p>In addition to these topic-specific assessments, once a year students in Year 8 and Year 9 will also have an online multiple choice exam that will test their knowledge and recall of key terminology and concepts from the previous year. These terms and concepts will have been used routinely in the content for the year so far so students will be familiar with them in context. In the month prior to the exam, students will receive a knowledge organiser summarising the content they need to revise and guidance on the self-quizzing method we recommend they use to revise at home.</p> <p>The dates below are all provisional; we adapt the timing of assessment to suit the needs of each individual class.</p>
Year 7	Because Year 7 REP is taught as part of Humanities, the dates for assessment will vary from class to class. Teachers will communicate these dates well in advance to students.
Year 8	Is Pastafarianism a religion? - October Knowledge exam (Beliefs About God) - February Who was Jesus? - Late May
Year 9	Design a 'godless cathedral' - November Knowledge exam (Religious Leaders) - April What's the best way to respond to suffering? - May
Additional Resources and supporting activities	<p>Our subject VLE page is a work in progress, but soon it will contain full details for all topics and assessments: http://cothamschoolhumanities.weebly.com/</p> <p>The VLE also contains links to the termly Year 8 and Year 9 homework grids. These grids contain a wide range of home learning tasks for students to choose between. We expect all students to complete a minimum of two tasks per term, but students who like a challenge are welcome to complete more and gain extra House Points.</p> <p>Useful websites http://rejesus.co.uk/ http://request.org.uk/ http://www.bbc.co.uk/religion/religions/ http://www.reonline.org.uk/knowning/what-re/</p>
Essential Reading	'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)
Wider Reading	<i>The Pig Who Wants To Be Eaten</i> - Julian Baggini <i>Sophie's World</i> - Jostein Gaarder <i>The Philosophy Files</i> - Stephen Law <i>The Three Questions</i> - Jon Muth <i>Children's Book of Philosophy</i> - Sarah Tomley <i>The Shack</i> - Paul Young

SUBJECT	Skills	
Year 7 Course Outline	Term 1	<p>What does it mean to be a Cotham Learner?</p> <p>In our first term we identify what key qualities and traits great learners possess. We learn about how our brains are configured and how through demonstrating a growth mindset we can all overcome challenges that we face. We place great importance upon students sharing their own identities within their tutor groups as well as establishing a positive tutor group identity with shared values.</p>
	Term 2	<p>Micro Genius Hour</p> <p>Genius Hour encourages creativity, curiosity and innovation in our students. The Genius Hour project is student driven and passion based. Students identify what they are passionate about or interested in and develop a Genius Hour project which is shared with the class through a 'TED' style presentation. Students have highlighted that Genius Hour helps them to be more independent, creative, imaginative and organised learners as they are in charge of their project.</p>
	Term 3	<p>Philosophy for Children</p> <p>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:</p> <ul style="list-style-type: none"> o Self-esteem and self-confidence o Reflection and reasoning o Ability to communicate o Ability to state reasons and argue a case o Listening, cooperative and social skills.
	Term 4	<p>Study Skills</p> <p>In order to help ensure our year 7 cohort are ready to tackle their year 7 exams we spend time identifying different approaches to learning and revising to help students achieve well academically. Students are encouraged to try out new revision methods to help make their learning stick. Students are also provided with a revision booklet with guidance on how they can best prepare for their exams.</p>
	Term 5&6	<p>Genius Hour 2.0 Bigger and Better!</p> <p>Genius Hour is back! In term 2 students were given the opportunity to complete a Micro Genius Hour project to help ensure they demonstrate high levels of independence. This term, students are given more time to complete their Genius Hour projects, which means they can achieve even more. Students are expected to reflect upon their initial experience of their Micro Genius Hour project to ensure they learn from their mistakes and make their main Genius Hour project even better.</p>
Assessment	<p>Students are provided with feedback on key pieces of work. Most notably, their Genius Hour projects. Feedback is given through the presentation students share with the class and students should use the feedback they are given from their Micro Genius Hour project to help inform their Genius Hour 2.0 project. Student progress</p>	

	<p>is also monitored through the revision booklet provided in the Study Skills topic to help ensure that students are able to trial and find out which revision strategies work best for them.</p>
<p>Year 7 Tests</p>	<p>The aim of the Skills programme is to support your child in developing key life skills that cannot necessarily be measured through formal assessments. Therefore there are no discrete tests although we do endeavour to equip students with a range of revision strategies that they can use in their other subjects.</p>
<p>Additional Resources and supporting activities</p>	<p>As part of the Skills programme each year 7 student will be trained to be a Young First Aider through St John's Ambulance. Each year 7 tutor group will be taken off timetable to complete a First Aid in a Day course to help equip our students with an essential life skill.</p> <p>Every year 7 student was invited to attend Philosophy Club, which is held after school (3:15-4:15pm) every Tuesday in A116 and runs in conjunction with The Royal Institute of Philosophy.</p>
<p>Wider Reading</p>	<p>Bounce: The Myth of Talent and the Power of Practice by Matthew Syed. The Little Book of Mindfulness by Dr Patrizia Collard</p>
<p>Summary</p>	<p>The aim of the Skills programme is to develop the qualities and characteristics outlined below to help ensure our students become even better learners.</p>  <p>The diagram is a hand-drawn illustration centered on a student sitting at a desk. Above the student is a yellow banner that reads "Personal qualities not measured by tests". Surrounding the student are numerous hand-drawn icons and labels representing various personal qualities and skills. These include:</p> <ul style="list-style-type: none"> Top Left: Sense of wonder (with a rainbow), Sense of beauty (with a rainbow), Reliability (with a handshake), Empathy (with two children), Compassion (with a child holding a mirror), Self-awareness (with a child looking in a mirror). Top Center: Resourcefulness (with a lightbulb), Motivation (with a ribbon), Creativity (with a paint palette), Critical thinking (with puzzle pieces). Top Right: Self-discipline (with a person on a bench), Resilience (with a person falling and getting up). Bottom Left: Spontaneity (with a person jumping), Enthusiasm (with a person jumping), Humility (with a small person), Courage (with a person jumping over a hurdle). Bottom Center: Civic-mindedness (with a person in a uniform). Bottom Right: Endurance (with a person running), Persistence (with a person running), Grit (with a person running), Determination (with a turtle and a checkered flag), Curiosity (with a magnifying glass), Humor (with a laughing face and "HA! HA! HA!"), Question asking (with question marks), Leadership (with a person at a podium). <p>A vertical watermark "@styleandcolor" is visible on the right side of the diagram.</p>

SUBJECT	GERMAN
Year 7 Course Outline	<p>Year 7 have 5 German lessons a fortnight and are taught in tutor groups. Our course is based on Echo 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Introductions Term 2 - Unit 2 School Term 3 - Unit 3 Friends and Family Term 4 - Unit 4 Free Time Term 5 - Unit 5 Home Term 6 - Unit 6 Town</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
Year 8 Course Outline	<p>Year 8 have 5 German lessons a fortnight and are taught in tutor groups. Our course is based on Echo 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Holidays Term 2 - Unit 2 Shopping & Food Term 3 - Unit 3 Media Term 4 - Unit 4 Health Term 5 - Unit 5 Going out! Term 6 - Unit 6 Trip to Germany</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
Year 9 course Outline	<p>Year 9 have 6 German lessons a fortnight and are taught in sets. Set 1 has 2 hours of Spanish and 4 hours of German. Our course is based on Echo 3 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Media Term 2 - Unit 2 School Term 3 - Unit 3 The future Term 4 - Unit 4 The world around us Term 5 - Unit 5 People Term 6 - Unit 6 Projekt Deutschland</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
Assessment	<p>Homework</p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Each student must achieve a minimum pass grade. If not, they may be asked back to extra support sessions.</p> <p>Vocabulary lists can be found on the following link.</p>

	www.cothamschoolmfl.weebly.com
Year 7 Tests	Exams are based on the topics taught during the term and pupil's should use their corresponding vocabulary sheets and classwork for support. Reading & Writing w/c 12th December Speaking w/c 24th April Listening w/c 2nd May
Year 8 Tests	Exams are based on the topics taught during the term and pupil's should use their corresponding vocabulary sheets and classwork for support. Speaking w/c 17th October Writing & Reading w/c 30th January Listening w/c 22nd May
Year 9 Tests	Exams are based on the topics taught during the term and pupil's should use their corresponding vocabulary sheets and classwork for support. Reading & Listening w/c 28th November Writing w/c 3rd April Speaking w/c 26th June
Additional Resources and supporting activities	Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework. The school has purchased a subscription with www.vocabexpress.com - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board) www.linguascope.com SAM Learning and BBC Bitesize are also excellent resources.
Essential Reading	We follow the AQA Echo course. We have in class sets of textbooks but students do not need to have their own copy. They are however available from the library if desired. Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33) CGP German Revision Guide £4.95 ISBN: 978 1 84146 840 2 CGP KS3 German Workbook with Answers £4.95 ISBN: 978 1 84146 849 5
Wider Reading	Anything you can get your hands on in German! The library has a small selection of books in German. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with German subtitles so you can learn as you watch!
	There is German support/ catch up available for all Year Groups on Tuesdays after school. It is an informal, drop-in hour unless you are informed otherwise. There are many opportunities at Cotham for those who love languages! Currently, there is a Year 8 trip to the Black Forest in Germany and in Year 9,

	<p>there is a long-running German exchange, both of which have proved extremely popular!</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups. Currently she is working on a Year 7&8 drama project - it's not too late to get involved!</p>
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SUBJECT	Computing and IT
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Year 7 Course Outline	<p>Online Programme of Study and Lessons Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page: http://cotham-computingit.weebly.com/</p> <p>Term 1 - PC Driving License Students learn how to organise files and folders appropriately on computer to effectively store and manage saved files LO: Year 7 Information Technology 1</p> <p>Term 2 - Online Safety Students learn about how to stay safe online by covering a range of topics from Cyberbullying to Social Networks. LO: Year 7 Digital Literacy 1 - Online Awareness</p> <p>Term 4 - Spreadsheet Modelling - Harry Plotter Student learn how to use spreadsheets to model real world scenarios. LO: Year 7 Information Technology 2</p> <p>Term 5 - Business Skills Exam Students learn how to combine a number of digital applications to fulfill a exam brief. LO: Year 7 Information Technology 3</p> <p>Term 6 - Scratch Programming Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch. LO: Year 7 Programming 1</p>
Year 8 Course Outline	<p>Online Programme of Study and Lessons Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page: http://cotham-computingit.weebly.com/</p> <p>Term 1 - Gamemaker Programming Students learn how to program solutions to computational thinking problems using the three constructs of programming in Gamemaker. LO: Year 8 Programming 1</p> <p>Term 2 - Spreadsheet Modelling - Gangsta Zoo</p>

	<p>Student learn how to use spreadsheets to model real world scenarios. LO: Year 8 Information Technology 1</p> <p>Term 3 - Business Skills Exam Students learn how to combine a number of digital applications to fulfill a exam brief. LO: Year 8 Information Technology 2</p> <p>Term 4 - Image Editing Students learn about to create and manipulate a digital product (image) using Photoshop. LO: Year 8 Information Technology 3</p> <p>Term 5 - Tech of the Future Presentation Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch. LO: Year 8 Information Technology 4</p> <p>Term 6 - Construct 2 Programming Students learn how to program solutions to computational thinking problems using the three constructs of programming in Construct 2. LO: Year 8 Programming 2</p>
<p>Year 9 course Outline</p>	<p>Online Programme of Study and Lessons Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page: http://cotham-computingit.weebly.com/</p> <p>Term 1 - FlowOI Programming Students learn how to program solutions to computational thinking problems using the three constructs of programming in Flowcharts. LO: Year 9 Programming 1</p> <p>Term 2 - Small Basic Programming Students learn how to program solutions to computational thinking problems using the three constructs of programming in Small Basic. LO: Year 9 Programming 2</p> <p>Term 3 - Video Tutorials Students learn about to create and manipulate a digital product (a video tutorial) using video editing software. LO: Year 9 Information Technology 1</p> <p>Term 4 - Business Skills Exam Students learn how to combine a number of digital applications to fulfill a exam brief. LO: Year 9 Information Technology 2</p> <p>Term 5 - Spreadsheet Modelling - Quiz Student learn how to use spreadsheets to model real world scenarios. LO: Year 9 Information Technology 3</p>
<p>Assessment</p>	<p>More information available here:</p>

	<p>http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>End of Topic Assessments Each topic is assessed in one of two ways:</p> <p>1. Project Work The cumulative work for the whole topic is looked at and assessed. This may take the form of: several individual pieces of work or a completed digital product that has been worked on throughout the topic.</p> <p>2. End of Topic Assessment A one assessment takes place at the end of the topic. The score from this is used as the end of topic grading.</p> <p>In Lesson Tasks Each topic of work uses a LEARN, SHOWCASE, EXCEL task structure. The structure is designed to:</p> <ul style="list-style-type: none"> ● Walk students through the learning of the topics core skills and knowledge with the LEARN tasks ● Provide opportunities for students to demonstrate their learning through the showcase tasks ● Stretch high achieving students through independent learning and discovery. <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
Year 7 Tests	<p>Assessment Dates (all dates are subject to change if needed)</p> <p>Term 1 - PC Driving License - First week of October Term 2 - Online Safety - First week of December Term 4 - Spreadsheets - End of February Term 5 - Exam - Wk Begin: First week of May Term 6 - Scratch Programming - Second week of July</p>
Year 8 Tests	<p>Assessment Dates (all dates are subject to change if needed)</p> <p>Term 1 - Gamemaker Programing - Third week of October Term 2 - Spreadsheets - Wk Begin: Second week of December Term 3 - Exam - Wk Begin: First week of February Term 5 - Image Editing - Last week of April Term 6 - Tech of the Future - Second week of June Term 6 - Construct 2 Programming - Second week of July</p>
Year 9 Tests	<p>Assessment Dates (all dates are subject to change if needed)</p> <p>Term 1 - FlowOI - Second week of October Term 2 - Small Basic Programming - Second week of December Term 4 - Video Tutorials - First week of February Term 5 - Exam - Wk Begin: First week of April Term 6 - Spreadsheets - First week of June</p>
Additional Resources and supporting activities	<p>Department Homepage http://cotham-computingit.weebly.com/ All lessons and additional resources are stored here</p> <p>Further Information on KS3 Assessment Strands</p>

	<p>http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>Low Cost Computers Council Scheme Looking for a low cost computer that can be used at home to support your children with school work? Computers to buy for as little as £50. http://www.bristolcomputerreuse.org/</p>
Essential Reading	
Wider Reading	http://www.bbc.co.uk/news/technology
Additional info	<p>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.</p>

SUBJECT	Design & Technology: Resistant Materials Technology (Te1)
Year 7 Course Outline	A design and make project focused on Plastics. Students will plan through card modelling, design through sketching and annotation and make using a variety of hand tools and the laser cutter to create an individually personalised moneybox based on icon designs used in modern user interfaces including mobile phones and tablets.
Year 8 Course Outline	A plan and make project with a focus on Woods, Timber and Man-made Boards. Students plan using scale and technical part drawings a small wooden storage box. Students then make their planned design using a choice of traditional wood joints and methods from plywood sheets and pine softwood.
Year 9 course Outline	A research, design and make project sees Students create a metal coat hook and a scrolled candle holder using a variety of metalworking techniques. Students are challenged to research existing products and use this information to inform their own designing before starting the practical work for each outcome.
Assessment	Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.
Year 7 Tests	Testing for Key Stage 3 Design & Technology is performed towards the end of each year and takes the form of a 50 minute written paper testing Design, Development and Evaluation skills based on a free choice each student's preferred of the specialisms studied over the course of the year.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	www.technologystudent.com is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout Key Stage 3.
Essential Notes	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. These homework's will all be marked and form an important part of the holistic grade given to the student at the end of the project.

SUBJECT	Design & Technology: Electronics & Systems (Te2)
Year 7 Course Outline	<p>Topics covered - Bug toy delivered through; safety in the workshop, basic electronics principles, thermoforming plastics, the design process, CAD and desktop publishing (DTP) basics</p> <p>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.</p>
Year 8 Course Outline	<p>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.</p> <p>Skills – Advanced soldering, cutting and preparing wire, higher assembly techniques, testing and fault finding in electronic circuits.</p>
Year 9 course Outline	<p>Topics covered - ARM Microcontrollers, students will build, code and program their own robotic buggy to navigate a track in the fastest times possible.</p> <p>Skills – C++ Programming, cutting and preparing wire, rapid assembly techniques, testing and fault finding in electronic circuits</p>
Assessment	Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.
Year 7 Tests	Testing for Key Stage 3 Design & Technology is performed towards the end of each year and takes the form of a 50 minute written paper testing Design, Development and Evaluation skills based on a free choice each student's preferred of the specialisms studied over the course of the year.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	www.technologystudent.com is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout Key Stage 3.
Essential Notes	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 . These homework's will all be marked and form an important part of the holistic grade given to the student at the end of the project.

SUBJECT	Design & Technology: Graphics & Visual Communication (Te3)
Year 7 Course Outline	Topics covered - Computer Aided Design; Year 7 are taught to use and understand workplanes, sketches and features to generate focused designs in 3 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.
Year 8 Course Outline	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.
Year 9 course Outline	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.
Assessment	Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.
Year 7 Tests	Testing for Key Stage 3 Design & Technology is performed towards the end of each year and takes the form of a 50 minute written paper testing Design, Development and Evaluation skills based on a free choice each student's preferred of the specialisms studied over the course of the year.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	Students are eligible to download a personal copy of Autodesk Inventor for use at home should they have a powerful enough computer available. Details, registration and downloads are available from http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence. www.technologystudent.com is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout Key Stage 3.
Essential Notes	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. These homeworks will all be marked and form an important part of the holistic grade given to the student at the end of the project.

SUBJECT	Dance
Year 7 Course Outline	<p>Term 1: Introduction to Dance. Looking at the three different elements of Dance: choreography, performance & appreciation learning and creating works to demonstrate the differences.</p> <p>Term 2: Performance 1 & Choreography 1 Creating and performing a full group dance with a focus on technical skills, dynamics and energy.</p> <p>Term 3: Appreciation 1 Describing and commenting on the professional dance work <i>Swansong</i> by Christopher Bruce. Students will learn to discuss the use of costume, movements and props to tell a story through practical and written work.</p> <p>Term 4: Choreography 2 Using a variety of different stimuli students will develop a variety of choreographic skills including motif and motif development.</p> <p>Term 5: Exam 1 Pulling together all the skills learned and developed to create and perform a short duo/trio based on Natural Phenomena</p> <p>Term 6: Performance 2 Taught and created phrases are intensely rehearsed to focus on specific performance skills including projection and extension.</p>
Year 8 Course Outline	<p>Term 1: Performance 3 Students experience a variety of different styles of Dance before choosing one and rehearsing a short dance to demonstrate their understanding of that style and the relevant performance skills.</p> <p>Term 2: Appreciation 2 Describing and analysing the professional works <i>Nutcracker!</i> by Matthew Bourne and <i>West Side Story</i> choreographed by Jerome Robbins with a focus on character, movement components and setting. Students will present their understanding through written and practical work.</p> <p>Term 3: Exam 2 Using the professional work <i>Emancipation of Expressionism</i> as a starting point, students demonstrate their understanding of choreography, performance and self-appreciation. They will be examined on both practical and written work</p> <p>Term 4: Choreography 3 Using a variety of stimuli students will continue to develop their understanding and application of choreographic devices including spatial design, contact work and abstracting everyday movements.</p> <p>Term 5: Performance 4</p>

	<p>Students will learn phrases of dance that will be intensely rehearsed to further develop performance skills including safety in lifts and musicality</p> <p>Term 6: Choreography 4 Developing and using choreographic skills to create a short dance based on a selection of stimuli</p>
Year 9 course Outline	<p>Year 9 Dance is slightly different to Years 7 & 8. In Year 9, students can opt to partake in Dance as part of their PE curriculum. This allows it to be taught once a week for two hours ensuring a high quality of teaching & learning. However, this will only take place for two or three terms of the year for girls and one or two for boys.</p> <p>Term 1, 2 & 3: Choreography 5 & Performance 5 Students will research and develop movement that is then manipulated and structured to create a 3-4 minute group dance. They will then be taught GCSE level dance phrases and perform these in solo/duo with a focus on technical skills and performance qualities.</p> <p>Term 4 & 5: Appreciation 3 & Choreography 6 Developing appreciation skills to support the GCSE requirements, students will describe, experience and analyse the professional work <i>Rosas Danst Rosas</i> by Teresa De Keersmaker. They will produce practical work to demonstrate their understanding and answer written questions regarding the movement components and aspects of production. Students will then be led in a selection of choreographic workshops which they will develop into a solo/duo choreography.</p> <p>Term 6: Performance 6 This term is an optional term for Dance and we suggest all those students who have opted for the subject as a GCSE and those who relish performing take part. We will collaboratively choreograph a dance to perform at the Dance Department's Summer Sharing.</p> <p>Please note due the nature of teaching in Year 9 there is no formal exam; all assessment takes place within lessons</p>
Assessment	<p>Each term is assessed in line with the termly focus. This may take place in the form of a final performance, on going teacher assessment throughout lessons, written class work and/or homework. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>All assessment performances will be recorded and stored safely, all written will be placed in class folders. Written feedback from teachers, peers and self review is also placed here.</p>
Year 7 Assessments	Assessment varies on a termly basis. The exam will take place during the school's calendered exam period for Year 7.
Year 8 Assessments	Assessment varies on a termly basis. The exam will take place during the school's calendered exam period for Year 8.

Year 9 Assessments	These will take place in week 4 and week 7 of the relevant terms.
Additional Resources and supporting activities	<p>There are a number of dance clubs and companies that students can join. These vary depending on the time of year- the information will be available in the Dance Department and via the weekly bulletin.</p> <p>Pulse Dance Company is an auditioned company that rehearse Monday 4.00pm - 5.30pm. Auditions take place every July.</p>
What can parents/ carers do to support students	<p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) and black trackies/ shorts/ leggings.</p> <p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p>

SUBJECT	Design & Technology: Product Design (Te4)
Year 7 Course Outline	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.
Year 8 Course Outline	Currently Year 8 study for Product Design is given over to Food Science to further build students knowledge in preparation for the new upcoming GCSE should they decide to choose it.
Year 9 course Outline	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.
Assessment	Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.
Year 7 Tests	Testing for Key Stage 3 Design & Technology is performed towards the end of each year and takes the form of a 50 minute written paper testing Design, Development and Evaluation skills based on a free choice each student's preferred of the specialisms studied over the course of the year.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	www.technologystudent.com is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout Key Stage 3
Essential Notes	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. These homework's will all be marked and form an important part of the holistic grade given to the student at the end of the project.

SUBJECT	Design & Technology: Food Science (Te5)
Year 7 Course Outline	<p>Topics covered - Nutrition and practical implementation; healthy eating/diet; safety</p> <p>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.</p>
Year 8 Course Outline	<p>Topics covered - Building on healthy eating knowledge; high energy foods; quality control; investigation into another country/culture.</p> <p>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.</p>
Year 9 course Outline	<p>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</p> <p>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.</p>
Assessment	Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.
Year 7 Tests	Testing for Key Stage 3 Design & Technology is performed towards the end of each year and takes the form of a 50 minute written paper testing Design, Development and Evaluation skills based on a free choice each student's preferred of the specialisms studied over the course of the year.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	www.technologystudent.com is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout Key Stage 3
Essential Notes	It is expected that students bring in ingredients required for the dishes they are making to each practical lesson. These will be published in advance and students will be asked to write them in their planners to aid organisation.

SUBJECT	Drama
Year 7 Course Outline	<ol style="list-style-type: none"> 1. Key Skills One: A unit which introduces you to the 3 main areas of Drama: Use of space, Actor and audience, and Improvisation 2. Drama Texts: a series of self-contained workshops in which you are introduced to a variety of stimuli to devise from and develop your understanding of a variety of Drama techniques; ranging from cross cutting to hot-seating. 3. Page to Stage 1: A scripted unit aimed at allowing you to learn lines and take a character and plot from 'page to stage'. 4. Introduction to Verbatim: A unit where you will take themes and content from real life events and use them to develop your own original work. 5. Physical Theatre: In this unit you will learn 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 you will apply those skills in performance. 6. Extended Performance: Taking a classic story, you will use the skills and techniques that learnt across the year to develop a polished performance.
Year 8 Course Outline	<ol style="list-style-type: none"> 1. Key Skills Two: A unit which develops your knowledge and understanding of 3 areas of Drama: Focus & commitment, Clarity, Expression through voice & body 2. Page to Stage 2: A scripted unit aimed at allowing you to develop your understanding of taking a character and plot from 'page to stage' 3. Ensemble Performance: Through completing this unit, you will gain knowledge and understanding of co-operative group work and the exploration of 'ensemble' 4. Practitioners One - Konstantin Stanislavski: You will learn the basic elements of Stanislavski's system and how to apply them to a performance text. 5. Shakespeare Unit: Using the original text, students develop their understanding of both performance and production techniques, 6. Devised Group Performance: Using a short story as the stimulus, you will develop your own original devised performance using the skills learnt across the year.
Year 9 course Outline	<ol style="list-style-type: none"> 1. Key Skills 3 A series of self-contained workshops in which you are introduced to and develop your understanding of a variety of Drama techniques; 2. Page to Stage 3: A scripted unit aimed at allowing you to further develop your understanding of taking a character and plot from 'page to stage' 3. Practitioners Two – Bertolt Brecht: You will learn the basic elements of Brecht's Epic Theatre and how to apply them to a performance text.

	<p>4. Monologues: You will create a character from your own imagination and then write and perform a 3 minute monologue.</p> <p>5. Devising – Real Life Events Using a real life news story/event as the stimulus, you will develop your own original devised performance using the skills learnt across the year.</p> <p>6. Movie Making: You will write, shoot, edit and present your own short film</p>
Assessment	Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam
Year 7 Tests	<p>Key Skills One: w/c 17 Oct</p> <p>Drama Texts: prac - w/c 5 Dec written - w/c 12 Dec</p> <p>Page to Stage 1: prac - w/c 30 Jan written - w/c 6 Feb</p> <p>Introduction to Verbatim: prac w/c 3 April</p> <p>Physical Theatre: prac w/c 15 May written - w/c 22 May</p> <p>Extended Performance: w/c 17 July</p>
Year 8 Tests	<p>Key Skills Two: w/c 17 Oct</p> <p>Page to Stage 2: w/c 5 Dec</p> <p>Ensemble Performance: prac - w/c 30 Jan written - w/c 6 Feb</p> <p>Practitioners One - Konstantin Stanislavski: w/c 3 April</p> <p>Shakespeare Unit: prac w/c 15 May written - w/c 22 May</p> <p>Devised Group Performance: w/c 17 July</p>
Year 9 Tests	<p>Key Skills 3: w/c 17 Oct</p> <p>Page to Stage 3: w/c 5 Dec</p> <p>Practitioners Two – Bertolt Brecht: w/c 6 Feb</p> <p>Monologues: w/c 3 April</p> <p>Devising – Real Life Events: w/c 22 May</p> <p>Movie Making: w/c 10 July</p>
Additional Resources and supporting activities	<p>All resources are sent through via google classroom</p> <p>Weebly has lists of keywords for each term and a breakdown of each termly homework</p> <p style="text-align: center;">Homework for the Year...</p> <p style="text-align: center;"><u>Year 7</u></p> <p style="text-align: center;">TERM 1: WHAT IS DRAMA? - A 'Surprise Me' homework!</p> <p>DUE IN: w/c 17 Oct</p> <p>This could be presented as a power point, a model, a poem, a film.....or whatever you feel inspired to create.</p> <p>TERM 2: KEY WORDS DUE IN: w/c 12 Dec</p> <p>Create an illustrated booklet or powerpoint containing a minimum of 20 Drama keywords and their meanings.</p> <p>TERM 3: COSTUME DESIGN DUE IN: w/c 5 Feb</p> <p>Design a costume for one the characters in the play studied in class this term. You could draw and annotate a costume design or actually make it.</p> <p>TERM 4: IN-ROLE WRITING DUE IN: w/c 3 April</p> <p>Write a diary or letter as if you are one of the characters explored in this term's class work.</p>

	<p>TERM 5: COMIC STRIP/STORYBOARD DUE IN: w/c 22 May Create a pictorial representation of your group's class performance.</p> <p>TERM 6: PRODUCTION ELEMENTS DUE IN: w/c 17 July Create a presentation setting out your ideas for design elements to enhance your group's class performance.</p> <p style="text-align: center;"><u>Year 8</u></p> <p>TERM 1: WARM UP DUE IN: the hand in date is staggered for individuals across the term Plan a drama warm up exercise. You will be asked to deliver your warm up to the class during a lesson. You will be told who to work with.</p> <p>TERM 2: SET DESIGN DUE IN: w/c 12 Dec Create a set design for a production of the play you study in class this term.</p> <p>TERM 3: MASK / MAKE UP DUE IN: w/c 5 Feb Design and or create make up or a mask for your group's ensemble performance</p> <p>TERM 4: STANISLAVSKI PRESENTATION DUE IN: w/c 3 April Create a presentation about the life and works of Stanislavski.</p> <p>TERM 5: SHAKESPEAREAN TIMES - A 'Surprise Me' homework DUE IN: w/c 22 May This could be a booklet, model, film, powerpoint or whatever you feel inspired to create.</p> <p>TERM 6: DEVISING PORTFOLIO DUE IN: w/c 17 July Create a portfolio of evidence about your group's devised class work.</p> <p style="text-align: center;"><u>Year 9</u></p> <p>TERM 1: LESSON DIARY DUE IN: w/c 17 Oct Keep an evaluative diary detailing your 'Language of Drama' lessons.</p> <p>TERM 2: GLOSSARY DUE IN: w/c 12 Dec Produce an illustrated booklet or powerpoint containing a minimum of 20 Drama keywords which you think are relevant to this term's work.</p> <p>TERM 3: BRECHT PRESENTATION DUE IN: w/c 5 Feb Produce presentation on the life and works of Brecht.</p> <p>TERM 4: DESIGN IDEAS DUE IN: w/c 3 April Present your ideas for design elements to enhance your monologue performance.</p> <p>TERM 5: DEVISING PORTFOLIO DUE IN: w/c 22 May Create a portfolio of evidence about your group's devised class work.</p> <p>TERM 6: FILM PROJECT DUE IN: w/c 10 July Work together with your team to ensure that your final edited film and group evaluation are emailed to your teacher</p> <p>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, the Year 7 Drama Club, and a Year 8 performance group. Enrichment Activities are reviewed every year and are open to change.</p>
Essential Reading	Shadow of A boy by Blue Remembered Hills by Dennis Potter

	The Stones by Stefo Nantsou/Tom Lycos Two by Jim Cartwright Macbeth by William Shakespeare
Wider Reading	The more performances students are introduced to, the more they will develop their skills. Useful websites such as 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	Music
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Year 7 Course Outline	In Year 7 pupils develop harmony and rhythm; keyboard; voice; listening and appraising and basic music notation skills through exploring different units of work, delivered to tutor groups in different terms depending on the timetable and the availability of resources. Units include: <ul style="list-style-type: none"> ● Brazilian Samba ● Singing ● Sound and Screen ● Indonesian Gamelan ● Baroque Music: Pachelbel's Canon ● Minimalism Pupils will experience music making using acoustic instruments or can chose to use ICT for some topics. They are also invited to form a Year 7 choir to perform at the Christmas Concert. They will be expected to perform completed work and work in progress in front of the class during each unit.
Year 8 Course Outline	In Year 8 pupils continue to build on skills acquired in Year 7 but have more freedom to experiment and pursue their own musical interests. Units of work include: <ul style="list-style-type: none"> ● Reggae ● Performer, Producer, ● African Drumming ● Music Concrete ● Programme Music ● Blues Pupils have the opportunity to experience music making through playing acoustic instruments or can chose to use ICT for some topics. They will be expected to perform completed work and work in progress in front of the class during each unit.
Year 9 course Outline	Year 9 units offer pupils 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. Units include: <ul style="list-style-type: none"> ● Musical Fusions ● Jazz Music ● Club Dance Music ● Film Music ● Independent Project

	Pupils have the opportunity to experience music making through using acoustic instruments or can chose to use ICT for some topics. They will be expected to perform completed work and work in progress in front of the class during each unit.
Assessment	Progress will be measured termly. For each unit of work pupils will complete a vocabulary test, they will complete a listening test in which they identify the musical features of the genre they are studying, and their practical work will be assessed which will take the form of either a performance or composition.
Year 7 Tests	Vocabulary and listening tests will happen one per term and be linked to the unit of work pupils are studying at that point. Test dates will be given to pupils in their lessons (written in their planners) and set on Google Classroom.
Year 8 Tests	
Year 9 Tests	
Additional Resources and supporting activities	<p>To support your child in their musical development providing them 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 performing music with other musicians; and encourage them to join the The Mix (junior choir) as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends.</p> <p>There are various extra-curricular activities that support learning and further develop pupils musical skills as they progress through KS3. Activities include The Mix (KS3 choir), Band Academy (for pop and rock musicians), Steel Pans, Cotham Rookies (junior orchestra), and Computer Composing Club. There are regular opportunities for these groups to perform in concerts throughout the year.</p>
Essential Reading	A home support booklet is available to each year group at the start of the year. This includes an overview of each unit of work and the vocabulary and definition they are to learn. The resources for each unit of work is also available via Google Classrooms and the weebly music website. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.
Wider Reading	<ul style="list-style-type: none"> ● Pearson Publishing - Opus Student Books 1, 2 and 3 ● Encourage pupils to listen to music around the unit of work they are studying.
Additional info	At KS3 Music is taught to mixed ability groups by specialist music teachers. The Key Stage 3 curriculum covers a broad range of topics through which pupils develop performance, composition and listening skills. The topics span a range of music genres and pupils 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 unit of work and each unit is differentiated so pupils can access the work at different levels, regardless of their prior music experience. Those pupils that play a musical instrument will have the opportunity to use it in some of their lessons.

SUBJECT	Physical Education
Year 7 Course Outline	<p>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.</p> <ul style="list-style-type: none"> ● <i>Developing skills in physical activity</i> through outwitting opponents in invasion games. ● <i>Evaluating and improving</i> through gymnastics/parkour ● <i>Making and applying decisions</i> through orienteering and team building activities. ● <i>Developing physical and mental capacity and making informed choices about healthy, active lifestyles</i> through athletics.
Year 8 Course Outline	<p>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.</p> <p>The girls tackle this through:</p> <ul style="list-style-type: none"> ● 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. <p>The boys tackle this through:</p> <ul style="list-style-type: none"> ● 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	<p>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</p>

	<p>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. 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 2 terms of the year, whilst the boys will have the option to take part in 1 term.</p>
Assessment	<p>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.</p> <p>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.</p> <p>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.</p>
Year 7 Tests	Use to communicate dates of tests
Year 8 Tests	Use to communicate dates of tests
Year 9 Tests	Use to communicate dates of tests
Additional Resources and supporting activities	<p>Please create a link to the curriculum VLE where this exists. Any other revision websites that you use. Any supporting resources that are helpful.</p>
Essential Reading	Textbooks, other texts, revision guides
Wider Reading	<p>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.</p> <p>Girls clubs:</p>

	<ul style="list-style-type: none"> • 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. <p>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.</p>
Additional info	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	Visual Arts
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Year 7 Course Outline	<p>During Year 7, students are introduced to a range of different techniques and processes, they learn about the elements of art (line, shape, space, form, tone, texture, pattern and colour) and they develop the habits and skills that enable them to think and work with increasing independence.</p> <p>Themes Typography, colour theory, illustrators, natural environment, insects.</p> <p>Artists Cecil Touchon, Piet Mondrian, Millie Marotta, Angie Lewin, William Morris, Elena Lazutina, Bridget Riley.</p> <p>Key skills Drawing, collage, composition, colour theory, colour mixing, watercolour painting, Photoshop, monoprinting, oil pastel printing, analysing artists and their work, fineliner illustration, pattern, pen and ink, creating patterns from grids, symmetry, multi-media work, collagraph printing.</p>
Year 8 Course Outline	<p>During Year 8, students learn about portraiture and still life. They develop their confidence in experimenting with different materials and techniques.</p> <p>Themes Custom kicks, graphic design, product design, African masks, portraiture, still life, cubism.</p> <p>Artists</p>

	<p>Andy Warhol, Nina Chakrabarti, Nicole Eisenman, Josh Bryan, Julian Opie, Giorgio Morandi.</p> <p>Key skills Observational drawing, design process, pattern drawing, proportion, portraiture, mark-making, shape, composition, Photoshop, negative space, shape, form, tone, chalk/charcoal drawing.</p>
Year 9 course Outline	<p>During Year 9, students develop their knowledge of how the elements of art work in combination and have the opportunity to work more independently to experiment and demonstrate their understanding of the subject.</p> <p>Themes Architecture, cityscapes, urban environment, popular culture</p> <p>Artists Danielle Krysa, Mark Lazenby, Escher, Evan Hecox, Cheism, Van Gogh, Patrick Caulfield, Andy Warhol, Roy Lichtenstein, Michael Craig Martin.</p> <p>Key skills Observational drawing, two-point perspective, monoprinting, collage, multi-media, pen and ink, stencilling, photography, sewing, paper cutting, scaling drawings using grids, hand drawn typography, printmaking.</p>
Homework	<p>Homework is set termly on Google Classroom. Students are asked to complete one piece of extended writing and one practical task (from a choice of two). Homework tasks are directly related to classwork themes and the final work is presented alongside classwork in their sketchbooks</p>
Assessment	<p>Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks. There are no formal tests in Visual Arts</p> <p>Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one</p> <p>Written feedback from teachers, peers and self review is recorded in their books</p>
Additional resources and supporting activities	<p>Art club and homework club for all students is open on Friday lunchtimes in C007</p> <p>Year 8 clubs for textiles and photography take place in Term 6</p> <p>Competitions run throughout the year</p> <p>Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</p>
How parents/carers can support students	<ul style="list-style-type: none"> • Talk to them about their art projects; it is helpful for them to discuss their ideas • Support with research for the written homework task: look at internet

	<p>sites together; take them to galleries or</p> <ul style="list-style-type: none">• Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this• Practice techniques with them at home so they develop their confidence using materials• Encourage them to attend the Friday art club
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