



**CRESTWOOD
COMMUNITY SCHOOL**

KS3

**Curriculum
Handbook**

2017-18

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Introduction

Aims

Crestwood College is built on the belief that all learners can succeed through developing their aspirations, creativity and independence. We aim to develop a curriculum that fosters a growth mind set, high aspirations and limitless ambition. We also aim to equip all learners with the skills needed to maximise academic progress and excellence.

KS3 programmes have been carefully structured, not only to match the requirements of the National Curriculum, but also to provide a clear and solid path into the GCSE courses students take from Year 9 onwards. Comprehensive details of each subject's KS3 course are contained in this handbook.

Assessment

Students' progress is assessed through an appropriate mix of methods throughout the year, including formal exams. Departmental assessment procedures at KS3 have been designed to take account of the balance of different strands in each subject and, where possible, to link into the key skills and knowledge examined at GCSE. In doing so, staff will be able to provide students with accurate and detailed information on how they can make progress.

Crestwood follows a 'flight path' system which maps out the expected progress of students from the start of Year 7 until the end of Year 11. To allow this flight path to be most easily understood by staff, students and parents, students' attainment is compared to a target GCSE grade at the end of each term for each subject. Students making progress beyond their expected flight path are rewarded and celebrated. Those not making expected progress are provided with extra support.

Homework

Homework has several roles to play in the education and development of the whole child. It can:

- encourage students to develop the skills, confidence and motivation needed to study independently
- consolidate and reinforce skills learned in school
- extend school learning, for example through additional reading and research
- sustain the involvement of parents and carers in the management of their child's learning and keep them informed about the work students are doing
- prepare students for the expectations and rigours of GCSE

Homework tasks can take numerous forms, many of which are described in this handbook.

As a guide, Year 7 & 8 students should be completing around five hours of homework (or extra-curricular enhancement) per week and no more than one-and-a-half hours per night.

Crestwood uses *Show My Homework* which allows teachers, staff and students to set, submit and view homework online. More details can be found on the school website by following this link

<http://crestwood.hants.sch.uk/students/homework/>

English (Language and Literature)

Course overview

KS3 English is a two-year course where students will read a wide range of fiction and non-fiction texts. In particular, whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Students will explore pre and post 1914 literature, a Shakespeare play and extracts and seminal world literature. Students will become increasingly proficient at making inferences, referring to evidence in a text and demonstrating their knowledge of the purpose, audience and context of what they are reading. Students will also be taught to make critical comparisons across texts as well as comment upon the effectiveness and impact of the grammatical features of the texts that they read.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Getting to Know You What the Dickens!	Imagination runs wild Hot off the Press	Turn My World Upside Down Shakespeare: All the world's a Stage
Year 8 Autumn	Year 8 Spring	Year 8 Summer
The Romantics: Shipwrecks & the sublime Breaking Boundaries	Frankenstein & the Gothic imagination The Art of Rhetoric	The Nutty Professor Transition to Key Stage 4

Course assessment

Over the course of the year each scheme of learning will prepare the students for a formal assessment covering each of the strands listed below.

AO1	Read and Understand	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
AO2	Language and Structure	<ul style="list-style-type: none"> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Comparing Ideas	<ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references
AO5	Organise ideas	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Technical Accuracy	<ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
AO 7, 8, 9	Speaking and Listening	<ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches and presentations.

Students will be self, peer and teacher assessed through classroom discussion and written assessments.

Cross-curricular skills

Literacy	Numeracy	SMSC
Development of reading for meaning, analysis of language, structure and comparison of texts	Using graphs, tables and Venn diagrams	Group discussion, moral and social issues arising from a variety of texts

Continuation into Years 9, 10 and 11

The skills assessed in reading, during our Key Stage 3 programmes of study will prepare students for the demands of GCSE English Language and English Literature.

Mathematics

Course overview

KS3 Mathematics is a two year course which enables pupils to develop the necessary skills and understanding that will give them a solid foundation for the more rigorous demands of KS4. Our aim is that pupils become fluent in the fundamentals of mathematics; that they can reason mathematically and confidently use mathematics in a range of contexts.

Throughout KS3 pupils will study all topic areas required by the National Curriculum. The nature of mathematics is such that pupils will develop their mastery of the skills needed in small chunks. The pupils' understanding will be consolidated and extended every time they meet each area of study, thus enabling them to have the breadth of knowledge required to be fluent mathematicians.

Course assessment

The following six strands will be assessed.

Strand 1	Number	Properties of Number, Number Operations, Fractions, Decimals and Percentages, Negative numbers, Order of Operations, Indices, Rounding and Approximating.
Strand 2	Algebra	Algebraic Conventions, Algebraic Substitution, Forming and Solving Equations, Simplifying Expressions, Understanding Sequences, Inequalities and Drawing Graphs.
Strand 3	Ratio, Proportion and Rates of Change	Standard units of Measure, Scale, Fractions, Ratio, Proportion, Percentage Change and Compound Measures such as speed.
Strand 4	Geometry and Measure	Properties of Shapes and Solids, Geometric Notation, Loci and Construction, Angle Properties, Pythagoras' Theorem and Right Angled Trigonometry, Area and Volume.
Strand 5	Probability	Experimental and Theoretical Probability, The Laws of Probability, Outcomes of Combined Events, Venn Diagrams, Frequency Trees, Sample Space Diagrams and Tree Diagrams.
Strand 6	Statistics	Measures of Central Tendency, Representing Data, Interpreting Data, Comparing data sets.

Students will be assessed by class work, homework, testing and examination.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Vocabulary is key to the understanding of mathematical terms. Pupils are required to demonstrate their understanding through verbal and written explanation.	Numeracy is integral to the mathematics curriculum.	Maths in the world around us. The element of chance and the use of statistics. Financial Capability. The origins of Mathematics.

Continuation into Years 9, 10 and 11

Maths in Year 7 & 8 leads directly into the GCSE course followed at KS4.

Science

Course overview

KS3 Science is a two-year course covering key scientific concepts across biology, chemistry and physics. Students are also trained how to work as scientists and understand how to use the scientific method correctly to answer questions about the world and universe around us. Mathematical and literacy skills are embedded into the curriculum, which is divided up into six themed projects throughout each year. Each project covers key scientific facts and skills from many areas including forensic science, geology/palaeontology, astronomy, marine biology, and many more exciting areas. Scattered throughout each year are "Practical weeks". This is where students are introduced to one of the required practicals from the GCSE curriculum, although modified to fit the audience.

Year 7 Topics (taught in rotation)



Year 8 Topics (taught in rotation)



Course assessment

Strand 1	End of topic exam 100%	Students will be assessed by a formal test under exam conditions at the end of each topic. The questions are designed to allow students the opportunity to demonstrate the depth of their understanding of key scientific processes they would have been taught in that particular project. The exam is out of 60 marks and scheduled to last 1 hour.
Strand 2	End of Key Stage 3 Exam	At the end of KS3, year 8 students will sit a formal exam which will assess their knowledge from across the two years of study. The exam is out of 120 marks and scheduled to last 1.5 hours.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Scientific writing skills, spellings of key scientific words and correct referencing of sources.	Mathematics for science, graphing/ data analysis, averages/mean calculations, rearranging equations/ formula triangles and basic statistics.	Debating skills, understanding and comparing science facts to religious stories and explaining the ethics behind some scientific research.

Continuation into Years 9, 10 and 11

Upon completion of KS3 Science, students should be well prepared for GCSE Science. The knowledge and skills they have acquired will allow them to begin to study the higher-level scientific content without feeling overwhelmed. The practice at scientific writing and scientific skills in KS3 will allow them to develop these even further and complete GCSE exam questions to a high level. The formal tests will also serve as excellent practice for the high number of examinations they will face during GCSE Science.

Art

Course Overview

KS3 Art is a two-year course designed to engage, inspire and challenge students. It will provide them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Students use sketchbooks to record, research, refine and present their ideas and combine these techniques to produce informed and exciting personal works in a range of media. Students are set fortnightly homework tasks to encourage and inspire their own creativity.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Observational drawing of a range of objects looking at the use of colour, line and tone. Develop composition and enlargement.	Work on development of a personal design from their own drawings. Focus on and improve skills and understanding of painting.	Explore the starting point of 'masks' and introduce the ideas of printmaking and 3-Dimensional art.
Year 8 Autumn	Year 8 Spring	Year 8 Summer
Continue to develop skills in observational drawing in a range of media. Start to explore how other artists have represented the world around them.	Study the use of tone and pattern to show form and texture in painting. Explore a range of graphic techniques through the drawing of everyday 'Art'.	Investigate 'Pop Art' and develop a personal outcome based on observational drawings.

Course Assessment

Students assessment will be weighted equally against the following four areas every term:

Develop own ideas	Make connections between art, craft and design, developing personal ideas. Refine ideas through the use of imagination and creativity.
Comment on and evaluate work	Writing to record ideas, insights and intentions.
Skills/observational drawing	Careful selection and considered use and experimentation of materials and techniques. Ability to record from direct observation through drawing.
Personal and informed final piece	Produce an effective final piece that makes a connection with the topic and any contextual study.

Cross-curricular Skills

Literacy	Numeracy	SMSC
Students are required to write about their work, as well as the work of others. Students are taught how and where to use specialist vocabulary to develop these skills.	Enlargement and reduction in designing and planning. Measuring scale with and without a ruler. Use of symmetry in designing. Drawing proportions and scale. Construction, 2D into 3D.	Students develop their art work by using the artist/craft/culture as a source of inspiration. Students enjoy using their imagination and creativity to learn about the world around them.

Continuation into Years 9, 10 and 11

GCSE Art and Design or GCSE Art and Design Photography is a natural extension of the knowledge and skills developed at KS3.

Computing

Course overview

KS3 Computing is a two-year course designed to give students a thorough understanding of how computers and other new technologies are used to solve problems in everyday society. Students will use a range of different tools and applications, they will design creative products and they will also look inside the hardware to gain an insight as to what makes a computer operate.

Year 7

E-Safety Staying safe online, blogging and social networks	Finding & Using Data Web Searching and creating a Database	Game Design Using Kodu to create virtual worlds	Presenting Information Creative & Visual ways of presenting work
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Year 8

Computer Systems How the hardware works, networks	App Design Using AppShed to create a mobile App	Programming An introduction to HTML and Python coding languages	E-Commerce How business operates online
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Course assessment

Within each topic students will use different software applications to create a final product. Students will be assessed throughout the course, against the following strands

Strand 1	Using Data	Process and manipulate data, create logical sequences of instructions to control on screen objects. Understand several key algorithms that reflect computational thinking.
Strand 2	Problem Solving	Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
Strand 3	Creative	Undertake creative projects that involve selecting, using, and combining multiple applications. Create, re-use, revise and re-purpose digital artefacts for a given audience.
Strand 4	Evaluative	Be able to discuss the advantages and disadvantages of using ICT to solve problems. Understand a range of ways to use technology safely, respectfully, responsibly and securely.

Students will be assessed through completion of tasks and mini-projects, which they will submit electronically at different points during the course. Additionally, there will be weekly online quizzes which will test student's subject knowledge. These two aspects combined to show your progress.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills are addressed through the students' research and evaluation. Students will blog about the work they have done.	Programming, creating algorithms and understanding binary code all involve high amounts of numeracy.	Students will address the moral issues of using technology and holding data. They will understand all the issues related to being online.

Continuation into Years 9, 10 and 11

All students complete a vocational qualification in ICT – this will equip them with the skills needed for the outside world. Students who are particularly interested in Computing as a career direction can also go on to study GCSE Computer Science as a separate qualification.

Dance

Course overview

KS3 Dance is a two-year course in which will develop pupils' knowledge and practical ability in dance in a variety of styles. Pupils will gain a knowledge and understanding of how to create a dance piece using a stimulus to make a motif and develop it using choreographic devices.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
<p style="text-align: center;">Choreographic Devices/ Motif (Professional Work)</p> <p><i>Students will learn what a motif is and how to develop a motif using choreographic devices. The professional work covered is 'A Linha Curva'</i></p>	<p style="text-align: center;">Dance Styles</p> <p><i>Students will explore a range of different dance styles through professional works. They will use the motifs learnt from the dance styles to create and develop a dance piece.</i></p>	<p style="text-align: center;">Props/ Lift work (Professional work)</p> <p><i>Using props/ lift work in dance to develop a technical dance piece based around the work of 'Swansong'</i></p>
<p>Year 8 (taught within Physical Education)</p>		
<p>Performance</p> <p><i>Students will learn one technical phrase and then develop it using choreographic devices.</i></p>		

Course assessment

Each topic is built around the use of a stimulus to allow development of motifs using choreographic devices to produce a short dance piece. Students will be assessed on performance, choreography and technical knowledge for each topic.

Strand 1	Performance	Students are taught set dance sequences in which they must replicate and use within their dance pieces.
Strand 2	Choreography	Students are taught to understand what a stimulus is and how it links to a motif. They then will be taught how to develop their motif in a dance piece using a variety of choreographic devices to convey their ideas, concepts and emotions.
Strand 3	Technical Knowledge	Students are taught key words and meanings associated with each topic of the course which they then need to apply when choreographing their practical work. Students are also taught how to evaluate their work and understand what went well and what did not go so well and how to improve.
Students will be assessed throughout the course in each topic covered. They will be assessed on a 0-8 mark scale which links to the 1-9 GCSE grading system for Dance.		

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Pupils will learn key words and spellings associated with topics and choreographic devices	Shape and pattern focused on through choreographic devices Musical rhythms and keeping the beat (counting)	Knowledge and understanding of different cultures, religions and morals of others to their own

Continuation into Years 9, 10 and 11

GCSE Dance is a natural extension of the knowledge and skills developed at KS3.

Design & Technology

Course overview

Design & Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, the two-year KS3 course enables pupils to design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values.

7	<u>Food</u> Healthy Eating	<u>Core</u> Designing for others	<u>Textiles</u> On the Move	<u>Resistant Materials</u> Tourism
8	<u>Food</u> International Food	<u>Graphics</u> Game Packaging	<u>Textiles</u> Sustainability	<u>Resistant Materials</u> Night Light

Course assessment

Each topic is built around the D&T programmes of study. Students will be assessed against the first four standards for the duration of the course, with a fifth assessment made when completing Food.

Strand 1	Designing (All courses)	<ul style="list-style-type: none"> research and explore the study of different cultures identify and solve their own design problems develop specifications and generate creative ideas.
Strand 2	Making (All courses)	<ul style="list-style-type: none"> select and use specialist tools, techniques, processes and equipment precisely, including CAM over time, students will select from and use a wider, more complex range of materials and ingredients.
Strand 3	Evaluating (All courses)	<ul style="list-style-type: none"> analyse the work of past and present professionals investigate new and emerging technologies test, evaluate and refine their ideas understand developments in D&T and its wider impact
Strand 4 (Control only)	Technical knowledge	<ul style="list-style-type: none"> understand the properties of materials understand how advanced mechanical systems enable change use more advanced electrical/electronic systems in their work use programmable components to embed intelligence into products that respond to inputs and outputs
Strand 5	Cooking and Nutrition	<ul style="list-style-type: none"> understand and apply the principles of nutrition and health understand the source, seasonality and characteristics of ingredients cook predominantly healthy, savoury dishes to feed a family become competent in a range of cooking techniques

Students project work (folder work and practical) will be assessed throughout each rotation, which will then be combined with an end of unit test score. Students will be awarded an overall grade for the completed unit.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural
Literacy skills are addressed through the students' research and evaluation. Students are supported to develop their extended writing skills when completing Homework projects.	Opportunities to support the development of student numeracy skills are incorporated into department planning, such as the production of CAD drawings and weighing/measuring ingredients.	Opportunities to support the development of student SMSC skills are incorporated into department planning.

Continuation into Years 9, 10 and 11

GCSE Resistant Materials, GCSE Textiles or GCSE Food Preparation and Nutrition are a natural extension of the knowledge and skills developed at KS3.

Drama

Course overview

KS3 Drama is a two-year programme that teaches pupils a wide range of practical skills and techniques for performance and beyond. This programme develops the pupils physically, vocally and mentally through a series of devised and scripted assessments. KS3 Drama equips pupils with the necessary skills grounding to embark on a KS4 GCSE Drama course in Year 9. The emphasis in KS3 Drama is on the acquisition of drama and theatre practical skills and techniques. Written work consists of peer and self evaluations, devised scripts, preparatory work and note taking.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
M1: Silent Movie	M2: Script Writing Leading to Performance	M3: Devised Drama on The Jabberwocky
Year 8 Autumn	Year 8 Spring	Year 8 Summer
M4: Bullying Project M5: Performing Shakespeare	M6: Storytelling M7: Working with Masks	M8: Devised Drama on The Accident

Course assessment

Assessments follow the strands of the AQA GCSE Drama course.

Strand 1	Understanding Drama	M1, M2, M3, M7, M8
Strand 2	Devising Drama	M3, M4, M6, M8
Strand 3	Texts In Practice	M2, M3, M5

Pupils are given a grade for each practical assessment following the new 9 to 1 grading system laid out by Ofqual along with teacher feedback. Pupils are marked individually following a given assessment criteria for each module. In some cases, pupils are additionally given a work in progress mark based on their rehearsals prior to the practical assessment.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spoken English, developing vocabulary and scriptwriting skills.	Spatial awareness, dimensions and depth in stagecraft.	Drama enables pupils to develop their moral and empathetic reasoning.

Continuation into Years 9, 10 and 11

The skills learnt in KS3 will be built upon and developed to a more sophisticated level during KS4 with additional emphasis on preparation for the written exam and devising log. Pupils will further develop their ability to use textual analysis to interrogate and breakdown scripts. KS4 Drama pupils are also given the option to take on the role of a lighting, sound, puppet, mask/makeup, set and costume designer.

Ethics and Philosophy

Course overview

KS3 Ethics & Philosophy (EP) is a two-year course designed to help students develop their values, morals and attitudes towards a range of ethical and philosophical issues. Students learn how to express their opinion, appreciate different views and cultures, and produce written discussion work which is well-balanced and supported.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
The Island: A scheme of learning where students have to start civilisation again from scratch, considering concepts such as the law and rites of passage.	Belief in Britain: Students understand how belief has changed over 2000+ years in Britain to present day, and assess their own beliefs and values.	Buddhism: An exploration into key beliefs including renunciation, karma, meditation and reincarnation.
Year 8 Autumn	Year 8 Spring	Year 8 Summer
Journeys: Exploration into the physical and emotional concept of moving forward, looking at issues including refugees, pilgrimage and rites of passage.	The Holocaust: A consideration of the events of the Holocaust from the Jewish perspective, including the covenant, denial and faith.	Hinduism: An exploration into Hindu culture, belief and concepts, including reincarnation, festivals and worship.

Course assessment

EP is delivered once a fortnight and formally assessed at the end of each unit using GCSE band descriptors and a GCSE style evaluation question. The Strands are based on the GCSE assessment objectives and are designed to complement many other areas of the curriculum, specifically in the development of English language skills.

Strand 1	Understanding Teachings and Belief	Including religious and non-religious groups (e.g. Humanism and atheism) students must be able to explain beliefs and where they come from.
Strand 2	Understanding Practice	Including religious and non-religious groups (e.g. Humanism and atheism) students must be able to how beliefs are expressed through actions, events and celebrations.
Strand 3	Evaluating Ideas	Including religious and non-religious ideas, students must be able to explain the impact of belief and assess how this effects communities and society as a whole.
Strand 4	Developing Personal Reflection	Students must develop their ability to consider their own beliefs and values, including responses to moral and ethical issues.

Students will be assessed on a written piece of work which focuses on the evaluation of a chosen topic. They will be expected to draw on their progress in each of the Strands. Throughout the term, students will also self-assess their progress and their teacher will give guidance on how to attain their target grade.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are expected to develop clear and well-supported arguments, using subject specific language. Four key words are introduced at the start of every lesson.	Students are expected to use facts, figures and statistics to support their arguments. Some lessons focus on data collection and analysis.	Students develop their own values, consider those of others, appreciate their own and other cultures and explore a range of issues which affect society.

Continuation into Years 9, 10 and 11

The KS3 EP course well-prepares students for continuation to study EP at KS4 where they study a range of more mature philosophical and ethical topics. KS3 EP also provides an excellent basis for those who opt to study GCSE RS by building on vital skills and developing subject knowledge.

Geography

Course overview

KS3 Geography equips students with knowledge about places, people, and resources together with an understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Our World Earthquakes and Volcanoes	Africa (Focus on Nigeria)	Rivers Ecosystems (Tropical rainforests and cold environments)
Year 8 Autumn	Year 8 Spring	Year 8 Summer
Asia (Focus on China) Weather and Climate (Including Climate Change and Climatic Hazards)	Coasts	Urban Change and Development (Focus on Southampton)

Course assessment

Students will be assessed termly on four assessment stands which match directly with those at GCSE allowing a seamless transition between KS3 and KS4.

Strand 1 (15%)	Demonstrating Geographical Knowledge	Demonstrate knowledge of locations, places, processes, environments and different scales
Strand 2 (25%)	Demonstrating Geographical Understanding	Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
Strand 3 (35%)	Application of Geographical Knowledge and Understanding	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements
Strand 4 (25%)	Geographical Skills, including fieldwork, literacy and numeracy	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Students' progress will be closely monitored throughout each unit they study. Students will be informally assessed through a variety of in class assessments to check understanding of topics and allow early intervention. Each term students will sit a summative assessment designed to cover each of the 4 strands based on the topics they have learnt in that particular term.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy is an important skill in geography and is developed through key terminology and the development of their extended writing skills.	Numeracy is an important skill in geography and is developed through graph work, statistics, data analysis and mapping.	Students will have regular opportunities to reflect on their values and beliefs, and those of others.

Continuation into Years 9, 10 and 11

The KS3 geography curriculum at Crestwood has been developed with progression into GCSE Geography at the forefront. In GCSE Geography you will be able to extend the knowledge, understanding, application and skills gained at KS3 and investigate in more detail the amazing world of geography. There are also further opportunities for fieldwork in KS4.

History

Course overview

KS3 History is a two year course that aims to give our students knowledge and understanding of Britain's past and that of the wider world. It builds on from topics previously studied at KS2.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
1. Migration: Who are the British? 2. The Medieval Period: Was it all muck and misery?	3. The Tudor Period: Was the Reformation as easy as turning on a light bulb? 4. The Stuart Era: Was the world turned upside down?	5. Early Modern Era: Was Britain a land of hope and glory?
Year 8 Autumn	Year 8 Spring	Year 8 Summer
1. Edwardian England: Was it a golden age? 2. What impact did the First World War have on Britain and Europe?	3. Are the years 1930-1951 best described as 'Depression, War and Recovery'?	4. Did the defeat of the Nazis lead to a better world?

Course assessment

Each topic is built around a set of enquiry questions. Local history is included in all units. Students will take interim assessments and termly examination papers. Progression in history involves developing an historical perspective and will be partly informed by reference to the Age Related Expectations developed by the Hampshire History Steering group in response to the National Curriculum. The strands of assessment below relate to the GCSE assessment criteria.

Strand 1 (35%)	Historical knowledge and understanding	Knowledge and chronological understanding of the key features and characteristics of the periods studied.
Strand 2 (35%)	Explaining and analysing historical events and periods	Making connections, drawing contrasts and analysing trends in historical events and periods, using second order historical concepts like change, continuity.
Strand 3 (15%)	Analysing and evaluating historical sources	Understanding the methods of historical enquiry, using evidence rigorously to gain historical perspective over time.
Strand 4 (15%)	Analysing, evaluating and making judgements	Recognising and providing substantiated comments on how and why issues have been interpreted in different ways.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Communicating effectively deploying historical terminology in well-structured writing	Using numeracy skills in the study chronology.	Considering the experiences of others responding to events in the past.

Continuation into Years 9, 10 and 11

The KS4 course spans the Medieval period to the present day and involves a large component of British history. The papers taken are: The U.S.A.: A Nation of Contrasts, 1910-1929; The Elizabethan Age, 1558-1603; Changes in Health and Medicine in Britain, c. 500 to the present day; The Development of Germany, 1919-1991. We study the *Eduqas* course at GCSE.

Modern Foreign Languages

Course overview

KS3 Languages are designed to enable students to understand and communicate personal and factual information building on the foundations of language learning laid at Key Stage 2. KS3 languages provides a solid basis and curiosity for further language learning, as well as an interest in the world and other cultures. Pupils will study Spanish in year 7. In year 8 they will study French or Italian with two weeks of Spanish every half term.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Mi vida - Describing and introducing yourself. Mi tiempo libre - Talking about what you like to do in your free time.	Mi colegio - Talking about your school. Mi familia y mis amigos - Describing family and friends.	Mi ciudad - talking about your town Mis vacaciones - Describing your holidays.
Year 8 Autumn	Year 8 Spring	Year 8 Summer
French/Italian Ma vie/La mia vita Describing and introducing yourself.	French/Italian Mon collègue/La mia scuola Talking about your school.	French/Italian Mes temps libre/Il mio tempo libero Saying what you do in your free time.
Spanish Part 1 and 2 Todo sobre mi vida Talking about how you use technology.	Spanish Part 3 and 4 A comer Talking about food you eat and meal times.	Spanish Part 5 and 6 ¿Qué hacemos? Discussing meeting up.

Course assessment

Each topic is designed to cover the four skills of language learning, to develop and build upon previous knowledge as well as embedding sound grammatical understanding of Spanish, French or Italian.

Strand 1	Listening	Students are taught to understand spoken language from a variety of authentic sources, to obtain information and respond, transcribe words and short sentences that they hear with increasing accuracy.
Strand 2	Speaking	Students are taught to speak with increasing confidence, fluency and spontaneity, finding ways of communicating through discussion and asking questions, with increasingly accurate pronunciation and intonation. Students will develop conversation, role-play and photo card speaking elements to reflect the GCSE requirements.
Strand 3	Reading	Students are taught to read and show comprehension of original materials from a range of sources, understanding the purpose, ideas and details, and provide an accurate English translation of short, suitable material, expanding their understanding of the language and culture.
Strand 4	Writing	Students are taught to use accurate grammar, spelling and punctuation to write prose using a wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into Spanish, French or Italian.

Students will be assessed in all four skills over the term through formal and informal examination.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills are addressed throughout the course. Pupils focus on spelling and grammar in their writing and translation work. Pupils develop their reading skills through the use of a variety of materials, including authentic texts.	Opportunities to develop numeracy skills are addressed at various points of the course. For example, using analogue and 24 hour clocks, converting £-€. Graphs/pie charts and analysis of results.	SMSC is an integral part of language learning. During the course students will appreciate different cultures, beliefs and traditions. They will learn how to communicate in various circumstances and to different audiences, as well as discussing and comparing ways of life.

Continuation into Years 9, 10 and 11

GCSE Languages are a natural extension of the knowledge and skills developed at KS3. The language learning skills developed in KS3 prepare students to learn either of the three languages on offer at KS4.

Music

Course overview

KS3 Music is a two-year course covering a wide range of music. It encourages pupils to develop creativity, analytical thinking, technical skills, teamwork and an appreciation of different cultures.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Caribbean music, steel pans & reggae	Quiz show music Stomp & Samba	World tour of scales including jazz and blues
Year 8 Autumn	Year 8 Spring	Year 8 Summer
Anthems	Dance music	Film music

Course assessment

Assessment of understanding is mainly through practical tasks and end of unit tests.

Strand 1	Performing	Skills developed individually and in groups, on a range of instruments/voice and in diverse styles, genres and traditions.
Strand 2	Composing	Pupils will learn how to generate musical ideas, extend them in a range of musical structures, exploring a variety of styles.
Strand 3	Listening/appraising	All work links to listening and appraising. Listening to and analysing music studied as well as pupils' own and others' work. Linking music to venue, purpose and occasion.

Students will be assessed by performing and recording practical work in response to given briefs, and by undertaking end-of unit tests.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Differentiating between analytical and descriptive language. Specialist vocabulary.	Time signatures, note values	Studying other cultures & traditions. Moral and legal aspects of copyright laws.

Continuation into Years 9, 10 and 11

Pupils who do well in KS3 lessons and who are also regularly involved in music beyond this are well-equipped to undertake the AQA GCSE course in Years 9-11.

Personal Development Learning (PDL)

Course overview

Personal Development Learning (PDL) is a five year course delivered primarily during tutor time sessions, supported by Senior Leadership Team and Year Leader assemblies and off-timetable ASPIRE Days. PDL encompasses Personal, Social, Health and Economic education, Citizenship, Spiritual, Moral, Social and Cultural values and aims to prepare students to be full and active members of a 21st Century society. Core PDL themes are also supported by Ethics & Philosophy lessons which are delivered once a fortnight to all students in Years 7&8.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
New Challenges Living in the Wider World	Personal Strengths Community	Justice Democracy
Year 8 Autumn	Year 8 Spring	Year 8 Summer
New Challenges Living in the Wider World	Personal Strengths Community	Justice Democracy

Course assessment

PDL is self-assessed regularly and formally assessed termly using the PSHE Association guidelines on assessment.

Strand 1	Wellbeing & Safety	Students are able to identify how to keep themselves safe and healthy mentally, emotionally and physically.
Strand 2	Identity & Capability	Students are able to reflect on their achievements and demonstrate a range of enterprise skills, attitudes and qualities.
Strand 3	Diversity	Students are able to describe differences and diversity, showing respect and empathy, challenging discrimination and recognising the worth of others.
Strand 4	Career & Economic Understanding	Students are able to explain how their strengths and weaknesses might inform future choices in learning and work, describe desirable qualities for employability and show an understanding of basic economic and business terms.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will produce written work and a high level of Spelling, Punctuation, and Grammar (SPAG) will be expected, encouraged and assessed.	Students are expected to use facts, figures and statistics to understand and demonstrate key issues.	Students develop their social skills and understanding of society, develop an appreciation of different cultures and views, and explore their own morals and values.

Continuation into Years 9, 10 and 11

PDL continues into KS4 where the themes develop, increasing in their complexity and maturity. PDL aims to educate the whole child, allowing them to confidently tackle life's obstacles as well as encouraging safety and a positive approach to health and wellbeing.

Physical Education

Course overview

KS3 Physical Education is a two-year course to help students gain physical confidence in a way that supports their health and fitness. All students will be expected to take part in a range of activities throughout the year to be physically active for sustained periods of time and lead healthy, active lives.

Year 7 Autumn	Year 7 Spring	Year 7 Summer
Basketball/Gymnastics	Health Related Exercise and Badminton	Rounders, Tennis, and Athletics
Year 8 Autumn	Year 8 Spring	Year 8 Summer
Rugby/Netball and Gymnastics	Health Related Exercise and Badminton	Rounders, Basketball and Athletics

Course assessment

Strand 1	<i>Outwitting opponents</i>	Students are taught to use tactics and strategy to outwit opponents in competitive situations
Strand 2	<i>Accurate Replication</i>	Students are taught to accurately replicate actions, phrases and sequences in a sporting environment
Strand 3	<i>Performing</i>	Students will be encouraged to perform at maximum levels in relation to speed, height, distance, strength or accuracy
Strand 4	<i>Exercising Safely</i>	All students will be taught to exercise safely and effectively to improve health and wellbeing

Students will be assessed through a mixture of practical and theory assessment in line with GCSE grading systems to enable a smooth transition into all GCSE courses at key stage four.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills are developed through the use of technical and subject specific language	Students have the opportunity to record, score and measure regularly throughout the year	The PE curriculum endeavours to help students consider the needs and experiences of others and the experience of competition.

Continuation into Years 9, 10 and 11

Students can choose GCSE PE as an option. In Year 9 all students will continue with core PE developing further their skills and knowledge including through additional activities, leadership and problem solving. In Years 10 and 11, students are able to choose from a range of sporting pathways to extend their experience and support good exercise habits and decisions to maintain regular participation and enjoyment of the subject.