



**Lowton**  
Church of England High School

**Year 7, 8 & 9  
Curriculum Handbook  
2015-2016**

**CARING, LEARNING, SUCCEEDING**

## Introduction

An important part of the process of involving you in the education of your children lies in providing the information necessary to help you understand what your child is learning and be in a position to support them at home. The school values the partnership with parents as it has a vital role to play in enabling students to achieve their full potential. In this handbook each head of subject has provided some basic information under the same set of headings, namely course aims, content, organisation, assessment, homework and special features. Additional information can be found on the school website.

If you have any comments to make about the information provided in this booklet, or any queries, please contact Mrs Shaw, Assistant Headteacher - Curriculum, by phone, on 01942 767040, or email, at [enquiries@lowtonhs.wigan.sch.uk](mailto:enquiries@lowtonhs.wigan.sch.uk).

There are certain terms you may hear teachers use or may read further in this booklet relating to assessment.

### **Assessment For Learning (AFL):**

This consists of two parts:

- Formative assessment: This is on-going assessment which gives students and teachers feedback about progress made and what needs to be done to improve.
- Summative assessment: This is assessment made at the end of a unit of work or academic year to determine the level of understanding a student has achieved. It usually generates a mark, level or grade.

### **CATS Tests**

The Cognitive Abilities Test (CAT) is the most widely used test of reasoning abilities in the UK and is used to understand individual student potential and learning styles. The results of these tests help teachers set targets for students. CATs measure the three principal forms of reasoning which are:

- Verbal
- Non-verbal
- Numerical

### **Fischer Family Trust (FFT) data**

Established in 2001, FFT is an organisation which works with schools to provide performance data to support target setting and self evaluation. They hold data on every child from Key Stage 1, when they enter primary school, through to the end of 16-18 education. Students are tested at various key points in their education and the results are used to predict what they should be able to achieve at a later stage, based on the past performance of thousands of students. Currently, virtually all schools in this country access FFT data through FFT Live (FFT's online reporting system). This data, along with CATs data and KS2 attainment, is used to set targets for every student in every subject each year.

## **Focused Levelled Assessed (FLAs)**

These are major pieces of work used as formative assessment and set either each term or each half term depending on the frequency with which a subject is taught. Teachers share with students exactly what they need to do in order to achieve their target level. When marked the teacher awards:

- an effort grade (A to E, ranging from A meaning excellent effort and E meaning very little effort made)
- a level or grade
- house points if deserved

The teacher also writes:

- a specific comment about the student's work
- up to three clear learning targets to help students improve their work

## **Parents' Evenings**

In Year 7 parents are invited to an evening to meet their child's form teacher early in the year, to make sure they are settling into the school well. There are also parents' evenings each year when parents are invited in to talk to their child's individual teachers. We encourage all parents to attend as this dialogue between parents and teachers is vital in helping students achieve to the best of their ability and solve any personal issues, so ensuring that students feel happy and secure.

## **Student Tracking and Progress Reviews**

The school uses an online system called Pupil Tracking to record the progress of students. Progress reviews, which take place regularly for each year group, give teachers information which is shared with parents each half term and helps to identify how well a student is doing compared with his or her potential. Teachers will put in place classroom intervention strategies for any student who is underachieving, which range from ringing parents to supporting them through subject monitoring. If a student is identified as below target in several subjects they may be placed on the next level of intervention which is Route to Success. This is a systematic monitoring of the student across all subjects. It is important that these measures are seen as supportive as the aim is to help students achieve their full potential.

## **Careers Guidance**

Careers advice is available via a dedicated Careers Advisor Jill Whitham who is in school every Wednesday and Friday. Enrichment opportunities related to careers are included during November and March's Learning Days for Years 8 and 9.

## **LEARN: High Expectations and No Excuses**

**Students who are successful have good learning habits which they use every school day.**

At Lowton CE High School we summarise these with the word LEARN so that students can easily remember what we expect of them:

- L Look Smart at all times
- E Equipment and Homework brought in every day
- A Arrive on time to school and for all lessons
- R Remain on task in all lesson
- N No answering back

At KS3 (Years 7, 8 and 9) there are immediate LEARN detentions of 30 minutes every night for students who do not follow these good learning habits. The maximum number of detentions a student can get in one day is two (ie one hour).

There will be rewards for students who consistently show good learning habits.

## Essential Equipment lists

All students have been provided with an essential equipment list so know that they must bring the following to all lessons:

- Pen
- Pencil
- Eraser
- Pencil sharpener
- 30cm/12" Ruler
- Glue stick
- Planner

Students in Key Stage 3 without a pen, pencil, eraser and ruler will receive a 30 minute same day LEARN detention to promote good learning habits.

**Year 7** must also look at the table below and bring the additional items needed in certain subjects.

Subject	Items specific to each subject area
Art	Coloured pencils and/or felt tips
Design Technology	Coloured pencils
English	Green A4 exercise book, own reading book
Food Technology	Blue apron
French	Green exercise book and vocabulary book
German	Blue exercise book and orange vocabulary book
Mathematics	Compass, protractor, scientific calculator
Physical Education	Boys - trainers and school PE kit which consists of football socks, shorts, polo shirt and long sleeved training top. Extras include PE hooded sweatshirt, tracksuit pants, football boots, shin pads and gum shield.  Girls - trainers and school PE kit which consists of football socks, shorts or skort and v-neck shirt. Extras include PE hooded sweatshirt, shin pads and gum shield.
Science	Coloured pencils, calculator

**Year 8** must also look at the table below and bring the additional items needed in certain subjects.

Subject	Items specific to each subject area
Art	Coloured pencils and/or felt tips
Design Technology	Coloured pencils
English	Green A4 exercise book, own reading book
Food Technology	Blue apron
French	Green exercise book and vocabulary book
German	Blue exercise book and orange vocabulary book
Mathematics	Compass, protractor, scientific calculator
Physical Education	Boys - trainers and school PE kit which consists of football socks, shorts, polo shirt and long sleeved training top. Extras include PE hooded sweatshirt, tracksuit pants, football boots, shin pads and gum shield.  Girls - trainers and school PE kit which consists of football socks, shorts or skirt and v-neck shirt. Extras include PE hooded sweatshirt, shin pads and gum shield.
Science	Coloured pencils, calculator

**Year 9** must also look at the table below and bring the additional items needed in certain subjects.

Subject	Items specific to each subject area
Art	Coloured pencils and/or felt tips
Design Technology	Coloured pencils
English	Green A4 exercise book, own reading book
Food Technology	Blue apron
French	Green exercise book and vocabulary book
German	Blue exercise book and orange vocabulary book
Mathematics	Compass, protractor, scientific calculator
Physical Education	Boys - trainers and school PE kit which consists of football socks, shorts, polo shirt and long sleeved training top. Extras include PE hooded sweatshirt, tracksuit pants, football boots, shin pads and gum shield.  Girls - trainers and school PE kit which consists of football socks, shorts or skirt and v-neck shirt. Extras include PE hooded sweatshirt, shin pads and gum shield.
Science	Coloured pencils, calculator

## Homework

Homework plays a vital role in raising achievement and is an essential part of the way in which the school prepares students for both examinations and life long learning. **Homework can also be accessed via the Show My Homework website which all staff and students have access to.** Each student has their own individual log in in order to access their personalised homework timetable.

Homework refers to any work or activity students are asked to do outside lesson time, be it at home or in school. The purposes of homework are to:

- Consolidate what has already been taught
- Encourage independent learning
- Sustain the involvement of parents
- Improve organisation and time management skills
- Prepare students for examinations and further and higher education
- Give extra practice to check understanding
- Give more opportunities for AfL
- Prepare for future lessons
- Stimulate interest in things that go beyond the normal curriculum
- Explore students' own strengths and weaknesses
- Provide extended learning experiences
- Help rote learning

All students are issued with a homework timetable. Copies of these can be found on the following pages. This gives details of how much homework is set by each subject each night. Students are also provided with a planner at the beginning of each school year in which to record their homework. This contains a section on why homework is important and a contract to be signed by parents and students at the start of each year. It is the responsibility of the students to ensure that homework is submitted to the teacher on time. If students are absent when homework is set it is their responsibility to find out what they have missed and catch up. Students in Key Stage 3 will be issued with a same day LEARN detention for 30 minutes if homework has not been attempted/submitted.

You as parents or carers can help by:

- signing the contract in the planner each year
- providing an appropriate place in which your child can do homework and store her/his work. If this is not possible students should be encouraged to use the Learning Resource Centre (LRC) or the local library
- making it clear that you value homework
- support the school in explaining how homework helps students to improve their progress at school
- encourage her/him and offer praise when homework is completed
- expect homework deadlines to be met and check that they are
- make sure your child attends LEARN detentions if they fail to complete homework

## Example Homework Timetables

### Homework Timetable Year 7

	1 Mon	1 Tues	1 Wed	1 Thur	1 Fri	2 Mon	2 Tue	2 Wed	2 Thur	2 Fri
7C	French	Science Maths	Computing	Humanities	English	Humanities	Science	French	English	Maths
7E	French	Maths Humanities	Science	Computing	English	Science	Humanities	Computing French	English	Maths
7O	Science	Maths	French Humanities	Computing	English	Humanities	Computing	French Science	English	Maths
7W	French Science	Maths	Computing	Humanities (set on Wed)	English	English	Science	Humanities	French Computing	Maths

Please note that:

- In English students will receive homework set by their class teacher as appropriate. They will also receive spelling test revision as homework every fortnight. As part of the student literacy lessons they will have a reading homework once a week.
- Maths, Science, Humanities and French will set homework once a week. Students are expected to spend a minimum of 60 minutes on this homework.
- In other subjects students are normally expected to spend a minimum of 30 minutes on each homework task.
- In the Creative Art and Technology Faculty each subject will set one practical and one written task per half term. Food Technology students are expected to bring their ingredients each lesson.
- Each homework task should be completed both on time and to the best of the students' ability.

All homework will be published on showmyhomework



**Homework Timetable**  
**Year 8**

Week 1	1 Mon	1 Tues	1 Wed	1 Thur	1 Fri
All	German (C & W) Hu or Comp	Maths Hu or Comp	English German (E & O) Hu or Comp	Science Hu or Comp	Hu or Comp
Week 2	2 Mon	2 Tues	2 Wed	2 Thur	2 Fri
All	German (C & W) Hu or Comp	Maths Hu or Comp	English German (E & O) Hu or Comp	Science Hu or Comp	French Hu or Comp

Please note that:

- In English students will receive homework set by their class teacher as appropriate, which may often include private reading. They will also receive spelling test revision as homework every fortnight.
- Maths, Science and Modern Foreign Languages will set homework once a week. Students are expected to spend a minimum of 60 minutes on this homework.
- Humanities (History, Geography or Religious Studies) and Computing will be set each individual lesson. Tasks should take 30 minutes.
- In the Creative Art and Technology Faculty each subject will be set one practical and one written task per half term. Food Technology students are expected to bring their ingredients each lesson.
- Each homework task should be completed both on time and to the best of the students' ability.
- Subjects not mentioned on the above timetable will set homework periodically, when appropriate.

All homework will be published on showmyhomework

**Homework Timetable**  
**Year 9**

	1 Mon	1 Tues	1 Wed	1 Thur	1 Fri
All	Humanities or Computing English	Humanities or Computing	Maths Humanities or Computing	Humanities or Computing	Science Option A Option B
	2 Mon	2 Tues	2 Wed	2 Thur	2 Fri
All	English Humanities or Computing	Humanities or Computing	Maths Humanities or Computing	Humanities or Computing	Science Option A Option B

Please note that:

- In English students will receive homework set by their class teacher as appropriate, which may often include private reading. They will also receive spelling test revision as homework every fortnight.
- Maths, Science and Modern Foreign Languages will set homework once a week. Students are expected to spend a minimum of 60 minutes on this homework.
- Humanities (History, Geography or Religious Studies) and Computing will be set each individual lesson. Tasks should take 30 minutes.
- In the Creative Arts and Technology Faculty each subject will set one practical and one written task each half term. Food Technology students are expected to bring their ingredients each lesson.
- Each homework task should be completed both on time and to the best of the students' ability.

All homework will be published on [showmyhomework](http://showmyhomework)

## Enrichment Days

There are three enrichment days a year and one Challenge Week, when the normal school timetable is suspended to allow activities which enhance the curriculum. The planned structure this year is as follows:

Month	Year Group Focus
September	<b>Year 7 House Day:</b> Dance / House and Screening Assessment
November	<b>Year 7:</b> The environment, <b>Year 8:</b> Faith, hope & action, <b>Year 9:</b> Careers Convention and Enterprise
March	<b>Year 7:</b> Humanities Liverpool Trip, <b>Year 8:</b> Art/Performing Arts/ MFL / Food Technology Culture Project <b>Year 9:</b> Visits to local colleges

## Parental support

Outlined below are some of the ways in which you can be of assistance to your child in helping them achieve their full potential:

- Talk to your child regularly about the work he/she is doing in school
- Attend all Parents' Evenings and other events, to show that you value your child's education and want to support them
- Always encourage your child in their efforts. Try to find value in the work they do whilst at the same time encouraging them to go a little further
- Try to establish a regular time for your child to study. The earlier in the evening or weekend the better
- Read your child's planner and compare what is set with what **should** be set in their homework timetable. If a homework is not set for a particular evening this should have been clearly stated in the planner
- If your child continually has 'none set' in her/his planner please discuss this. Homework is usually set in two or three subjects each day
- Look at your child's exercise books and read what her/his teachers have written. Encourage your child to do the same as the comments made by the teachers show your child how to improve her/his work
- Monitor the amount of time your child spends on each homework and compare it with that stated on the homework timetable. If there is a considerable discrepancy then note it in your child's planner. Homework can also be accessed via the Show My Homework website which all staff and students have access to.
- If you feel that the work set is too easy or too difficult for your child, or there is any other aspect of homework that concerns you, please do not hesitate to contact either the form teacher, Head of House or the Assistant Headteacher for Teaching and Learning, Ms. Clare.
- If your child experiences difficulty with reading then please continue to listen to them read on a regular basis, as you were most probably doing in their primary years. Encourage them to read as frequently as possible and please contact school for suggestions as to appropriate reading matter for your child's age and ability
- If your child experiences difficulty with Maths then please continue to work on basics such as tables and simple addition, subtraction, multiplication and division as frequently as possible
- Please do not take your child out of school for holidays

- If your child is absent for any reason please make sure that s/he catches up all missed work

### **Presentation of Work - Guidelines**

These instructions and suggestions apply to all school subjects. There may be special rules which students will need to follow for certain kinds of work, but their teachers will draw their attention to these if they apply.

- Use only blue or black ink.
- Try to write in a neat, cursive style unless you are required to print or use capitals
- Put a clear title at the top of each piece of work
- Write the date on the right hand side of the page at the top of your work. Write the name of the month in full (e.g. 10th December 2014)
- Write "HOMEWORK" in the left hand margin at the point where you begin to work at home
- Underline the headings and finished pieces of work using a ruler. Underline in pencil or blue/black ink
- Learn how to underline in ink neatly
- Cross out written mistakes neatly with a single line. Do not use white corrector fluids
- Do not leave unnecessary gaps in your work at the beginning and end of each line, between lines or between pieces of work
- Drawings and diagrams should be in pencil in all subjects and coloured in most subjects. Use coloured pencil crayons for this purpose. Felt tipped coloured pens should not be used. Labels on diagrams should be in ink
- No graffiti or unofficial writing/sketching is allowed on any book. Books which are damaged in this way will have to be replaced by a new exercise book and you will be charged for this
- Exercise books may be backed to protect them, but do not use backing paper which is a distraction or inappropriate. Plain paper of the same colour as the book is recommended.

In this booklet subjects are arranged alphabetically

## ART AND DESIGN TECHNOLOGY

### Aims: Art and Design

- To help build confidence and self-expression when creating a personal response, using visual means whilst overcoming differences in the skill levels achieved at Key Stage 2
- To extend student learning about the formal elements of colour, tone, shape and texture
- To work with a variety of processes and materials.

### Course Content : Art and Design

	Autumn Term	Spring Term	Summer Term
Year 7	Land Art	Water	Movement
Year 8	Patterns in Nature - carousel	Patterns in Nature - carousel	Patterns in Nature - carousel
Year 9	Cells and Structures	Abstraction	Light and Shade

### Organisation

- Art consists of painting, drawing, print making, ceramics, textiles, graphic design, photography and image manipulation.
- In year 7 pupils will have 1 hour per week.
- During Year 8 students receive two hours of Art and Design per week. Art, Resistant Materials and Food Technology are taught on a three way carousel for one term each.
- In the Year 9 mini option, students receive three hours per fortnight.
- All classes are taught in mixed gender and ability groups.

### Assessment

- Students are assessed against the National Curriculum for Art and Design.
- Pupils produce project based work that leads to a Focus Levelled Assessment.
- When developing their ideas pupils receive verbal and written feedback.
- Pupils have a formal interim assessment every 4 weeks.

### Homework

- Art students will be asked to produce a variety of homework tasks such as researching artists, gathering materials and producing observational drawings, to support the work produced in lessons.

### Special Features of the Course

- Art students will have the opportunity to develop their skills across the areas of painting, drawing, print making, ceramics, textiles, graphic design, photography and image manipulation.

## Computing

### Aims

To develop understanding and skills across the three main strands of the new Computing and ICT curriculum in order to prepare students to function as citizens of a digital world.

**Digital Literacy** is the ability to access, use, and express oneself using digital technology, including a critical understanding of technology's impact on the individual and society.

**Information Technology** covers the purposeful creation and application of digital systems to develop products and solutions.

**Computer Science** is the discipline that explains how digital systems work, how they are designed and programmed, and the fundamental principles of information and computation.

### Course Content

#### Year 7:

- Unit 1 – School Network and Email
- Unit 2 – Binary and Control
- Unit 3 – Spy School Spreadsheets
- Unit 4 – Repeating Patterns
- Unit 5 – Adventure Story
- Unit 6 – E-Safety
- Unit 7 – Pivot Stick Animation
- Unit 8 - Analysing Data and Asking Questions

#### ➤ Year 8 :

- Unit 1 – Do aliens exist?
- Unit 2 – Technology
- Unit 3 – Sound Effect Story
- Unit 4 – Fair Cop
- Unit 5 – Bringing history to life
- Unit 6 – Scratch

#### ➤ Year 9 :

- Unit 1 – Networks
- Unit 2 – Lake Garda Project
- Unit 3 – Python
- Unit 4 – Flash
- Unit 5 – Dreamweaver
- Unit 6 – ICT in Shops

### Organisation

- In all three years students are taught in mixed-ability groups.
- All classes have 1 hour of Computing per week.

### Assessment

- An end of year exam is given to all year groups
- Each term a focused levelled assessment is given when a level of attainment is identified

### Homework

- Homework is set once per fortnight for all year groups. Tasks are integrated into the scheme of work and will consolidate or extend the work done in lessons. Some tasks may require students to use a computer. Students who do not have a computer or have no Internet access at home may use the computers in school at lunchtimes and after school.
- All homework tasks are available on the Show My Homework website so that they can be accessed out of school. Student log-on details are distributed in Computing lessons. They are also in the student shared area on the school system, which can be accessed via Remote Access. Instructions for this are available from your child's ICT teacher and a link is on the school website.

### Special Features of the Course

- Students focus on practical work in class and are encouraged to find solutions to problems independently using a range of resources.
- The ability to use technology to work at home on school systems is invaluable preparation for the changing working environment and for independent study in later stages of students' education.

## Design and Technology

### Aims

- To promote, develop and learn a range of design and manufacturing techniques
- To apply these techniques through various projects
- To learn about industrial practises
- To learn basic CAD and CAM skills

### Course Content

#### Year 7 : Resistant Materials and Basic Electronics

##### Night Light Project – 3 half terms

- The Design Process
- Prototyping and basic marketing
- Use of workshop machinery
- Vacuum Forming
- CAD – 2D Design
- CAM – Laser cutter
- Basic Electronics – building a simple circuit
- Portfolio presentation techniques

#### Year 8: Resistant Materials and Basic Mechanisms

##### Dali Inspired Clock – 2 half terms

- The Design Process
- Identifying and Designer and Design era
- Prototyping within a group
- Research skills
- Basic wood work joints and manufacturing techniques
- Use of workshop machinery
- CAD – 2D Design
- CAM – Laser cutter
- Basic mechanisms – clock mechanism
- Portfolio presentation techniques

#### Year 9: Resistant Materials

##### Various projects over the course of a full year

- The Design Process
- Manual manufacturing techniques
- CAD
- CAM
- Smart materials
- Different types of Plastics – project
- Different types of Woods and joints – project
- Different types of metals – project
- Evaluation and testing techniques
- Portfolio presentation techniques

### Organisation

- In year 7 students are taught this subject for 1 hour per week. Sometimes this may be a double lesson every two weeks. Students will complete 3 half terms of Resistant Materials study and will then rotate to Food Technology.
- In year 8 students are taught this subject for 2 hours per week. Students will complete 2 half terms of Resistant Materials and will then rotate to Food Technology or Media.
- In year 9 students can choose Resistant Materials as a mini option and are taught for 3 hours per fortnight for the whole of the year. They will gain a much more in-depth knowledge of Resistant Materials in preparation for further study at GCSE if they decide to take this route.

### Assessment

- The project work is marked as a Focused Level Assessed task
- Individuals are monitored according to their target levels
- Regular formative assessment is carried out
- Students are assessed at the end of a project on analytical evaluation and target setting

**Homework**

- Each half term students will be set 4 home works. 2 of these will usually be theory based and 2 will be project or practical task.

**Special Features of the Course**

- Students will sometimes expected to access the D1 workshop outside of lessons to complete their practical work.
- Students will be able to use a range of advanced CAD software.
- Students will be able to use a range of advance CAM machinery inc. laser cutter and 3D Printer.



## DRAMA

### Aims

- To give students an understanding of the historical background to the development of drama
- To develop dramatic techniques such as spoken thoughts
- To engage students in exploring deeper issues through drama

### Course Content

#### Year 7

- Introduction to dramatic techniques
- Mystery and Morality Plays
- Greek theatre
- Romeo and Juliet

#### Year 8

- World War 2
- Commedia del' Arte
- Melodrama

#### Year 9

- Urban myths
- Acting
- Devised Thematic Work
- Scripted Performance
- Stage make up
- Props and set design

### Organisation

- Years 7 and 8 have 1 lesson a week
- Year 9 mini -option students have 3 lessons a fortnight

### Assessment

- Years 7 and 8 are formally assessed with levels awarded each half term.
- Year 9 students are assessed using levels and the GCSE criteria for Performing Arts each half term.

### Homework

- Years 7 and 8 are given homework linked to the topics. This may include creating a prop or costume for their performance.
- Year 9 are given homework which may include research, write up of lessons or creation of posters.

### Special Features of the Course

- Students will be given the opportunity to visit the theatre
- All students are expected to perform their work
- Year 9 pupils will have two evenings throughout the year to perform their work to friends and family.

## ENGLISH

### Aims

- To develop students' understanding of the spoken word, together with the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.
- To develop the ability to read, understand and respond to all types of writing, as well as to develop information-retrieval strategies for the purpose of study
- To develop the ability to construct and convey meaning in written language, matching style to audience and purpose

### Course Content

#### All three years: Speaking and Listening

- Prepared, formal presentations and debates
- Informal group or pair discussions
- Individual and group improvisation and performance
- Devising, scripting and performing plays

#### All three years: Reading

- Non-literary materials and novels
- Poetry and short stories
- Plays and film

#### All three years: Writing

- Stories, poems, play scripts, autobiographies and diaries
- Information leaflets, brochures and advertisements
- Editorials, articles and letters conveying opinions
- Reviews, commentaries, articles, essays and reports

### Organisation

- In Year 7 students will have three lessons of English per week and one lesson of reading/comprehension and grammar skills, aimed at consolidating and improving their reading and understanding of texts.
- For English they will be taught in mixed ability classes while for reading/comprehension skills they will be grouped according to ability.
- In Years 8 and 9, students are taught in broadly setted groups. Students will have three lessons of English per week, and one lesson that focuses on spelling, grammar and punctuation skills.
- Sen withdrawal groups focus on literacy skills.

### Assessment

- A focused levelled assessment is completed each half term and graded to National Curriculum levels as well as interim assessments which help students to move towards their target levels.
- Students will begin practicing the specific skills needed for their GCSE course in the last term of Year 9, where they will undertake a GCSE transition unit.

### Homework

- Students will be set spelling homework on a fortnightly bases.
- A range of other tasks will be set, in the form of a half termly project, to include research, planning, redrafting and writing.

### Special Features of the Course

All students will need a copy of a good dictionary and thesaurus. Reading is given a high priority and reading lists are available on the school website.

## FRENCH

### Aims

- To provide an enjoyable environment for students to learn and use the target language in both spoken and written format
- To develop confident learners who are not afraid to 'have a go' at communicating in the target language
- To allow students to work independently and as part of a group
- To recognise and appreciate cultural differences and similarities leading to an acceptance of other people, their cultures and traditions
- To explore how the knowledge of another language can lead to enhanced job and social opportunities in the future

### Course Content

#### Year 7

- Myself and other people
- My likes and dislikes
- My school
- My hobbies
- My town and going out

#### Year 8

- School and Daily Routine
- Food and drink
- Town and directions

#### Year 9

- School and Daily Routine
- Food and drink
- Town and directions

### Organisation

- In Year 7 students are taught in mixed ability form groups
- In Year 8 students are set by ability across half year groups
- In Year 9 students are set by ability in mini option groups

### Assessment

- Students in Years 7 to 9 complete a Focused Level Assessment at the end of each topic (usually once per term). The tests cover the four skills of Reading, Listening, Speaking and Writing

### Homework

- Homework is set weekly. It is set to develop understanding of a language point, provide practice in one of the four skills, prepare for an assessment or to learn new vocabulary.

### Special Features of the Course

- In Year 7 we have a new course from November. Some homework will be completed on-line. Students will be given a username and password to log into [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)

## FOOD TECHNOLOGY

### Aims

- To understand about food and our needs (and the importance of nutrition)
- To improve practical skills and become more independent in their application
- To combine skills with knowledge and understanding in order to make quality products

### Course Content

#### Year 7

- Safety
- Hygiene
- Basic food skills
- Sensory analysis
- Design work

#### Year 8

- Basic nutrition
- Understanding of foods
- Disassembly
- Sensory analysis
- Development of practical skills
- Design work

#### Year 9

- Around the world
- Healthy eating
- Pastry
- Fair trade
- Chocolate
- Olympics
- Development of practical skills
- Design work

### Organisation

- The students are taught this subject for an hour a week for an average of nine weeks in each of years 7 and 8 as part of a design technology carousel
- Students can choose to select this option in their mini options in year 9

### Assessment

- The project work is marked as a Focused Level Assessed task
- Individuals are monitored according to their target levels
- Regular formative assessment is carried out
- Students are assessed at the end of a project on analytical evaluation and target setting

### Homework

- Organise ingredients for practical lessons
- Evaluating products
- Theory based learning, i.e. functions of ingredients

### Special Features of the Course

- Students are expected to provide their own ingredients for practical lessons
- Year 9 trip to Cadbury World
- Year 10 trip to a food show/festival

## **GEOGRAPHY**

### **Aims**

- To equip student with geographical skills
- To ensure an understanding of geographical themes
- To inspire a curiosity of the world around us

### **Course Content**

#### **Year 7**

- Taught as part of Integrated Humanities

#### **Year 8**

- Water on the Land
- The USA – A diverse country
- The Rural World
- Environmental Study
- Population and Migration

#### **Year 9**

- Ecosystems
- Development
- Tourism
- Olympics
- Geography of Festivals

### **Organisation**

- In Year 8 students have one hour of Geography a week.
- In Year 9 students have three hours of Geography over a two week period

### **Assessment**

- Students complete interim assessments throughout the year. These focus on a variety of knowledge and skills in Geography, ending the year with a formal examination.

### **Homework**

- Homework is set every lesson, with extended projects towards the end of the year

### **Special Features of the Course**

- Geography is an ever-changing subject and students will study about topical events as they happen
- Students will also work on more practical skills such as map work
- Students have further opportunities during Challenge Week to develop their understanding and awareness of the world around them and how they interact with it through thought provoking activities based on international trade and poverty

## GERMAN

### Aims

- To provide an enjoyable and non-threatening environment for students to learn and use the target language in both spoken and written format
- To develop confident learners who are not afraid to 'have a go' at communicating in the target language
- To allow students to work independently and as part of a group
- To recognise and appreciate cultural differences and similarities leading to an acceptance of other people, their cultures and traditions
- To explore how the knowledge of another language can lead to enhanced job and social opportunities in the future

### Course Content

#### Year 8 Beginners

- Meeting people
- Friends and Family
- Free Time
- Home and local area

#### Year 9 will cover 4 of the following topics

- Food and Drink
- Health and Fitness
- Media
- Transport and holidays
- School and Daily Routine
- Work and Future Career
- Leisure

### Organisation

- Pupils will be taught in the same groups as for French

### Assessment

- Pupils complete a Focused Level Assessment at the end of each topic and are tested in listening, reading, writing and speaking. They usually complete 3 Focused Level Assessments in a year.

### Homework

- Homework is part of the lesson plan and set weekly to develop understanding of a language point or to consolidate new work

### Special Features of the Course

- Most classes will get the chance to work in small groups with a German speaker

## HISTORY

### Aims

- To fire students' curiosity and imagination, inspiring them with the dilemmas, choices and beliefs of people in the past
- To interact and evaluate sources of evidence in a questioning way, identifying issues to do with reliability and bias
- To develop both verbal and written communication skills
- To identify and analyse different interpretations of the past and learn to substantiate any arguments and judgements they make
- To develop their own identities and to ask and answer questions of the present by engaging with the past.

### Course Content

#### Year 7

- Taught as part of Integrated Humanities

#### Year 8

- How and why have people fought for power and democracy?
- How united is the UK?
- An island of many peoples: When did Britain become such a diverse society?
- Was life better in Medieval, Tudor, or Industrial times?

#### Year 9

- Why did the Transatlantic Slave Trade last so long?
- Why did the Great War become the First World War so quickly?
- Have empire builders got a responsibility to their former colonies?
- How do societies cope with genocide?
- Which days shook the world and why in the 20<sup>th</sup> century?

### Organisation

- Year 8 have one hour of history a week
- In Year 9 pupils have three hours of history every two weeks. The extra time is used to develop specific historical skills such as source analysis and improve the quality of written work in preparation for GCSE.

### Assessment

- Once a term students will complete a Focused Levelled Assessment.
- Pupils will complete two interim assessment tasks per topic. These provide students with the opportunity to practise the skills and recall knowledge that will be tested in their FLA. Pupils are given personal, specific targets to help them improve and make progress.
- Some homework tasks are also levelled. These tend to be extended homework projects which last a number of weeks. This is made clear to students.

### Homework

- Homework is set every lesson
- Every alternate half term students complete a homework project to complement the content of their lessons. This will involve working for 5 to 6 weeks on a project which will usually be a hypothesis to test.

## HUMANITIES

### Aims

- To encourage debate and discussion in dealing with controversial issues
- To support students in forming their own opinions, in a positive and supportive learning environment
- To develop in students the skills and knowledge they need to better understand the world they live in. This might be through considering how past decisions and choices have affected the world today, by contemplating the diversity of world beliefs or pondering the big issues to do with our ever changing planet.
- To develop a vital set of skills to interact with the society they live in, helping them to make informed and wise decisions and knowing when to challenge and question actions or decisions

### Course Content

#### Year 7

- Introductory unit: Settling in to High School
- Geography: Induction to Geography
- RS: Christianity and Judaism
- History: Medieval History – Battle of Hastings, Thomas Becket, the Black Death and Peasants' Revolt
- Liverpool: Project based
- Integrated Humanities unit on migration
- Local Study: Leigh and Lowton

### Organisation

- Students have three, one hour lessons per week with the same Humanities teacher. This supports the development of effective relationships.

### Assessment

- Students complete a Focused Levelled Assessment each half term and there is ongoing assessment in class and homework
- Assessment criteria are shared with students to support their progress

### Homework

- Students' homework is will be a combination of learning information/spellings for tests and written work.

### Special Features of the Course

- We also focus on the key ideas and skills of humanities in learning days, which are hands-on and practical. In the Spring Term students go on a trip to Liverpool to enhance their understanding of the city which is the focus of a case study.



## MATHEMATICS

### Aims

- To use and apply mathematics in a wide range of contexts
- To develop skills embodied in the process of problem solving, generalising, making/testing and modifying hypotheses and investigating

### Course Content

In all three years students study:

- Number
- Algebra
- Data handling
- Geometry and Measures
- Problem Solving

### Organisation

- Students are set according to ability using raw scores from KS2 SATS tests, Primary School teacher assessments and CATS data
- Students are given a target for the end of each school year. Throughout the year formal and informal assessments are analysed to inform students of their particular strengths and any areas for development, to ensure all students know how to achieve their target.

### Assessment

- Students' classwork and homework is recorded in their exercise book which is monitored weekly by their teacher, who will endorse it with explanations and helpful comment
- Focused Assessments take place each term

### Homework

- Students are set one homework per week varying between consolidation and practice of basic skills, online tasks using Mymaths and more open-ended investigations and problem solving activities

### Special Features of the Course

- The Mathematics scheme of work follows pathways to ensure progression from level to level
- Setting is reviewed on a regular basis but especially at the end of Year 7. Students are given a target for the end of each school year. They then follow the appropriate pathway from the scheme of work to ensure progression. Informal and formal assessments are used and where necessary an intervention programme will be put in place. A teacher assessment level is reported at the end of Key Stage 3.
- It is essential that all students bring a ruler, pencil, protractor, compasses and scientific calculator to each lesson.

## MUSIC

### Aims

- To develop knowledge, skills and understanding through the integration of performing, composing and listening
- To participate, collaborate and work with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning

### Course Content

#### Year 7

- Pitch
- Pulse
- Samba
- Soundscapes
- Instruments of the orchestra

#### Year 8

- Guernica
- Jazz and Blues
- Remixes
- Samba
- Song Writing
- Structure

#### Year 9

- Hip Hop
- Film Music
- Planets
- Pop Music Project
- Samba

### Organisation

- Students are taught in mixed ability teaching groups with 1 hour a week in Years 7 and 8
- In Year 9 mini-option students have 3 hours a fortnight of music

### Assessment

- A focused levelled assessment is formalised each term when a level of attainment is identified
- In the summer term an end of year exam is undertaken

### Homework

- This is set once every half term

### Special Features of the Course

- Students have to perform in front of each other
- Year 9 mini-option students need to be able to play an instrument or sing
- Students have the opportunity to take part in extra-curricular activities such as the school Samba Band and Glee Club

## PHYSICAL EDUCATION

### Aims

- To give all students the opportunity to participate in a range of sports.
- To educate students in order to be fit for life
- To understand what is involved in a healthy lifestyle

### Course Content

#### All three years

- Football, handball and rugby (boys only)
- Netball, gymnastics/dance and hockey (girls only)
- Fitness, badminton, athletics, rounders and trampolining

### Organisation

- All students receive two hours per week
- All students are set into ability groups. Students have the opportunity to move between sets based on their performance levels.

All students will then follow at least one discrete six week unit of work in the following national curriculum areas:

- Outwitting Opponents
- Accurate Replication
- Performing at Maximum Levels
- Exercising Safely and Effectively.

### Assessment

- All students will undertake a two week block of base-lining work at the start of year 7. In the first lesson they study each sport pupils will be given a baseline level and a target for each sport they will participate in
- Each year the previous year's level is used to inform their target. They are assessed to NC levels for each sport they study

### Homework

- Students will be given homework tasks in preparation for their exam which is centred around healthy active lifestyles

### Special Features of the Course

- In order to supplement the curriculum we run many extra curricular clubs. A timetable for these clubs can be found on the school website, on the school bulletin, in the PE changing rooms and corridor and in form rooms. Students can also take part in inter-house competitions and informal activities in the sports hall and on the Astroturf at break-times. For further information please refer to the school website or consult your daughter's/son's class teacher who will be more than willing to answer questions.
- In year 9 students will have the opportunity to select a PE option where they will receive an extra 3 hours per fortnight. During this additional time students will study leadership skills as well as preparing for the GCSE PE course in Year 10 and 11.

## Religion and Ethics

### Aims

- To support students in becoming informed citizens
- To encourage students to explore current issues on a local, national and global scale
- To allow students to form their own opinions in a supportive environment
- To enable students to develop skills of participation and action
- To support students learning with other agencies for example Road Safety, Fire Safety, Careers
- To promote Post 16 placement

### Course Content

#### Year 7

- Community and Harvest
- Positive Learning habits
- Staying Safe on Winter nights
- Responsibility
- Christian Faith
- The environment
- Active Citizenship – Send my Friends to School.

#### Year 8

- The importance of Goal Setting
- People of Faith - The impact of faith on people's lives
- Healthy Lifestyles – SRE
- Jobs
- Charities
- Lowton Church of England Faith, Hope and Charity Award
- Anti – social behaviour.

#### Year 9

- Work Related Learning
- Revision Techniques
- Healthy Lifestyles – Drug and Alcohol Abuse
- Multiculturalism
- Democracy and Parliament
- Anti -social behaviour
- Money management
- Cancer and its effects

### Organisation

- One hour lesson per week

### Assessment

- Students complete a Focused Levelled Assessment once every term and there is ongoing assessment in class and through homework
- All written work is marked according to the school policy

### Homework

- Homework is set when appropriate

### Special Features of the Course

- This course will be supported with the work that students do on Whole School Learning Days

## RELIGIOUS STUDIES

### Aims

- To develop students' moral, spiritual and ethical understanding of the world
- To foster understanding and respect between people
- To develop knowledge and understanding of religious beliefs and teachings
- To offer opportunities to develop social and emotional aspects of learning
- To learn how to express and evaluate ideas, beliefs and values

### Course Content

#### Year 7 (taught in Humanities)

#### Year 8 (Religious Studies)

- Sikhism
- Jewish Freedom
- Martin Luther King
- Islam
- Hinduism

#### Year 9 (Religious Studies)

- Introduction to Philosophy
- Beginning of life/sex/Contraception/abortion
- Wealth and Poverty in the UK
- Buddhism
- Punishment
- Caring for the sick and Elderly (including Euthanasia)

### Organisation

- In Year 7 students are taught one lesson a week by their Humanities teacher.
- In Years 8 and 9 students are taught one lesson a week by a subject specialist

### Assessment

- Students complete Interim Assessments throughout the term and one Focused Levelled Assessed task per term
- All written work is marked according to the school policy

### Homework

- In Years 8 and 9 homework will be set on a weekly basis

## SCIENCE

### Aims

- To deliver the National Curriculum Programme of Study for science
- To teach students to work safely in science laboratory
- To give students the scientific knowledge, skills and understanding to enable them to cope better with life beyond school and help them become better citizens
- To lay the foundation for study of science subjects at Key Stage 4 and beyond
- To instil a lifelong interest in science issues

### Course Content

The science department delivers Exploring Science: How Science Works (published by Pearson Longman)

#### Year 7

- Health and Safety, Bubbles, Bangs and Burning and What a Waste
- Tissues and Transplants, Acids and Alkalis and Electrical Circuits
- Sex and Science, Ecology Matters and Energy and Sustainable Living
- Classified Materials From The Earth, Forces and Their Effects and The Solar System and Beyond

#### Year 8

- Food, Glorious Food, In The Drink and Heat Transfer
- Going For Gold, Materials and Recycling and Sound and Hearing
- Doctors and Diseases, All That Glitters and Light
- The Way Of The Dodo, Explaining The Earth and Forces And Transport

#### Year 9

- Science and Friction, Building For The Future and Buying Energy
- A Model Career, Sculpture Park and Satellites and Space
- On The Farm, Record Breakers and Cleaning Up
- You and Your Genes (GCSE work)
- Air Quality (GCSE work)

### Organisation

- KS3 science is taught for three hours per week in Year 7, 8 and 9. Students are set by ability in Years 8 and 9
- Students start GCSE work during the Summer term in Year 9

### Assessment

- Students are assessed on each group of topics listed above. Each end of module examination tests the students on biology, chemistry and physics. These formal level assessed pieces of work are recorded in the departmental tracking system. This monitoring allows for intervention with underachieving students, as well as recognising student achievement.

### Homework

- Homework consists of booklets relating to the work being covered at the time. The booklets also contain work relating to Functional Skills (literacy, numeracy and ICT) which are an integral part to learning at KS3

### Special Features of the Course

- There is an after school science club
- The Year 8 nature challenge during challenge week allows students to practice their observation and practical skills

## **SPECIAL EDUCATIONAL NEEDS**

### **Aims**

- To identify and help overcome students' individual learning barriers. These include literacy, numeracy, social, emotional and communication needs, medical needs and impairments.

### **Course Content**

- Specific programmes tailored to individual and group needs
- Programmes are dependant on learning levels and individual funding

### **Organisation**

Can take the following forms below depending on need:

- Via alternative curriculum provision from core subjects for those with significant learning barriers
- Via Modern Foreign Languages, option choices and alternate curriculum packages.

### **Assessment**

- Students are selected for intervention based on internal basic screening, and previous key stage assessment data
- They are assessed on a termly basis and on a lesson by lesson basis to give immediate praise and support

### **Homework**

- Homework will be set when appropriate via a specific timetable or by self election
- Homework will be differentiated to meet the needs of individual students

### **Special features**

- Courses are delivered using multisensory teaching techniques and actively encourage student participation
- Additional supportive work is available to be used at home to support the courses if requested