

## THE CURRICULUM

### LESSONS

Each lesson is 1 hour long. There are 5 lessons each day and the timetable is taught over two weeks.

Subjects in Key Stage 3 are:-

English, Mathematics, Religious Education, Science, Information and Communication Technology (ICT), Food and Textiles Technology (FTT), Modern Languages, History, Geography, Physical Education, Design & Make Technology, Art, Music, Drama and Personal and Social Health Education (PSHE).

### HOMEWORK

Students at Beal have a homework timetable (pages 37-39). You can assist us by showing interest in this and asking on a nightly basis about your child's homework.

Please do not be tempted to do your child's homework. It is harmful to them in the long run and sends the wrong messages to them.

- Do encourage them to talk about the homework.
- Give them help about where answers can be found.
- Arrange a quiet place and give them time to do their homework.

### KEY STAGE 3 HOMEWORK CLUB

The Key Stage 3 Homework Club takes place after school on 4 days a week in the Resource Centre, and is supervised by members of staff.

### ASSESSMENTS AND REPORTS

All students begin a three-year Key Stage 3 course when they arrive in Year 7. At the end of the Key Stage (Year 9) they will be given a level in all subjects they have studied.

Before then there will be subject reports, parents' evenings and regular tracking of the core subject levels that will enable you to assess how well your child is doing and what level they are presently working towards.

The following table gives details of relevant dates:

	<b>Period of testing</b>	<b>Reports to Parents</b>	<b>Parents' Evenings</b>
Year 7	14 May – 25 May 2012	July 2012	25 January 2012
Year 8	19 March – 30 March 2012	May 2012	17 November 2011
Year 9	14 May – 25 May 2012 (foundation) June 2012 (core subjects)	January 2012  End of Key stage 3 levels report – July 2012	21 February 2012 (Key Stage 3 – 4 Progression Evening)  1 March 2012

## **REVISION**

Students know when they are to have each examination and can form a revision timetable.

You can help them by:-

- Supporting the school, reinforcing the importance of revision at home.
- Listening to them, questioning them, letting them explain things to you to help find gaps in their understanding.

## **GROUPING OF PUPILS**

In the first three years, Years 7 to 9, student groupings for teaching are very flexible to meet the needs of the particular year groups and subject areas. They are based either on teaching groups of 30 students or groups which either reduce class size to smaller numbers of 20 – 26 and/or are set by ability. Students identified as having learning difficulties are supported by the special programmes run by the Curriculum Support Department, which include a Reading Recovery Programme, and staff working alongside them in subject lessons. This help and support is available to all students throughout their school career.

On the following pages you will find brief descriptions of what is taught in each subject during Years 7, 8 and 9.

Subjects:

Art and Design

Design & Make Technology

Drama

English

Food and Textiles Technology

Geography

History

Information and Communication Technology

Maths

Modern Languages

Music

Personal and Social Health Education

Physical Education

Religious Education

Science

# ART & DESIGN



## AIMS:

- To explore and develop ideas drawn from the student's own imagination and experience.
- To use a range of materials and techniques including paint, drawing materials, print making, collage, ceramics and computers where appropriate.
- To lay the foundations of good practice that can be built upon as students progress through the school.
- To introduce Art and Design career pathways.

Topics Covered		
Year 7	Year 8	Year 9
<p><b>Recreating landscapes</b> 3D / Clay work</p> <p>This unit deals with landscape and the creation of imaginative landscapes through the use of 3D/ceramic processes.</p>	<p>The year has been divided into 3 separate units. Each unit will allow pupils to further discover aspects within Art and Design and introduce them to the vocational learning within a BTEC course. BTEC units will require pupils to work in one of the following ways:</p> <ul style="list-style-type: none"> <li>◆ Product designer</li> <li>◆ Story teller/Illustrator</li> <li>◆ Animator</li> <li>◆ Architect</li> </ul> <p>These units aim to equip learners with knowledge of industry-based design disciplines.</p> <p>Fine Art units – painting/+ print/or3D will further explore a personal journey based on an independent and more individual response to artists' work using either 3D, print or painting techniques.</p>	<p><b>Themed units, similarities and differences</b></p> <p>The current year will allow pupils to discover how a fine artist might work. It gives an insight to student GCSE tasks. A sub unit will give pupils the opportunity to look at a graphic design task, introducing them to a BTEC vocational approach. Pupils will then return to working as Fine Artists, producing work of an independent nature.</p> <p>Year 9 are requested to purchase an <u>A3</u> sketchpad (can be purchased from the Art department).</p>
<p><b>Drawing unit – Graphic Media</b></p> <p>This establishes and increases:</p> <p>Understanding of visual elements and materials. Focuses on observational and expressive skills. Students' understanding of the uses and purposes of drawing.</p>		

## HOW PARENTS CAN HELP

- Supply an apron for protection.
- Supply a sketch book of at least 180 gsm weight (can be purchased within Art Department)/range of drawing pencils – HB, 2B and 4B/watercolour tin/oil pastel set – can be bought from any supermarket store.
- Support child's learning by using opportunities to visit galleries/museums during holidays and watching art programmes or discussing artwork and homework tasks with them.



## DESIGN & TECHNOLOGY

### AIMS:

Pupils at Key Stage 3 will complete 3 termly projects. Each project will conclude with a level attained from both making and communicating skills. At the end of each year students will have attained the following independent skills.

- Refer to the work of existing artists and designers when planning their ideas.
- Explore the natural and man-made world for inspiration.
- Understand how products work and are used.
- Use tools, electronics and current ICT design software.
- Apply the practical skills of cutting, shaping and finishing.
- Consider the properties of materials and understand why they are selected.
- Interpret problems and work to a design brief.
- Work on their own initiative to develop inventive and imaginative ideas.
- Use appropriate computer systems, including CAD, to realise their ideas.

<b>Topics Covered</b>		
<b>Year 7</b> - Wooden Spinning Toy  - Coat & Bag hook  - CAD and DTP	<b>Year 8</b> - Steady hand game  - Desk tidy  - Chocolate Bar design	<b>Year 9</b> - Canvas Framing  - MP3 speaker  - Clock Project
<b>Topics:</b> - Workshop safety - Product analysis - Working with materials including wood & plastics - Using hand tools - Using machinery - Using ICT - Photoshop - 2D Design	<b>Topics:</b> - Workshop safety - Product analysis - Working with materials including wood & plastics - Using hand tools - Using machinery - Using ICT - Working with electronic components	<b>Topics:</b> - Workshop safety - The design process - Analysis of similar products - Joints and their uses - Market research - Plans for making safe use of hand tools - Finishing processes - Evaluation - Electronics and Components - Using ICT/2D Design - Photoshop

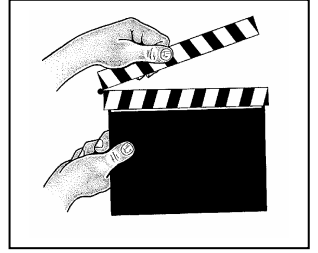
### HOW PARENTS CAN HELP

Encourage your child to take pride in their work.

Help them improve the content and presentation of their work.

Always make sure they have special equipment for lessons. In this case they must have an apron, a 30cm ruler and a good set of drawing pencils.

# DRAMA



## AIMS:

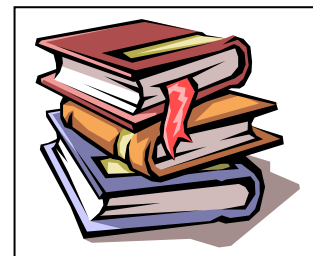
- To develop a range of performance skills and techniques used to create original Drama.
- To explore theatrical styles and texts from different historical and cultural settings and develop ways of presenting to an audience.
- To improve student self esteem and confidence through discussion, investigation and presentation.
- To develop empathy for others by exploring a diverse range of social and cultural experiences.
- To develop speaking and listening skills through discussion and evaluation.
- To enable students of all backgrounds and abilities to work together to present their ideas, beliefs and opinions with clarity and confidence.

Topics Covered		
Year 7	Year 8	Year 9
Group skills/co-operation	Theatre in Education Issue-based drama	'Romeo & Juliet' – Shakespeare
		Status/Relationship (Text: Derek Bentley/Christopher Craig, <i>Let 'em Have It</i> )
Mime and non-verbal communication Silent movies	'The Tempest' – interpreting text	'Teachers' – John Godber Direct address, multi-role, script
Physical Theatre (Blodin the Beast)	Non-naturalistic performance techniques/Abstract Drama (Sculpture Park)	Holocaust (Exploring historical/cultural differences – developing empathy)
Storytelling (Haunted House)	Characterisation and performance skills	Voice Dynamics (Accent/intonation/pitch)
Melodrama – text (Sweeney Todd) Origins/style/historical context		Radio plays – script writing, voice, tone, intonation
Group improvisation	Textual analysis – setting and creating atmosphere	Trestle theatre movement, mask work, physicality
Basic Performance Skills/conventions		

## HOW PARENTS CAN HELP

- Acknowledge the universal importance of Drama in ALL walks of life and how it can assist attainment in other subjects.
- Take your child to as many theatrical experiences as possible (not just musicals!).
- Assist your child with historical/cultural research, maybe even allowing them to bring objects/photos/artifacts in as stimulus material for different topics.
- Read through scripts and test them on their lines.

# ENGLISH



## AIMS:

- To develop reading/writing skills across a range of contexts, purposes and audiences.
- To teach students to become critical and creative thinkers.
- To foster an enjoyment and understanding of language and literature, both classic and contemporary.
- To encourage students to explore their language skills through reading, writing, speaking and listening.
- To invite students to question the world outside the classroom.

Topics Covered		
Year 7	Year 8	Year 9
Students are challenged to develop skills learned in Year 6 and are introduced to new concepts. Their work is assessed continuously by teachers, and students begin to take responsibility for evaluating their own work.	Students in Year 8 will be revisiting concepts and terminology introduced in Year 7 as well as learning new skills. Teacher assessment challenges and encourages them to value and develop their independent learning.	Students develop their skills as articulate and responsive speakers and listeners, as increasingly sophisticated and appreciative readers and as writers who are able to communicate their opinions and understanding with accuracy and imagination.
<p><b>Poetry:</b> <i>Selected popular poems (classic and contemporary)</i></p> <p><b>Novel:</b> <i>Holes, Goodnight Mr Tom, Truth or Dare, Scarper Jack, Skellig</i></p> <p><b>Non-Fiction:</b> <i>Animal Experimentation, Teen Curfew, Television</i></p> <p><b>Drama:</b> <i>Hamlet</i></p> <p><b>Creative Writing:</b> <i>Changing fairytales, Myths and Legends</i></p> <p><b>Media:</b> <i>BFI film unit, Chocolate campaign, Brainwashing adverts, Soap operas</i></p>	<p><b>Poetry:</b> <i>Rime of the Ancient Mariner, The Lady of Shallot, Chaucer</i></p> <p><b>Novel:</b> <i>e.g. Kit's Wilderness, The Outsiders, Stone Cold, Charles Dickens Unit, Boy in the Striped Pyjamas</i></p> <p><b>Non-Fiction:</b> <i>Newspapers, Travel brochure, persuasive writing</i></p> <p><b>Drama:</b> <i>Much Ado About Nothing, A Midsummer Night's Dream</i></p> <p><b>Creative Writing:</b> <i>Horror, Frankenstein</i></p> <p><b>Media:</b> <i>Film, Edward Scissorhands</i></p>	<p><b>Novel:</b> <i>Exploring 'Science Fiction' unit, Animal Farm, Roll of Thunder, Hear My Cry, To Kill a Mockingbird.</i></p> <p><b>Non-Fiction Unit:</b> <i>Inform, explain and describe</i></p> <p><b>Drama:</b> <i>Macbeth</i></p> <p><b>Media:</b> <i>The suspense film, comparing film and text, James Bond, writing radio scripts</i></p> <p><b>Speeches:</b> <i>Examining famous speeches</i></p> <p><b>GCSE Transition:</b> <i>Other cultures, Film and Unseen Poetry Unit, 'Educating Rita' 'Pygmalion' and 'Death of a Salesman'</i></p> <p><b>Poetry:</b> <i>War poems, poetry about loss</i></p>

## HOW CAN PARENTS HELP

- Encourage all types of reading.
- Discuss issues with your children.
- Show interest in your child's work at all times.
- Organise theatre/cinema/museum visits

# FOOD AND TEXTILES TECHNOLOGY (FTT)



## AIMS:

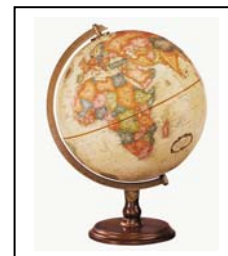
- To teach practical skills that will enable students to prepare food hygienically.
- To teach nutrition and healthy eating.
- To look at products to see how they work and are used.
- To improve cognitive skills.
- To learn about specific tools, materials and processes.
- To develop design skills in both food and textiles.
- To experience foods and textiles from a cultural aspect.

Topics Covered		
Year 7	Year 8	Year 9
Personal Hygiene Food hygiene Washing-up Safety Equipment The Cooker Weighing/measuring Healthy Eating Nutrition Food Storage Dairy Shopping A packed lunch product Learning cube made from felt Basic hand embroidery	Healthy Eating Nutrients Food packaging Textile design Safety within textiles Additives Convenience Food Shorts Basic textiles construction techniques Introduction to sewing machine and overlocker Different types of research	Review previous experience Product evaluation Celebration cakes project Functions of ingredients in cakes Project planning Decoration techniques Adaptation of recipes International cookery Shop surveys Costings of recipes Writing and following flowcharts Presentation skills

## HOW PARENTS CAN HELP

- Allow students to weigh out their own ingredients at home.
- Provide ingredients for practical lessons and a large labelled box.
- Encourage your child to cook at home with supervision.
- Encourage all types of craftwork using fabrics and threads.
- Visit craft fairs and any designer outlets in the area.
- Visit the Victoria and Albert Museum at least once in the 3 years.

# GEOGRAPHY



## AIMS:

- To stimulate students' interest in Geography, develop a sense of place and an appreciation of the environment.
- To develop understanding of global citizenship.
- To appreciate that Geography is dynamic and constantly changing.
- To develop skills in map work.

	Autumn	Autumn	Spring	Spring	Summer	Summer
Year 7	What is Geography? Dangerous Geography	Dangerous Geography (T)	Moving Stories (UK, Europe, World)	Moving Stories (UK, Europe, World)	Map Skills (F) (T)	London and the Olympics
Year 8	World's Biggest (Mountains, Rivers, Deserts, Ecosystems)	Cybergeography	Geography of Crime	Geography of Crime (F) (T)	Into Africa	Geography of Sport
Year 9	Climate Change	Sustainable Geography (F)	Conflict in Geography	Geography of China	Around the World (T)	Around the World

Key – (F) = Field Visit      (T) - Test

N.B. 2 lessons per term shall be designated to Geography in the News where students discuss current news stories e.g. Japanese Tsunami

## HOW PARENTS CAN HELP

- Ensure that students have all the equipment needed for lessons including a 30cm ruler, coloured pencils, pen, compass, calculator, eraser, pencil sharpener, glue-stick and scissors. Check on this as the year progresses as many Year 7 pupils have very little equipment by the summer term.
- Buy an atlas as it is helpful for students to have one at home. We recommend 'Collins Foundation'.
- Check homework and homework diary on a regular basis.
- Encourage students to watch news items on TV e.g. Newsround and the weather forecast.
- Encourage pupils to think where they are travelling to and get them to look it up on Google Earth or other online mapping websites.
- Give permission for students to attend field visits during Key Stage 3 – there is generally a one-day visit in each of Years 7, 8 and 9.

# HISTORY



## AIMS:

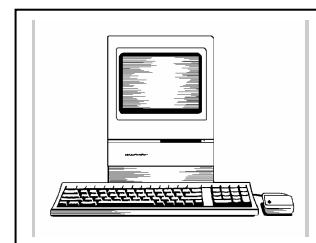
- To learn about significant people and events from the past.
- To enable students to see the links between the way societies, politics, culture and the economy have developed.
- To use a wide range of sources of information to find out about aspects of the past in depth.

Topics Covered		
Year 7	Year 8	Year 9
Ancient Medicine (Greeks and Romans)	Jack The Ripper And Native Americans 1840 - 1890	Era of the Great War 1880 – 1918
Early Modern Religion (Tudors)	Revolutions 1600 - 1800	Era of World War Two 1919 – 1989
East End Immigration 1700 - 2000	Slavery and Civil Rights in U.S.A. 1700 - 1970	Genocide studies 1941 - 1994

## HOW PARENTS CAN HELP

- Be supportive of the subject.
- Encourage students to read books and magazines.
- Ensure H.A.L.O. Home Learning is done.
- Help develop resource skills.

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)



## AIMS:

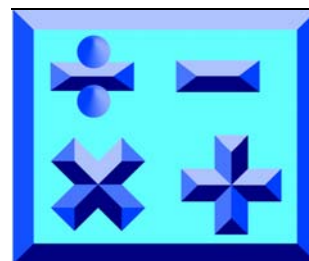
- To prepare students to be active participants in a rapidly changing information based world.
- To develop and extend student knowledge, skills and understanding through problem solving and project based tasks.
- To teach students to use standard 'Office' application software as well as specialist software.
- To help students appreciate how ICT can be used to solve problems.
- To enable students to become confident users of ICT.

Topics Covered		
Year 7	Year 8	Year 9
<p><b>Communicating</b> Use word-processing and Desk Top Publishing (DTP) to present: <i>What is ICT?</i> An introduction to ICT, ICT in context, computer hardware. The use of a network. E-safety and the importance of protecting personal details.</p> <p><b>Models and Modelling</b> Using spreadsheet software, understand the benefits over manual calculations and enhance the presentation of spreadsheets created.</p> <p><b>Control</b> Introduction to programming and how sequences are created using a set of pre-defined commands.</p> <p><b>Searching and selecting</b> Use the Internet to effectively search for relevant information, taking bias and accuracy into account</p> <p><b>Refining and presenting information</b> Plan and design a digital media presentation taking into account the purpose of the publication and the intended audience.</p> <p><i>ICT is taught across the curriculum as well as in discrete lessons.</i></p>	<p><b>Exchanging information and finding things out</b> Creating a series of multimedia web pages, incorporating animation and sound.</p> <p><b>Data handling</b> Use database software to understand the benefits over paper-based data storage and retrieval.</p> <p><b>Models and Modelling</b> Using spreadsheet software to investigate, design and create ICT-based financial models.</p> <p><i>ICT is taught across the curriculum as well as in discrete lessons.</i></p>	<p><b>Systems: managing a project</b> Students will develop skills to carry out a project systematically. This will include the use of word-processing, DTP, spreadsheet, database and graphic software.</p> <p>This project helps bridge the gap between KS3 and KS4.</p> <p><b>Test</b> Students will be expected to sit an end of Key Stage test.</p> <p><i>ICT is taught across the curriculum as well as in discrete lessons.</i></p>

## HOW PARENTS CAN HELP

- If they have access to a computer, encourage your child to improve their practical application skills of information research and data presentation at home.
- Encourage reading around the subject by purchasing your child an ICT book such as the "CGP KS3 ICT Study Guide" or "ICT Handbook".
- Encourage your child to be a responsible ICT user by not viewing unsuitable material on the Internet, or copying another person's work and presenting it as their own.
- Encourage your child to be an independent and discriminate user of ICT rather than using his/her time playing computer games.

# MATHEMATICS



## AIMS:

- To develop numeracy skills.
- To learn how to apply Mathematics to real life problems.
- To access the wider curriculum requiring Mathematical skills.
- To encourage enjoyment of Mathematics.
- To develop appropriate use of a calculator.

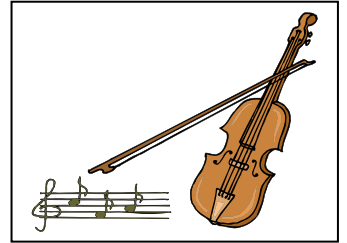
Topics Covered		
Year 7	Year 8	Year 9
<p>In all years students study topics appropriate for their ability drawn from The National Curriculum for Mathematics and cover Programmes of Study in:</p> <p>Number and Algebra Shape, space and measures Data handling and probability</p> <p>The precise coverage will depend on prior attainment and differs according to which of the sets a student is placed in. Higher sets concentrate more on algebraic topics, whilst lower sets do more number topics.</p> <p>For more information look at <a href="http://www.mathsatbeal.org.uk">www.mathsatbeal.org.uk</a></p>		

## HOW PARENTS CAN HELP

- Ensure homework is done.
- Perseverance is important in Mathematics. This should be encouraged at home.
- Provide a scientific calculator at home if possible.
- Ensure that students always have the correct equipment.
- Encourage independent study, making use of suitable KS3 learning websites (such as [www.bbc/schools.co.uk](http://www.bbc/schools.co.uk) or [www.samlearning.com](http://www.samlearning.com))
- Encourage students to use the school MLE (go to school website and click "MLE Login" which contains schemes of work/ worksheets (teachers may set homework to be submitted via the MLE).



# MUSIC



## AIMS:

- To broaden students' experience of music and encourage an appreciation and understanding of music from different cultures and eras.
- To develop musical skills and broaden musical interests.
- To encourage students to work effectively on their own and in groups of different sizes.
- To raise awareness about the effect that each individual's contribution has on the performance of a group.
- To develop the different skill areas of music i.e. Listening and Appraising, Performing and Composing.

Topics Covered		
Year 7	Year 8	Year 9
"My Musical Identity" What is music? Performing skills – vocal work Understanding rhythm Introduction to notation Note names in the treble clef staff Introduction to music theory Introduction to composing Performing skills – drumming Programme music – "The Planets" Performing skills – keyboard work Melodic composing World Tour – Music of China, India, Caribbean.	Performing skills – vocal work Minimalism Performing skills – more advanced keyboard work More complex notation work Musical terms Note names in the bass clef staff Alternative forms of notation The world of popular music Reggae Blues/Jazz music Theme and variations Bhangra	Modes – Gregorian Plainchant & Jazz Musical Futures – creating music Film music Funk, Soul & Disco music Song writing

## HOW PARENTS CAN HELP

- Ensuring completion of homework when set.
- Encouraging students to develop their musical interests.
- Involvement in extra curricular clubs
- Instrumental lessons

# PERSONAL AND SOCIAL HEALTH EDUCATION (PSHE)



**AIMS:**

- To support and encourage what is at the heart of the educational process: the physical, mental, spiritual, social and cultural development of young people.
- To encourage the development of confidence and responsibility.
- To help students make the most of their abilities.
- To encourage the development of a healthy, safe lifestyle.
- To encourage good relationships and respect of differences.

<b>Topics Covered</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Identity - who am I? Fairness & Children's Rights "My Manor" – Road safety in Redbridge Smoking "Me and my World" - Fair Trade Being a teenager & Puberty	Young People and the Law Assertiveness Community Drugs Awareness Organ Donation	Human Rights & Legal Rights Consumer Rights Employee Rights Diversity & Multiculturalism Government The Global Community Year 10 Options Sexual Health – STIs and Contraception

**HOW PARENTS CAN HELP**

- Ask students what they have been learning at school and reinforce this at home.
- Encourage an interest in current issues and discuss varying and alternative views at home.

# PHYSICAL EDUCATION (P.E.)



## AIMS:

- To develop knowledge, skills and understanding in the 4 areas of the National Curriculum: Athletics, Dance, Games and Gymnastics activities.
- To create an environment in which all students have the opportunity to learn and progress.
- To foster positive attitudes towards fitness and health through practical activities.
- To effect a smooth transition between the key stages.
- To provide a broad and balanced extra curriculum for students.

<b>Topics Covered</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Athletics Basketball Cricket (boys) Dance Fitness Football Gymnastics Netball (girls) Rounders (girls) Rugby (boys) Net/Wall activity e.g. Table Tennis	Athletics Basketball Cricket (boys) Dance Fitness Football (boys) Gymnastics Netball (girls) Rounders (girls) Rugby (boys) Net/Wall activity e.g. Badminton	Athletics Basketball Cricket (boys) Dance/Fitness Football (boys) Gymnastics Netball (girls) Rounders (girls) Rugby (boys) Trampolining Net/Wall activity e.g. Tennis/ Volleyball, Badminton

## HOW PARENTS CAN HELP

- Ensure that students have their PE kit.
- Ensure that students bring in a note when they are unable to participate.
- Support your son/daughter when they are representing the school.
- Ensure that students complete their project work.
- Encourage your son/daughter to join clubs and be active inside/outside of school.

# RELIGIOUS EDUCATION (R.E.)



**RE** at Beal is very special: we are a school community for whom religion is important - most students come from a home where religious beliefs are important. This makes it possible to do a lot of “sharing”, and most of the world’s major religions are represented in every class.

KS3 students are taught Religious Education (R.E.) for a one hour lesson each week in a class of about 30 students from 4 different tutor groups, by well qualified and experienced teachers. Students will be expected to concentrate and work hard in class, and to do home learning which will be set regularly.

**REal Beal** uses the most up to date ways to learn, so much of what students are asked to do will involve ICT and in particular will develop their computer skills. If students do not have a computer they can use at home, they will need to make arrangements to use one in the school’s Resource Centre at lunchtime or after school.

**REal Beal** follows the Redbridge Agreed Syllabus “Exploration and Response” which students can access at <http://www.redbridgerenet.co.uk/>

<b>Topics Covered</b>		
<b>REal Beal – Year 7</b>	<b>REal Beal - Year 8</b>	<b>REal Beal – Year 9</b>
<p><b>Real Beal 7</b> is a gradually widening geographical journey of exploration and response to religion. We concentrate on asking for reasons for belief, and challenging those reasons.</p> <p>We begin in the classroom by sharing and comparing our beliefs, the reasons for them and the ways we show them both in worship and in the way we live.</p> <p>Next, we journey a little further afield to explore and respond to Religion in REdbridge. We will meet local religious representatives and visit places of worship.</p> <p>Finally, we travel the world to explore and respond to the impact of religion in the rapidly shrinking world outside the UK.</p>	<p><b>REal Beal 8</b> is another journey – this time through life. Starting at the age of 12 and ending literally God knows when – students will live their entire lives by the end of the year!</p> <p>We start with what and why students believe at the age of 12 and how they might explore and respond to religion throughout the rest of their lives. We investigate commitment ceremonies, ask about relationships and investigate religion and marriage. We think about religion, family life and bringing up children. We investigate family problems and how religion might respond. Finally we explore the ways in which religion approaches the death of family and friends, and ask how much it helps.</p>	<p><b>REal Beal 9</b> begins GCSE Short Course Religious Studies which students finish by taking the GCSE examination in <b>REal Beal 10</b>.</p> <p>The areas we study are Religion and Social Responsibility, Religion and the Environment, Religion and Medical Ethics, and Religion – Peace and Conflict.</p> <p>We follow the Edexcel specification: full details can be found at <a href="http://www.edexcel.com/quals/gcse/gcse09/rs/pages/default.aspx">http://www.edexcel.com/quals/gcse/gcse09/rs/pages/default.aspx</a></p>

### **HOW PARENTS CAN HELP**

- Discuss the subject matter of lessons and home-learning
- Encourage an open mind which can understand various viewpoints.
- Ensure home-learning is completed in depth and detail – and handed in on time
- Encourage visits to places of religious significance, and share religious beliefs and ideas.
- Encourage the learning and correct spelling of subject-specific words.

# SCIENCE



## AIMS:

- To enable students to learn about:
  - Life processes and living things.
  - Materials and their properties.
  - Physical processes
  - The Scientific process
- To develop skills which enable students to plan investigations, carry them out and draw conclusions.
- To offer the opportunities to all students to extend towards further work which will challenge them.

Topics Covered		
Year 7	Year 8	Year 9
Biology Chemistry Physics Earth Sciences	Keeping fit Element and compounds Magnets Adaption Solar system Acids and alkalis Using food Speed Chemicals in action Energy resources	Keeping healthy It's your choice Variety of life Physical changes Atoms and molecules Reactivity Light and sound Energy Electricity Forces C1 – Air Quality B1 – You and Your Genes P1 – Earth & Universe

## HOW PARENTS CAN HELP

- Encourage students to use the MLE, their text books and exercise books to revise for unit tests.
- Take students to the Science or National History Museums.
- Encourage students to attend Science Club, which meets once per fortnight.
- Discuss with your son/daughter the work they have been covering in class.
- Read through their homework with them.