



Riverside School
Prague

Junior High

Riverside

Junior High

Curriculum

2016 – 2017



*"Pojď sem, synu, uč se moudrým býti."
"Come here, son, and learn to be wise."*

J. A. Komenský (1592 - 1670)

Junior High Curriculum

Mission Statement

Riverside School values the uniqueness of the individual and provides high quality education for students of diverse culture within a Christian ethos supportive family environment. The staff team is dedicated to building positive relationships, with students, preparing them to be accomplished, global citizens.

Riverside is accredited by the leading Accreditation bodies in the United Kingdom, the United States and internationally.



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Our Curricular Aim

Introduction to the High School Curriculum

The First Three Years (Years 7 - 9)

- *These years are the foundation for secondary education. We build on the learning and skills acquired in Primary and Elementary schools and provide a broad curriculum to give students a wide range of knowledge, skills and opportunities for the future.*
- *The curriculum structure is based on the British National Curriculum to meet the needs of an international student body. Individual subjects draw upon comparative resources across the world.*
- *It is important for students to begin thinking about their educational goals at this stage and planning what they might like to study in the future.*



The Middle Two Years (Years 10 & 11)



UNIVERSITY of CAMBRIDGE
International Examinations

edexcel

- *The students commence the International General Certificate of Secondary Education (IGCSE) external examination courses governed by the University of Cambridge and Edexcel Examination Boards. IGCSEs are one of the most recognised qualifications around the world. The qualification provides a foundation for higher level courses, such as A and AS Levels, the North American Advanced Placement programme and the International Baccalaureate Diploma Programme.*
- *IGCSE courses take two years to complete and examinations are taken at the end of that period (Year 11). Examinations are held in June and November each year with results issued in August and February respectively.*
- *In Year 10 students also begin a four year programme of accreditation towards higher education in North America.*

Our Curricular Aim

The Final Two Years (Years 12 & 13)



- *The students commence the International Baccalaureate (IB) Diploma Programme. This is one of the most recognised qualifications around the world and accepted as proof of academic ability for entry to universities and institutes of higher education.*
- *Good IB results are a key to admission for all the world's major English speaking and non-speaking universities. Good grades at IB can result in up to one full year of advanced standing or credit at universities in the USA and Canada.*
- *The IB Diploma Programme takes two years to complete with exams taken at the end (Year 13). Examinations are held in May each year with results issued in July.*
- *Students continue their four year programme of accreditation towards higher education in North America. Upon successful completion, students gain a Riverside Graduation Diploma.*
- *Career Guidance and Work Experience help students to explore the world of work and prepare for life beyond school.*

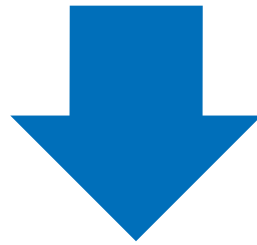


Curriculum Overview

Junior High

Years 7 - 9
Key Stage 3

(Based on the British National Curriculum Model)



Senior High

Years 10 - 11
IGCSE

(International General Certificate of Secondary Education)
(Based on the British National Curriculum Model)



Years 12 - 13
International Baccalaureate Programme

Junior High Curriculum Flowchart

Subject Area	YEAR 7	YEAR 8	YEAR 9
VISUAL ARTS & PERFORMING ARTS	Art Drama Music	Art Drama Music	Art Drama Music
DESIGN & TECHNOLOGY	Design & Technology Information Technology	Design & Technology Information Technology	Design & Technology Information Technology
ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE	English English as an Additional Language (EAL)	English English as an Additional Language (EAL)	English English as an Additional Language (EAL)
MODERN FOREIGN LANGUAGES	Czech Czech for Czechs French German Spanish Latin	Czech Czech for Czechs French German Spanish Latin	Czech Czech for Czechs French German Spanish
MATHEMATICS	Mathematics	Mathematics	Mathematics
PHYSICAL EDUCATION	Physical Education	Physical Education	Physical Education
SCIENCE	Science	Science	Science
SOCIAL STUDIES	Geography History Religious Education	Geography History Religious Education	Geography History Religious Education

PERSONAL SOCIAL & HEALTH EDUCATION is integrated in curriculum themes, assemblies, tutor time, classroom activities including coaching sessions, enrichment and extra-curricular openings.

Lessons Allocation

Subject	No. of Lessons	Subject	No. of Lessons
ENGLISH	4	HISTORY	2
MATHEMATICS	6	GEOGRAPHY	2
SCIENCE	4	MUSIC	2
MODERN FOREIGN LANGUAGES x 2	3 + 3	COMPUTING	1
PE	2	RE	2
ART	2	DESIGN & TECHNOLOGY	2
DRAMA	2	ASSEMBLY	1
		SKILLS FOR LIFE	2

TOTAL NUMBER OF LESSONS

40 x 40 mins each

Senior High Curriculum Flowchart

Subject Area	YEAR 10	YEAR 11	YEAR 12	YEAR 13
ARTS & ELECTIVES	Art Music Drama	Art Music Drama	Visual Arts HL/SL Music Performance HL/SL	Visual Arts HL/SL Music Performance HL/SL
ENGLISH (LANGUAGE 1)	English Language English Literature	English Language English Literature	English A1 HL/SL Literature & Performance SL Czech A1 HL/SL Self-taught Lang SL	English A1 HL/SL Literature & Performance SL Czech A1 HL/SL Self-taught Lang SL
MODERN FOREIGN LANGUAGES (LANGUAGE 2)	English as a Second Language Czech French German Spanish	English as a Second Language Czech French German Spanish	English B HL/SL French B HL/SL German B HL/SL German ab initio SL Spanish B HL/SL Spanish ab initio SL	English B HL/SL French B HL/SL German B HL/SL German ab initio SL Spanish B HL/SL Spanish ab initio SL
MATHEMATICS	Mathematics	Mathematics	Mathematics HL/SL Mathematical St SL	Mathematics HL/SL Mathematical St SL
PHYSICAL EDUCATION	Physical Education	Physical Education		
SCIENCES	Coordinated Sciences	Coordinated Sciences	Biology HL/SL Chemistry HL/SL Environmental Systems & Societies SL Physics HL/SL	Biology HL/SL Chemistry HL/SL Environmental Systems & Societies SL Physics HL/SL
INDIVIDUAL SOCIETIES	Business Studies Geography History Religious Education	Business Studies Geography History Religious Education	Business & Management HL/SL Geography HL/SL History HL/SL Economics HL/SL Psychology HL/SL	Business & Management HL/SL Geography HL/SL History HL/SL Economics HL/SL Psychology HL/SL
TECHNOLOGY	Information Computer Technology	Information Computer Technology	Computer Science HL/SL	Computer Science HL/SL

In addition all IB students follow a course in Theory of Knowledge, submit an Extended Essay and take part in Creativity, Action, Service programmes.

Junior High Assessment

Introduction

Assessment and reporting is a dynamic and collaborative process of gathering information in order to form a complete picture of a student's achievement and development in a way which will encourage and advance learning.

Riverside's assessment policy is framed with the intention of encouraging students to be self critical and self-directed. Assessment and reporting practices at Riverside recognise, celebrate and positively reinforce individual effort and growth.

Assessment is an ongoing process and both assessment and reporting are crucial elements of the teaching and learning programme. Teachers continuously assess the strengths and challenges facing students, so that approaches and future directions can be planned, to enable success for all. Riverside aims to promote a positive attitude and encourage the pursuit of excellence.

Riverside values assessment and reporting practices, which promote improvement in student learning. The culture is based on a strong partnership between teachers, students and parents. Teachers work with students to make decisions about what and when to assess and to ensure that assessment procedures are purposeful, manageable and useful. Riverside uses a variety of assessment methods and reporting processes which are versatile, adaptable, relevant and reflective to respond to the diverse needs of its students.

Working Together

At Riverside, we encourage students to:

- *take the opportunity to participate fully in the process of negotiation to ensure that the assessment and reporting processes meet individual needs and allow students to fully demonstrate what they know.*
- *make good use of opportunities to develop the knowledge and skills necessary to participate fully in the assessment process.*

At Riverside, we encourage parents to:

- *positively and actively support their child's participation in the variety of assessment and reporting practices which take place in the school.*

At Riverside, teachers have a responsibility to:

- *Provide students with the assessment, recording and reporting procedures that are appropriate to, and meet the learning needs of individuals and groups of students.*
- *Use valid and reliable assessment tasks.*
- *Develop a student's knowledge, skills and understanding of various assessment methods and formally teach them the skills to be successful in the assessment styles.*
- *Maintain records and report to the relevant people on students' progress.*
- *Maintain confidentiality.*
- *Work with colleagues to contribute to a coordinated whole school approach to assessment and reporting.*
- *Ensure that assessment and reporting informs future programming and teaching.*
- *Ensure that assessment and reporting methods are inclusive.*
- *Teach students how to think, not what to think.*

Junior High Assessment

Celebrating Achievement

All students at Riverside have regular opportunities to receive, discuss and clarify information about their progress toward the achievement of learning goals and outcomes.

Teachers and students assess and report student learning progress and achievement in all Learning Areas across the curriculum. Assessment practices are developed in line with the stated curriculum objectives and explicit learning outcomes.

In practice this means that:

- *the assessment and reporting process emphasise achievement and areas for improvement.*
- *assessment tasks are carefully planned, explicit, ongoing and valid so that all students are given opportunities to succeed.*

Assessment

At Riverside, assessment aims to improve the learning outcomes of all of our students, to provide information about whether the learning goals of the teaching programme have been achieved and to assist with making decisions about the teaching and learning programmes that we offer our students.

At Riverside, our assessment:

- *encourages students to reach goals.*
- *assists in the diagnosis of students' strengths and areas for improvement.*
- *provides a progressive record.*

The main purpose of ongoing assessment is to provide students, teachers and parents with feedback about the student's progress in learning. Most assessment of how students are progressing is ongoing and takes place in the classroom. Teachers use this information for planning their programmes. Individual student assessments are confidential to the student, the parents and appropriate school staff.

Internal Assessment

Junior High students are internally assessed through the following areas using the Key Stage 3 National Levels as guidance:

- *class work*
- *homework*
- *research projects*
- *assignments*
- *practical studies*
- *tests (tests should make up no more than 40% of a student's grade in the Junior High School)*

Teacher assessment should include the following (where possible):

- *oral work in languages*
- *fieldwork in geography*
- *laboratory work in the sciences*
- *investigations in mathematics*
- *artistic performances*

Junior High Assessment

External Assessment

Students in the Junior High will participate in a range of assessments designed to determine potential and track progress throughout Key Stage 3. The assessments are based on the British National Curriculum and allow for a comparison of performance with students of international schools.

Examinations are taken at the end of Year 9 in a number of subjects to prepare students for the next stage of their education in Senior High. These exams are scheduled over a week and are similar in style to the exams taken in the IGCSE course.

Common Entrance Exam - To be taken in Year 9 in the subjects of English, Mathematics, Science, French and Spanish.

Monitoring Student Welfare and Academic Progress

The Junior High Principal and Leadership Team manages and oversees the academic and welfare programmes of the Junior High School students.

Tutor Teachers monitor students family situations, study habits and organisational skills and directs students to the appropriate staff member for questions regarding course selection or career planning.

The Junior High Principal is a link between parents and the school. The Junior High Principal monitors attendance, student behaviour and academic progress.

Achievement Grades

A+	95-100	Exceptional Understanding
A	90-94	Exceptional Understanding
B+	85-89	Extended Understanding
B	80-84	Extended Understanding
C+	75-79	Secure Understanding
C	70-74	Secure Understanding
D+	65-69	Developing Understanding
D	60-64	Developing Understanding
E	0-59	Foundational Understanding

Junior High Homework Policy

Homework

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Aims

Homework enables students to:

- consolidate and extend work covered in class or prepare for new learning activities
- access resources not available in the classroom
- develop research skills and provide an opportunity for independent work
- show progress and understanding
- provide feedback in the evaluation of teaching
- enhance their study skills e.g. planning, time management and self discipline
- take ownership and responsibility for learning
- engage parental co-operation and support
- create channels for home school dialogue



Homework Tasks

Homework can be (but not limited to):

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording

Junior High Homework Policy

Homework

Setting Homework

The time taken on homework will vary from student to student depending upon the student's ability in the subject, the quality of the work, the speed at which they work and their attention to detail.

Homework Guidelines

- A student working at an average pace should spend the following time each week on homework.

Year	Total Minutes Each Night	Total Minutes Each Week	English	Maths	Science	Social Studies	Modern Foreign Languages	ICT	Music	RE
7	60	300	1x40	3x20	1x40	2x30	2x20	1x20	1x20	1x20
8	60	300	1x40	3x20	1x40	2x30	2x20	1x20	1x20	1x20
9	90	450	1x60	3x30	1x60	3x30	2x30	1x30	1x30	1x30

- Homework may be set once, or a number of times each week depending upon the subject and the work being covered.
 - Apart from Mathematics students will be given 2-3 nights to complete the homework.
 - In Mathematics and Modern Foreign Languages the primary purpose of homework is to consolidate the work of the day and for the teacher to know that the student has understood the session before progressing in the topic.
- Teachers recognise that students will not always be able to commit to homework every evening and more leniency should be given in those subjects where homework is set frequently and expected in the following day.

Junior High Homework Diaries

Subject and Tutor Teachers need to reinforce the following procedures:

- Use of the homework diary and Google Classroom is obligatory.
- Subject teachers write a comment in the homework diaries and sign if a student fails to complete a task by a given deadline.
- Parents are asked to write to the school where the failure to complete the homework is outside the student's control. Students are issued with homework diaries to enable them to record work that is set. These should be reviewed and signed by the parents at the end of each week.

Failure to Complete Homework

- If a student for no legitimate reason fails to complete homework or has not given the work sufficient attention the subject teacher may ask him/her to complete the work again either at break or lunchtime or after school or during the evening.
- Tutor Teachers - through weekly monitoring of diaries, identifying students with homework problems across several curriculum areas.
- Subject and Tutor Teachers will contact parents where students are causing particular concern.

Junior High Special Educational Needs

All students at Riverside School are special and all students have special educational needs. Each student attends Riverside to further his or her education and will access a broad, balanced and differentiated education which encompasses the provision outlined in the Riverside Curriculum.

The programmes of study and schemes of work within the school take account of a wide range of student abilities, aptitudes and interests. There are some students; however, who have particular educational needs which will necessitate additional provision. We aim to enable each student to progress and be appropriately challenged.

Objectives

Our purpose in giving attention to educational needs is to provide a system which enables the needs of all students to be addressed and to recognise the continuum of need and range of provision required.

Our objectives are

- *to identify special needs, through liaison with professionals and parents, screening, assessment and observation, culminating in the student's inclusion on the Riverside SEN Register.*
- *to disseminate strategies for implementing a wide range of provision, through regularly reviewed Individual Education Plans and the SEN Register.*
- *to co-ordinate these procedures through effective communication between class, subject and pastoral staff, relevant professionals, parents or guardians.*

The Range of Special Needs at Riverside School

Within the teaching resources available, we aim to support the following groups of students who have been identified as having particular educational needs.

- ***Students with general learning difficulties particularly in reading, writing, spelling and Mathematics or who may be generally underachieving in a specific area of learning***
- ***Students with specific learning difficulties in reading and spelling***
- ***Students with specific physical or medical conditions***
- ***Students with mild behavioural or emotional difficulties***
- ***Students who require an advanced programme of study.***



Junior High Special Educational Needs

Extending Gifted and Talented Students in the Junior High School

In the Junior High we adjust the teaching process according to the learning needs of the students so that all students have the opportunity to reach the levels of attainment of which they are capable. Teachers will address the needs of high achieving students ensuring that they are sufficiently extended.

Individual departments are expected to provide appropriate activities and projects for the gifted or highly motivated students within the classroom. Some of the ways in which departments address the needs of Gifted and Talented students are as follows:

- *Focusing on quality teaching - where teachers have high expectations and tailor their lessons to address the needs of all students*
- *Encouraging teachers to offer personalised learning opportunities*
- *Encouraging independence and self-assessment*
- *Offering extension in depth (through complexity) and enrichment in breadth (broader range of content, tasks and resources)*
- *Accelerating the pace of learning - in some circumstances*
- *Encouraging students to take risks*
- *Providing assessment which gives focused feedback*
- *Developing higher-order learning skills such as analysis, synthesis and evaluation*
- *Providing opportunities to develop critical and creative thinking that generates ideas in talk, in their own writing and in response to texts.*

In addition the external and internal subject specific events and competitions to demonstrate and celebrate the following skills:

- *To provide the stimulation of real, open-ended challenges*
- *To develop creative problem solving approaches and techniques*
- *To foster cooperative learning and team work*
- *To promote knowledge and appreciation of self and others*
- *To encourage experimentation and risk taking*
- *To expand and reward creative and divergent thinking*
- *To stimulate a spirit of inquiry and a love of learning*
- *To develop enterprise*
- *To celebrate excellence*



Arts

A photograph of two young boys in a classroom setting. The boy on the left, wearing a white polo shirt, is smiling and playing an acoustic guitar. The boy on the right, wearing a dark blue polo shirt, is leaning in and looking at the guitar. In the foreground, the hands and part of a guitar of another student are visible. The background is slightly blurred, showing other students and classroom furniture.

Visual Arts
Drama
Music

YEAR 7

Course Description

In art, students work independently as well as in small groups to develop a body of work following the Key Stage 3 British curriculum. The work comprises of sketching and studio work, which builds on all prior and present knowledge, skills, experiences, and understanding. Students further develop their technical skills in drawing, painting, sculpture and mixed media.

Topics Include

- Recording observations and visual information in a sketchbook/visual diary.
- Experiencing a range of 2D and 3D media and techniques.
- Exploring, discussing and understanding the context of Artworks, Artist Models, Genres and Art Movements from a variety of cultures.
- Developing ways to evaluate, reflect and analyse their own Artwork and that of others to inform future Artworks.

Assessment

Sketchbook/visual diary	20%
Skills and techniques	20%
Development of ideas	20%
Understanding the context of Artworks	20%
Participation, attitude and self reflection	20%

YEAR 8

Course Description

In art, students work independently as well as in small groups to develop a body of work following the Key Stage 3 British curriculum. The work comprises of sketching and studio work, which builds on all prior and present knowledge, skills, experiences, and understanding. Students further develop their technical skills in drawing, painting, sculpture and mixed media.

Topics Include

- Recording observations and visual information in a sketchbook/visual diary.
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- Developing ways to evaluate, reflect and analyse their own Artwork and that of others to inform future Artworks.

Assessment

Sketchbook/visual diary	20%
Skills and techniques	20%
Development of ideas	20%
Understanding the context of Artworks	20%
Participation, attitude and self reflection	20%

Course Description

In art, students work independently as well as in small groups to develop a body of work following the Key Stage 3 British curriculum. The work comprises of sketching and studio work, which builds on all prior and present knowledge, skills, experiences, and understanding. Students further develop their technical skills in drawing, painting, sculpture and mixed media.

Topic Include

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- Exploring, discussing and understanding the context of Artworks, Artist Models, Genres and Art Movements from a variety of cultures.
- Developing ways to evaluate, reflect and analyse their own Artwork and that of others to inform future Artworks.

Assessment

Sketchbook/visual diary	20%
Skills and techniques	20%
Development of ideas	20%
Understanding the context of Artworks	20%
Participation, attitude and self reflection	20%



YEAR 7

Course Description

Riverside believes that drama is invaluable as a means for developing confidence, concentration, language skills, encouraging positive social interaction and stimulates creativity and the realms of the imagination. All students become familiar with the process of devising, rehearsing, performing and critiquing their own performance material. The course is student focused and designed to encourage creativity and originality whilst promoting an appreciation for the expressive arts.

Topic Include

- An Introduction to Improvisation
- Novel to Performance
- The Seven Deadly Sins
- Fame and Celebrity
- Riverside's Got Talent

Specialist workshops are offered throughout the year in dance/movement, stage techniques, set design and costume. Our students also have the opportunity to participate in an annual Junior High musical.

Assessment

The course is: 100% Practical

YEAR 8

Course Description

Riverside believes that drama is invaluable as a means for developing confidence, concentration, language skills, encouraging positive social interaction and stimulates creativity and divergent thinking. All students become familiar with the process of devising, rehearsing, performing and critiquing their own performance material. The course is student focused and designed to encourage creativity and originality whilst promoting an appreciation for the expressive arts.

Topic Include

- The Value of 'Issue Based' Improvisation
- An Introduction to the History of Theatre
- Novel to Performance
- Drama Witnessed Through the Still Image
- Alternative Voices
- Riverside's Got Talent

Specialist workshops are offered throughout the year in dance/movement, stage techniques, set design and costume.

Assessment

The course is: 90% Performance, 10% Theory

YEAR 9

Course Description

Riverside believes that drama is an invaluable means to; develop confidence, concentration, language skills, encourage positive social interaction, stimulate creativity and promote divergent thinking. All students become familiar with the process of devising, rehearsing, performing and critiquing their own performance material. The course is student focused and designed to encourage creativity and originality whilst promoting an appreciation for the expressive arts.

Topic Include

- An Introduction to Shakespeare – Much Ado About Nothing
- An Introduction to Musical Theatre
- Lights, Camera, Action - Improvised Theatre
- Riverside's Got Talent

Specialist workshops are offered throughout the year in dance/movement, stage techniques, set design and costume

Assessment

The course is: 80% Performance, 20% theory



YEAR 7

Course Description

Students study the three main components of music in the Year 7 course. Group Performance is taught as an through ensemble work with all students learning an orchestral instrument that they take home for practice. Students will also have piano and guitar work that will comprise of both Solo and Group Performance. Theory and Listening is taught to ensure that students have a strong understanding of music and how to develop their performance work. Students will have the opportunity to compose their own music using a variety of instruments and notation software.

Topic Include

- Orchestral Ensemble
- Guitar Performance
- Keyboard Performance
- Level 1 Music Theory
- 8 bar composition with variations
- Listening to Theme and Variations

Assessment

Performance	60%
Theory Tests	20%
Composition	15%
Classwork and Homework	5%

YEAR 8

Course Description

Students study the three main components of music in the Year 8 course. Group Performance is taught as an through ensemble work with all students learning an orchestral instrument that they take home for practice. Students will also have piano and guitar work that will comprise of both Solo and Group Performance. Theory and Listening is taught to ensure that students have a strong understanding of music and how to develop their performance work. Students will have the opportunity to compose their own music using a variety of instruments and notation software.

Topic Include

- Orchestral Ensemble
- Guitar Performance
- Keyboard Performance
- Level 1 Music Theory
- Ternary Form composition
- Minuet and Trio (Ternary Form)

Assessment

Performance	60%
Theory Tests	20%
Composition	15%
Classwork and Homework	5%

YEAR 9

Course Description

Students study the three main components of music in the Year 9 course. Group Performance is taught as an through ensemble work with all students learning an orchestral instrument that they take home for practice. Students will also have piano and guitar work that will comprise of both Solo and Group Performance. Theory and Listening is taught to ensure that students have a strong understanding of music and how to develop their performance work. Students will have the opportunity to compose their own music using a variety of instruments and notation software.

Topic Include

- *Orchestral Ensemble*
- *Guitar Performance*
- *Keyboard Performance*
- *Level 1 Music Theory*
- *8 bar composition*
- *Listening to Melody and Harmony*

Assessment

<i>Performance</i>	60%
<i>Theory Tests</i>	20%
<i>Composition</i>	15%
<i>Classwork and Homework</i>	5%



The Arts at Riverside



Design & Technology



Design & Technology
Information Technology

Course Description

In Design and Technology students combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

Topics Include

The Design and Technology curriculum is delivered to all students in a carousel arrangement.

Each project follows the National Curriculum guidelines on subject matter. In each year there is a balanced curriculum. Students move between subject specialists on an 8 week rotation period.

All projects follow the Design Process under the following headings:

- *Brief*
- *Research*
- *Developing ideas*
- *Planning*
- *Making*
- *Evaluation*

Some topics may include the following:

- *Food Technology*
- *Textiles Technology*
- *Multimedia and Music Technology*
- *Construction Design- woodwork*
- *Photography*
- *Ceramics*
- *Aquatics Safety and Rescue*

Assessment

Students are given detailed assessment criteria for each project and encouraged to self assess during tasks.

Students are set targets at the end of each project.

They are given a level for each of the projects, together with an effort grade .

At the end of each project, students self evaluate their work and progress on a formatted sheet suggesting personal targets.

At the beginning of their next project, students are encouraged to review past performances and targets.

YEAR 7

TEXTBOOKS

- *Various internet resources are used in lieu of a set textbook*
- *ICT Framework Solutions – Year 7*

Course Description

The Information Technology course is a three-year programme of study that takes its aims, syllabus, and assessment objectives from Key Stage 3 of the British national curriculum. Successful completion of this course gives students lifelong skills, including: making choices about when and where it is appropriate to exploit technology to support them in their learning and everyday life, working creatively and collaboratively, being independent, discriminating and reflective in choosing when to use technology and applying ICT to real-world situations through solving problems and carrying out a range of tasks and enquiries.

Topics Include

- *Using ICT*
- *Processing Text and Images*
- *Making and Using Models*
- *Website Design*

Assessment

<i>Individual Short Assignments</i>	<i>30%</i>
<i>Extended Practical Projects</i>	<i>40%</i>
<i>Homework/Tests</i>	<i>30%</i>

YEAR 8

TEXTBOOKS

- *Various internet resources are used in lieu of a set textbook*
- *ICT Framework Solutions – Year 8*

Course Description

Students continue to develop their ICT skills, building on the previous year's experience and applying their understanding to specific contexts. A key concept for this year is to review which programs are most appropriate for achieving particular objectives.

Topics Include

- *Data and Information*
- *Evaluating Applications Software*
- *Publishing for the Web*
- *The Design Lifecycle: a Programming Project*

Assessment

<i>Individual Short Assignments</i>	<i>30%</i>
<i>Extended Practical Projects</i>	<i>40%</i>
<i>Homework/Tests</i>	<i>30%</i>

YEAR 9

TEXTBOOKS

- *Various internet resources are used in lieu of a set textbook*
- *ICT Framework Solutions – Year 9*

Course Description

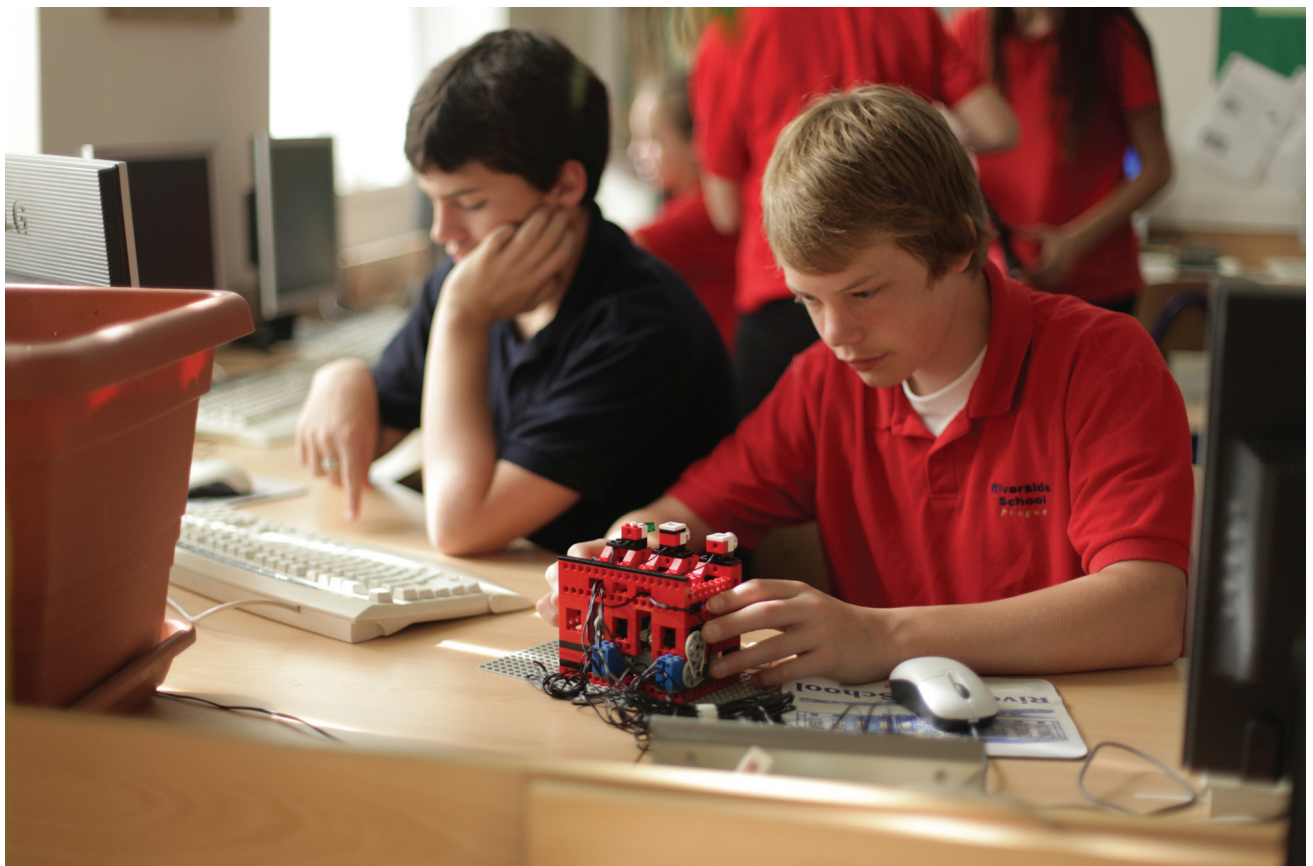
This course takes three thematic units with an integrated approach to reviewing the range of ICT skills students have developed in previous years; applying them to a series of different practical situations. An additional focus of the course is to prepare students for the courses they will undertake in the Senior High School.

Topics Include

- *Theme Parks and White Knuckle Rides*
- *Mini Companies: an eCommerce Project*
- *Control Technology Investigations*

Assessment

<i>Individual Short Assignments</i>	30%
<i>Extended Practical Projects</i>	40%
<i>Homework/Tests</i>	30%



English & English as an Additional Language

English
& English
as an Additional
Language
(EAL)



Riverside
School
Praga

YEAR 7

Course Description

This course challenges each student to grow beyond his/her current level in reading, writing, speaking, listening, and critical thinking. While learning and applying new grammar and vocabulary skills, students develop the ability to read and write with a critical eye. They also learn to speak and listen appropriately in a variety of contexts.

Topics Include

- Development of Plot in Storytelling
- Understanding Audience and a Writer's Purpose
- Red Kayak by Priscilla Cummings
- **In the novel Holes by Louis Sachar:**
 - Knowing vs. Inferring
 - External vs. Internal Conflict
- Development of Plot in Storytelling
- Understanding Audience and Writer's Purpose
- **In the novel Holes by Louis Sachar:**
 - Realistic Fiction
 - Themes of Friendship, Loyalty, and Moral Dilemma

Assessment

Daily Work	20%
Reading Comprehension	20%
Vocabulary	10%
Projects and Tests	20%
Essays/Formal Writing	30%

YEAR 8

Course Description

This course challenges each student to grow beyond his/her current level in reading, writing, speaking, listening, and critical thinking. While learning and applying new grammar and vocabulary skills, students develop the ability to read and write with a critical eye. They also learn to speak and listen appropriately in a variety of contexts.

Topics Include

- The Changing English Language
- Elements of Plot, Audience, Purpose and Genre
- Vocabulary, Grammar and Spelling
- **In the novel The Outsiders by S.E. Hinton:**
 - Understanding Character and Character's Motives
 - Themes of Money and Marginalisation
- Essay Writing
- Memoir Writing: Telling YOUR Story
- Propaganda Techniques
- Fact vs. Opinion
- Author's Purpose and Tone, Bias
- **In the novel Animal Farm by George Orwell:**
 - Satire and Symbol, Allegory
 - Historically-based Fiction

Assessment

Daily Work	20%
Reading Comprehension	20%
Vocabulary	10%
Projects and Tests	20%
Essays/Formal Writing	30%

Course Description

This course challenges each student to grow beyond his/her current level in reading, writing, speaking, listening, and critical thinking. While learning and applying new grammar and vocabulary skills, students develop the ability to read and write with a critical eye. They also learn to speak and listen appropriately in a variety of contexts.

Topics Include

- Advertising: Audience, Purpose, Bias, Presentational Techniques
- Introduction to Literary Analysis
- Persuasive Writing: Structuring an Argument
- Vocabulary, Spelling and Grammar
- **In the novel *The Boy in the Striped Pyjamas* by John Boyne:**
 - Independent Reading
 - Historically-based fiction
 - Themes of Friendship, Prejudice, Power and injustice
 - Looking at author's craft
 - Essay writing - analyzing text
- Essay Writing: Analysing a Text
- Poetry: Use of Technique, Mood, Tone, Audience and Purpose
- **In the novel *Lord of the Flies* by William Golding:**
 - Allegory and Symbol
 - Themes of Power and Human Nature

Assessment

Daily Work	20%
Reading Comprehension	20%
Vocabulary	10%
Projects and Tests	20%
Essays/Formal Writing	30%

Course Description

Students will develop an understanding of the English language through the acquisition of new vocabulary, the learning and application of grammar and spelling rules, and through pronunciation practice. Each lesson, students are encouraged to develop their skills in **speaking, reading, writing and listening**. The course is designed to provide EAL students with skills and confidence that will support them in all areas of the school curriculum and school life.

Topics Include

- Part of Speech
- English Literature Support
- Textures in Science Literature and Art
- Advertisements
- Fairy Tales

Assessment

Diagnostic Assessment	10%
Project work	30%
Class work	50%
Oral work/Spoken contributions	10%

YEAR 8

Course Description

Students will develop an understanding of the English language through the acquisition of new vocabulary, the learning and application of grammar and spelling rules, and through pronunciation practice. Each lesson, students are encouraged to develop their skills in **speaking, reading, writing and listening**. The course is designed to provide EAL students with skills and confidence that will support them in all areas of the school curriculum and school life.

Topics Include

- My Ideal Town
- A Recipe For Success
- Poetry
- Music
- Predicting Outcomes

Assessment

Diagnostic Assessment	10%
Project work	50%
Class work	30%
Oral work/Spoken contributions	10%

YEAR 9

Course Description

Students will develop an understanding of the English language through the acquisition of new vocabulary, the learning and application of grammar and spelling rules, and through pronunciation practice. Each lesson, students are encouraged to develop their skills in **speaking, reading, writing and listening**. The course is designed to provide EAL students with skills and confidence that will support them in all areas of the school curriculum and school life.

Topics Include

- My Personal Lab Report
- My World War 1 Project
- Found in Translation
- Lyrics as Poetry
- Letters Making a Request
- Hypothetical Speaking

Assessment

Diagnostic Assessment	10%
Project work	40%
Class work	40%
Oral work/Spoken contributions	10%

Modern Foreign Languages

Czech
French
German
Spanish
Latin



YEAR 7

Course Description

The Czech Language course for Year 7 further develops knowledge from previous years. Attention is focused on morphology (nouns, adjectives, pronouns, numerals, verbs), syntax, sound aspects of the language and the levels of national language. Students who are registered at the elementary school in Lysolaje fulfill obligations to an external examination of the Czech language as part of lessons. The course is focused for understanding the patterns of the mother tongue and development of communication skills in written and spoken form.

Topics Include

- Tvarosloví (Morphology)
- Podstatná jména (Nouns)
- Přídavná jména (Adjectives)
- Zájmena (Pronouns)
- Číslovky (Numerals)
- Slovesa (Verbs)
- Zvuková stránka jazyka (Sound aspects of the language)
- Rozvrstvení národního jazyka (Levels of national language)
- Skladba (Syntax)
- Základní a rozvíjející větné členy (Sentence constituents)
- Věta jednoduchá a souvětí (Simple and complex sentences)

Assessment

Tests - several smaller and four larger written tests during the school year
Two literary projects (Fairytale and its genre rules, old myths and legends)
Stylistic assignments (letter to a friend from holiday, storytelling)
Homework
Reading Journal - read at least four books per school year

YEAR 8

Course Description

The Czech Language course for Year 8 further develops knowledge from previous years. Attention is focused on study of meanings of words, study of word formation, morphology, syntax and orthography. Students who are registered at the elementary school in Lysolaje fulfill obligations to an external examination of the Czech language as part of lessons. The course is focused on understanding the patterns of the mother tongue and development of communication skills in written and spoken form.

Topics Include

- Nauka o významu slov (Study of meanings of words)
- Slova jednoznačná a mnohoznačná (Words with one and more meanings)
- Slovo a sousloví, rčení (The words and phrases)
- Synonyma a homonyma (Synonyms and homonyms)
- Slova citově zbarvená (Emotionally tinged words)
- Odborné názvy (Terms)
- Nauka o tvoření slov (Study of word formation)
- Tvarosloví (Morphology)
- Skladba (Syntax)
- Pravopisná cvičení (Orthography exercises)

Assessment

Tests - several smaller and four larger written tests during the school year
Two literary projects (Fairytale and its genre rules, old myths and legends)
Stylistic assignments (letter to a friend from holiday, storytelling)
Homework
Reading Journal - read at least four books per school year

YEAR 9

Course Description

The Czech Language course for Year 9 further develops knowledge from previous years. Attention is focused on enrichment of vocabulary, morphology, orthography, syntax, comprehensive analysis of text and general explanations of language. Students who are registered at the elementary school in Lysolaje fulfill obligations to an external examination of the Czech language as part of lessons. The course is focused on understanding the patterns of the mother tongue and development of communication skills in written and spoken form.

Topics Include

- Obohacování slovní zásoby (Enrichment of Vocabulary)
- Tvarosloví (Morphology)
- Pravopis (Orthography)
- Skladba (Syntax)
- Komplexní jazykové rozbory (Comprehensive analysis of text)
- Obecné výklady o českém jazyce (General explanations of language)

Assessment

Tests - several smaller and four larger written tests during the school year
Two literary projects (Fairytale and its genre rules, old myths and legends)
Stylistic assignments (letter to a friend from holiday, storytelling)
Homework
Reading Journal - read at least four books per school year



YEAR 7

Course Description

The first year in Czech is for students who begin studying the language.

The students are introduced to the basic grammar:

- Conjugation of verbs
- Present, past and future tense
- Nominative and accusative singular

The students practise their speaking, listening, reading and writing skill based on the various topics.

Topics Include

- Food and drinks; In the restaurant
- People around you; Family
- Daily routine
- Orientation in the town
- Famous people
- Flat and furniture
- Me and school

Assessment

Tests – vocabulary tests, phrases tests, dictation, end of unit tests

Projects

Homework

YEAR 8

Course Description

The second year in Czech is for students who have studied the language for a year.

The students revise their language skills and extend their grammar knowledge:

- Nominative and accusative plural, genitive and locative singular
- Verbs of motion
- The verbal aspect
- The conditional

The students practise their speaking, listening, reading and writing skill based on the various topics.

Topics Include

- Leisure time
- The human body
- Travelling
- Cooking
- Chores
- Asking for directions

Assessment

Tests – vocabulary tests, phrases tests, dictation

Projects

Homework

Course Description

The third course in Czech is for students who have studied the language for at least two years. The students extend their grammar knowledge and practise their skills on more complex exercises:

- Dative, instrumental and vocative singular
- The comparison of adjectives
- The imperative the various topics.

The students practise their speaking, listening, reading and writing skill based on the various topics.

Topics Include

- Biography
- Personality
- The Weather
- Communications
- The clothes
- Relationships
- Orders

Assessment

Tests – vocabulary tests, phrases tests, dictation, end of unit tests

Projects

Homework



YEAR 7

Course Description

Three lessons per week (40mins/lesson). Students follow the National Curriculum for French. This course is the first year of French for Foreigners, intended to be studied by students who are beginners. Students are taught via the four skills of listening, speaking, reading and writing. Year 7 is the introductory year of KS3, where the basics are covered from the topics mentioned below.

Topics Include

- Meeting & greeting
- Say where you and other people live
- Family and home
- Animals
- Clothes and presents
- Days, dates & weather
- Sport & leisure
- Ask for and give directions, talk about places in town
- Understand and tell the time in French
- Food & drink

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%

YEAR 8

Course Description

This course corresponds to the second year of the French course. Students will learn how to shop, talk about other countries, future and past holiday, make arrangements. They will also be able to talk about their daily routine at school and at home as well as talk about their family and describe people.

Topics Include

- Shopping in France
- Making plans
- At school
- My family
- At the restaurant
- Journey in France
- How are you?
- Let's meet up

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%

Course Description

This course corresponds to the third year of the French course. Students will learn about the French speaking world, life in France and French school. They will also be able to talk about their leisure and daily routine and at home as well as talk about future plans. They will also discuss healthy behaviours and holiday.

Topics Include

- Welcome to Paris
- I like it
- At work – future careers
- A visit to a French theme park
- Healthy life
- Holiday
- Our world and the French speaking world

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%



YEAR 7

Course Description

This course is the first year of German for Foreigners, intended to be studied by students who are beginners. The students will learn the German pronunciation and spelling and the basic grammar structures to be able to speak about yourself, their families, friends, daily routine, house and flat, school and free time.

Topics Include

- *At school, school day, school subjects*
- *Who are you?*
- *My family, friends, pets, description of a person*
- *At school*
- *At home, house and flat*
- *Food*

Assessment

<i>End of Unit Tests:</i>	50%
<i>Classwork & Projects:</i>	20%
<i>Homework:</i>	20%
<i>Binder presentation & Attitude:</i>	10%

YEAR 8

Course Description

This course is the continuation of the first year of German. Some more difficult cases of the German pronunciation will be studied, including spelling. The students will be taught some more difficult grammar structures, to be able to express some a little more complicated thoughts in German. During this year should be covered the following topics: daily routine, in the town, in the tourist office, shopping, food and drinks, to be healthy and to be sick.

Topics Include

- *Hobbies and Interests*
- *In town, at the tourist office*
- *Free time*
- *Family and Friends*
- *Introduction to German literature*

Assessment

<i>End of Unit Tests:</i>	50%
<i>Classwork & Projects:</i>	20%
<i>Homework:</i>	20%
<i>Binder presentation & Attitude:</i>	10%

YEAR 9

Course Description

This course is the third year of German. Throughout the course, students will review topics and grammar structures from the first and second year based on the book *Klasse Neu 1*. This year will cover some new topics, but the students will also study deeper the previous topics, they will read more complicated texts and they will be encouraged to express their thoughts in more complicated way, using present, perfect and future tenses.

Topics Include

- Daily Routines, Pocket money and spending
- Healthy lifestyles, the body, illness
- Introduction to the history of the German language and literature
- Travelling around town
- The environment and surroundings, what we can do to protect the environment
- Dreams, ambitions and success, future plans

Assessment

End of Unit Tests:	50%
Classwork & Projects:	20%
Homework:	20%
Binder presentation & Attitude:	10%



YEAR 7

Course Description

Three lessons per week (40mins/lesson). Students follow the National Curriculum for Spanish. This course is the first year of Spanish for Foreigners, intended to be studied by students who are beginners. Students are taught via the four skills of listening, speaking, reading and writing. Year 7 is the introductory year of KS3, where the basics are covered from the topics mentioned below.

Topics Include

- Welcome to "Listos"
- In class
- Who are you?
- My Family
- Free time
- Daily routine
- School
- Spanish culture
- Spanish world
- People description
- The time

Assessment

Tests	50%
Homework	10%
Projects	20%
Notebook (Presentation, contents)	10%
Class work (interaction & participation)	10%

YEAR 8

Course Description

This course corresponds to the second year of the Spanish course. Three lessons per week (40mins/lesson). Students follow the National Curriculum for Spanish. Students are taught via the four skills of listening, speaking, reading and writing. The topics mentioned below.

Topics Include

- Free time
- Daily routine.
- Clothes and shopping.
- Dates
- Presents
- Colours
- Hispanic art
- Travelling and geography
- Holidays
- Biography

Assessment

Tests	50%
Homework	10%
Projects	20%
Notebook (Presentation, contents)	10%
Class work (interaction & participation)	10%

YEAR 9

Course Description

This course corresponds to the third year of the Spanish course. Three lessons per week (40mins/lesson). Students follow the National Curriculum for Spanish. Students are taught via the four skills of listening, speaking, reading and writing. The topics mentioned below.

Topics Include

- Talk about past times (old cultures)
- The body
- Health
- My city and my neighbourhood
- Food
- Interchange
- Where is it?
- Sports and free time
- By train, bus and metro
- Means of communication
- The environment
- At home
- Celebrating

Assessment

Tests	50%
Homework	10%
Projects	20%
Notebook (Presentation, contents)	10%
Class work (interaction & participation)	10%



YEAR 7

Course Description

Students follow the Cambridge Latin Course, starting with Book 1. Students are taught a range of vocabulary following the adventures of Caecilius, a rich Pompeian banker and develop their understanding and knowledge of grammar. Throughout the different units, they also find out about Romans, their way of life, customs and beliefs.

Topics Include

- Houses in Pompeii
- Daily life
- The forum
- Entertainment including theatre and gladiatorial shows
- Roman society: slaves and freedmen
- Politics
- The destruction of Pompeii

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%

YEAR 8

Course Description

Students follow the Cambridge Latin Course, reviewing Book 1 and starting Book 2. Students are taught a range of vocabulary following a rich Roman senator in Britannia called Salvius. Throughout the different units, they also find out about Romans in Britain as well as British tribes and leaders.

Topics Include

- Romans in Britain
- King Cogidubnus
- The Roman Palace at Fishbourne
- Alexandria and Egypt
- The worship of Isis, Egyptian goddess
- Medicine and science

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%

YEAR 9

Course Description

Students follow the Cambridge Latin Course, reviewing Book 1 and starting Book 2. Students are taught a range of vocabulary following a rich Roman senator in Britannia called Salvius. Throughout the different units, they also find out about Romans in Britain as well as British tribes and leaders.

Topics Include

- Romans in Britain
- King Cogidubnus
- The Roman palace at Fishbourne
- Roman society: slaves and freedmen
- Politics
- The destruction of Pompeii

Assessment

Tests (4 skills assessed, twice a term)	50%
Homework	20%
Notebook (presentation and contents)	10%
Classwork (participation in class, interaction)	20%



Mathematics

Mathematics



YEAR 7

TEXTBOOK

**Mathematics
Enhancement
Programme
Practice Book
7A and 7B**

Course Description

The objectives of the mathematics course are based on the national curriculum in England: key stage 3 mathematics programme of study. The course aims to give pupils the knowledge and understanding to be fluent in the fundamentals of mathematics. It also aims to equip them with independent thinking skills so they can analyse and solve problems by applying their skills and with mathematical language to reason and describe relationships and generalisations.

Topics Include

- **Mathematical processes and applications**
Using written, mental and technological processes to solve problems.
- **Number**
Working with decimals, fractions and percentages.
Working with negative numbers.
Using number operations to solve problems in context.
Using order of operations with real numbers.
- **Algebra**
Using a formula to generate a sequence.
Writing the n th term formula for a sequence.
Representing geometric sequences.
Algebraic notation.
Constructing and solving linear equations.
- **Geometry and Measurements**
Measuring, classifying and constructing angles.
Constructing triangles.
Finding unknown angles on a line, at a point and in a triangle.
Calculating perimeter and area of simple and compound shapes, and surface area of cuboids.
Working with timetables and solving time problems.
Using and creating scale drawings.
Calculating the volume of cuboids and prisms.
Using capacity and density.
- **Statistics and Probability**
Understanding types of data.
Collecting and representing data.
Measuring central tendency and spread.
Comparing data and describing trends.
Using the probability scale and calculating the probability of single events.

Assessment

Classwork and Homework	20%
Progress Checks and Assignments	40%
Tests	40%

YEAR 8

TEXTBOOK

**Mathematics
Enhancement
Programme
Practice Book
8A and 8B**

Course Description

The objectives of the mathematics course are based on the national curriculum in England: key stage 3 mathematics programme of study. The course aims to give pupils the knowledge and understanding to be fluent in the fundamentals of mathematics. It also aims to equip them with independent thinking skills so they can analyse and solve problems by applying their skills and with mathematical language to reason and describe relationships and generalisations.

Topics Include

- **Mathematical processes and applications**
Applying appropriate skills to solve problems.
- **Number**
Finding prime factors, HCF, LCM.
Using index notation, calculating squares and square roots.
Using rounding and estimating to know when a calculated answer is incorrect.
Using direct and indirect proportions to solve problems.
Converting between fractions and percentages, and solving percentage change problems.
- **Algebra**
Using substitution and rearranging equations.
Expanding brackets and removing common factors.
Solving linear and non linear equations.
- **Geometry and Measurements**
Using Pythagoras' theorem.
Drawing nets, plans, elevations and calculating surface area.
Using scale drawings, bearings and angle proofs to solve problems.
Solving speed, distance, time and money problems.
Creating and working with linear graphs and scatter plots.
Applying properties of polygons, circles and cylinders.
- **Statistics and Probability**
Representing and analysing data.
Designing questionnaires.
Calculating the probability of two events.

Assessment

Classwork and Homework	20%
Progress Checks and Assignments	40%
Tests	40%

YEAR 9

TEXTBOOK

**Mathematics
Enhancement
Programme
Practice Book
9A and 9B**

Course Description

The objectives of the mathematics course are based on the national curriculum in England; key stage 3 mathematics programme of study. The course aims to give pupils the knowledge and understanding to be fluent in the fundamentals of mathematics. It also aims to equip them with independent thinking skills so they can analyse and solve problems by applying their skills and with mathematical language to reason and describe relationships and generalisations.

Topics Include

- **Mathematical processes and applications**
Solving problems in a range of contexts.
- **Number**
Using scientific notation and significant figures.
Using index notation and index laws.
Converting between fractions, percentages and decimals.
Using rounding and estimating.
Operating a calculator correctly.
- **Algebra**
Manipulating algebraic expressions.
Working with graphs of linear equations and comparing parallel and liner lines.
Solving linear equations.
Graphing and solving non linear equations and inequalities.
- **Geometry and Measurements**
Transforming shapes.
Applying properties of polygons.
Calculating the area and perimeter of parallelograms, triangles, circles, semicircles and compound shapes.
Calculating the volume and surface area of 3D shapes.
Constructing lines, angles, perpendicular bisectors, loci and triangles using congruence properties.
Applying trigonometric ratios to solve problems.
- **Statistics and Probability**
Using theoretical and experimental probabilities in a range of contexts.
Plotting lines of best fit and finding the equation.
Representing grouped data.
Representing data using the 5 number summary.
Calculating measures of central tendency and spread.

Assessment

Classwork and Homework	20%
Progress Checks and Assignments	40%
Tests	40%



Physical Education

Physical Education



YEAR
7 & 8**Course Description**

This course aims to develop students' competence, confidence and fitness to take part in a range of physical activities that become a central part of their lives, both in and out of school. Throughout the course, students develop a wide range of skills and the ability to use tactics, and strategies to perform successfully. When they are performing, students will learn think about what they are doing, analyse the situation and make appropriate decisions in an enjoyable atmosphere.

Topics Include

- Striking and Fielding Games
- Fundamental skills / Minor Games
- Net and Wall Games
- Fitness and Individual Sports

Assessment

- **Students will be graded during each lesson for their:**
 - Organisation
 - Attitude
 - Ability
 - Non playing contribution
- Term Grades will be awarded on the basis of these components.

YEAR 9

Course Description

This course aims to develop students' competence, confidence and fitness to take part in a range of physical activities that become a central part of their lives, both in and out of school. Throughout the course, students develop a wide range of skills and the ability to use tactics, and strategies to perform successfully. When they are performing, students will learn think about what they are doing, analyse the situation and make appropriate decisions in an enjoyable atmosphere.

Topics Include

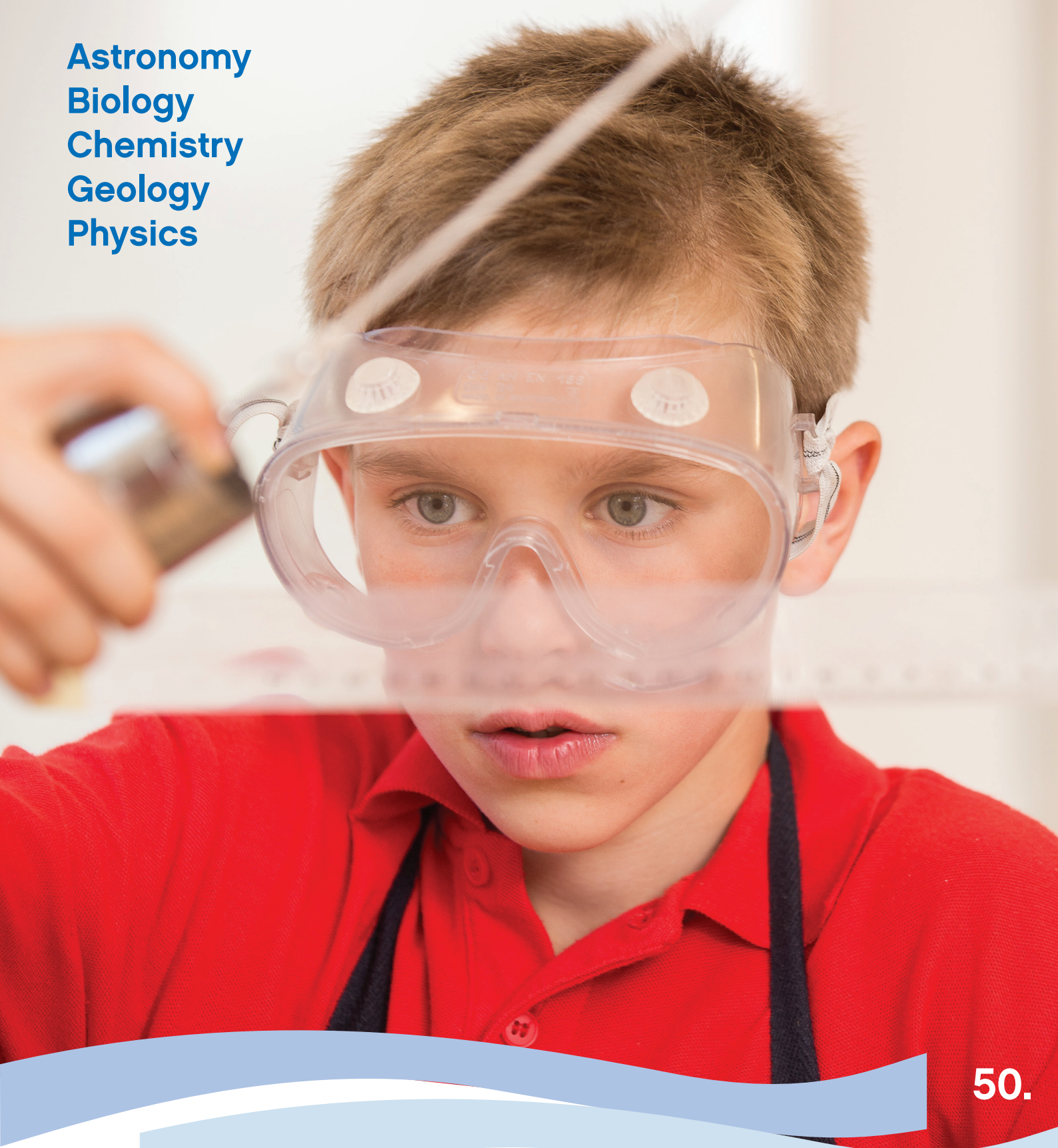
- Striking and Fielding Games
- Net and Wall Games
- Fitness

Assessment

- **Students will be graded during each lesson for their:**
 - Organisation
 - Attitude
 - Ability
 - Non playing contribution
- Term Grades will be awarded on the basis of these components.

Science

Astronomy
Biology
Chemistry
Geology
Physics



YEAR 7

Course Description

In the programme of study for science, the content that is covered is set out into four main areas, including:

- Working Scientifically
- Biology
- Chemistry
- Physics

It offers opportunities to build on their scientific knowledge and understanding, use scientific ideas and models to explain phenomena and events and understand a range of familiar applications of science. The students will have many opportunities to carry out investigations of different types, communicate what they did and evaluate their work. Year 7 provides the foundation for KS3 Science. There is a particular focus on students learning how to work safely and accurately in the laboratory.

Topics Include

- Introduction to the Laboratory
- Working Scientifically
- Cells
- Forces and Their Effects
- Matter, Mixing and Separating
- States of Matter
- Cells and Systems
- Introduction to Electricity
- Reproduction
- Ecology 1
- Acids and Alkalis
- Simple Chemical Reactions

Assessment

Assignments	30%
Investigations	30%
Tests	30%
Bookwork	10%

YEAR 8

Course Description

In the programme of study for science, the content that is covered is set out into four main areas, including:

- Working Scientifically
- Biology
- Chemistry
- Physics

It offers opportunities to build on their scientific knowledge and understanding, use scientific ideas and models to explain phenomena and events and understand a range of familiar applications of science. The students will have many opportunities to carry out investigations of different types, communicate what they did and evaluate their work. In Year 8 students continue to develop their scientific skills and use their knowledge and understanding to build confidence when planning and carrying out investigations. Students will further develop their skills of observation, experimental design, analysis, and evaluation.

Topics Include

- Food and Digestion
- Ecology
- Atoms and Elements
- Compounds and Mixtures
- Rocks and Weathering
- Waves: Light, Sound and Energy
- Magnets and Electromagnetism
- Respiration and Circulation
- Ecology 2

Assessment

Assignments	30%
Investigations	30%
Tests	30%
Bookwork	10%

YEAR 9

Course Description

In the programme of study for science, the content that is covered is set out into four main areas, including:

- Working Scientifically
- Biology
- Chemistry
- Physics

It offers opportunities to build on their scientific knowledge and understanding, use scientific ideas and models to explain phenomena and events and understand a range of familiar applications of science. The students will have many opportunities to carry out investigations of different types, communicate what they did and evaluate their work. In Year 9 students continue to develop their scientific skills, in preparation for Science at IGCSE. Students become confident in the planning and implementation of scientific investigations, being able to evaluate and draw appropriate conclusions. Students develop skills to analyse data and explain patterns and behaviour. They build connections across a number of scientific areas, and apply knowledge to new situations.

Topics Include

- Chemistry around us
- Experimental Chemistry
- Energy & Electricity
- Fit & Healthy
- Environmental Chemistry
- Energy Transfer and Storage
- Electricity
- Pressure and Motion
- Force and motion
- Astronomy
- Genes and Inheritance
- Patterns of reactivity

Assessment

Assignments	30%
Investigations	30%
Tests	30%
Bookwork	10%



Social Studies

Geography
History
Religious Education



YEAR 7

Course Description

Year 7 corresponds to the first of the Key Stage 3 Geography Course of the British National Curriculum. Throughout students will begin to understand elements and concepts that make up the study of our world and its inhabitants. Pupils will examine how they are connected to the space around them, and develop a perception of the delicately balanced planet we call home.

Topics Include

- Making and Mapping Connections
- International Living
- Settlement
- Shopping and Economics
- Discovering the United Kingdom
- Rivers and Floods
- Sport and Culture
- Natural Disasters
- Humans and the Environment

Assessment

Homework	35%
Assignments	35%
Assessment	30%

YEAR 8

Course Description

Year 8 corresponds to the second of the Key Stage 3 Geography Course of the British National Curriculum. Successful completion provides students with lifelong skills, including: an understanding of the impacts which physical and human geography can have, describing how societies develop based on their natural landforms and climate, measurement of relative location on a local, regional and global scale, and relational skills in a globalized world.

Topics Include

- Energy Sources and Application
- Population and Settlement
- Brazil Focus
- Locational Crime
- Coastlines and Issues
- Weather and Climate
- Global Markets
- Ecosystems
- London Basics

Assessment

Homework	35%
Assignments	35%
Assessment	30%

Course Description

Year 9 corresponds to the third of the Key Stage 3 Geography Course of the British National Curriculum. Successful completion provides students with lifelong skills, including: an understanding of the impacts which physical and human geography can have, describing how societies develop based on their natural landforms and climate, measurement of relative location on a local, regional and global scale, and relational skills in a globalized world. Accordingly, pupils are prepared for high school geography studies if selected.

Topics Include

- Development
- Fair Trade and the Coffee Market
- International Living
- Close-Up on China
- Concepts of Tourism
- Globalisation and Trade
- United States Focus
- The Ocean
- Our World in 2030

Assessment

Homework	35%
Assignments	35%
Assessment	30%



YEAR 7

Course Description

This course corresponds to the first year of the Key Stage 3 History course. Students will examine the following: the end of Saxon England and the Norman conquest; the reign of William 1 and other English kings including their struggles with the Church, their wars and conquests (Henry II, John, Edward I, Henry V); the Magna Carta; Medieval Christianity and the Crusades with a special focus on Richard the Lionheart and Saladin.

Topics Include

- Norman Conquest of England
- English Kings – their wars and conquests
- English Kings verses the Church
- Medieval Religion
- Crusades

Assessment

Homework	40%
Exams	40%
Class-work	20%

YEAR 8

Course Description

This course corresponds to the second year of the Key Stage 3 History course. Students will examine the Renaissance, European Protestant Reformation, English Protestant Reformation and Counter-Reformation, Enlightenment, French Revolution, development of the British Empire and the American Revolution.

Topics Include

- The Renaissance
- European Protestant Reformation
- English Protestant Reformation
- The Enlightenment
- French Revolution
- British Empire
- American Revolution

Assessment

Homework	40%
Exams	40%
Class-work	20%

YEAR 9

Course Description

This course corresponds to the third year of the Key Stage 3 History course. Students will examine World Wars 1 and 2 as well as the Treaty of Versailles and Holocaust. Special attention will be paid to the Czech World War 2 experience.

Topics Include

- World War One
- Treaty of Versailles
- World War Two
- The Holocaust

Assessment

Homework	40%
Exams	40%
Class-work	20%



YEAR 7

Course Description

Themes to InspiRE incorporates three books (one for each year of Key Stage 3) that cover the non-statutory Programme of Study for Religious Education through an exploration of thematic issues and concepts. Religions to InspiRE, are books that exemplify these themes and expand them from the points of view of the major religions.

Topics Include

- Expressions of Faith
- Beliefs and teachings about meaning and purpose
- Ethics and values

Assessment

<i>Specific assigned elements</i>	25%
<i>Homework</i>	25%
<i>Continuous assessment</i>	50%

YEAR 8

Course Description

Themes to InspiRE incorporates three books (one for each year of Key Stage 3) that cover the non-statutory Programme of Study for Religious Education through an exploration of thematic issues and concepts. Religions to InspiRE, are books that exemplify these themes and expand them from the points of view of the major religions.

Topics Include

- Expressions of Faith
- Beliefs and teachings about meaning and purpose
- Ethics and values

Assessment

<i>Specific assigned elements</i>	25%
<i>Homework</i>	25%
<i>Continuous assessment</i>	50%

Course Description

Themes to InspiRE incorporates three books (one for each year of Key Stage 3) that cover the non-statutory Programme of Study for Religious Education through an exploration of thematic issues and concepts. Religions to InspiRE, are books that exemplify these themes and expand them from the points of view of the major religions.

Topics Include

- Expressions of Faith
- Beliefs and teachings about meaning and purpose
- Ethics and valu

Assessment

<i>Specific assigned elements</i>	25%
<i>Homework</i>	25%
<i>Continuous assessment</i>	50%



Skills for Life

● Building Confidence

● Teamwork



Golf
Football
Basketball
Athletics
Badminton
Tennis
Rugby
Cricket
Horse Polo
Inline Floorball

Student Council
Choir
Cooking
Creative Arts
Drama
School Musical
Rock Band
Swimming
Taekwondo
Lego Robotics



Instrumental
Music Tuition

● Self Motivation

● Leadership



Riverside Outdoor Adventure



Cross Country Skiing
Rock Climbing
High Ropes
Winter Camping



Riverside Outdoor Adventure



Summer Camping
Sailing
Canoeing
Rowing





Contacts

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Mission Statement

Riverside School values the uniqueness of the individual and provides high quality education for students of diverse cultures within a Christian ethos and supportive family environment. The staff team is dedicated to building positive relationships with students, preparing them to be accomplished, global citizens.

