



# Junior High Years 7-9 (KS3) Curriculum Handbook

FOR THE **NATIONS**

*"Pojď sem, synu, uč se moudrým býti."  
"Come here, son, and learn to be wise."  
J. A. Komenský (1592 - 1670)*

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# Our Curriculum Aim

## In keeping with the Aims and Objectives of Riverside School:

- *provide high quality education in the English language;*
- *prepare students for higher education, the world of work and to become active citizens;*
- *provide a broad and balanced curriculum to nurture and strengthen each student's intellectual, spiritual, social and physical growth and development and lead to achievement for all students;*
- *provide students with internal and external accreditation, through internal assessment and external examinations.*

## Introduction to the High School Curriculum

### Key Stage 3 Programme (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.*

### IGCSE Programme (Years 10 and 11)

*During Years 10 and 11 students study International General Certificate of Secondary Education (IGCSE) external examination courses governed by the Cambridge Assessment International Education and Edexcel Examination Boards. IGCSEs are the world's most popular international qualifications for 14 to 16 year-olds. They are a gateway to higher level courses, including the International Baccalaureate (IB) Diploma Programme.*

*IGCSE courses take two years to complete with external examinations written in May/June of Year 11. Results are issued in August.*

# Our Curriculum Aim

## IB Diploma Programme (Years 12 and 13)

*In Years 12 and 13 students have the opportunity to study the International Baccalaureate (IB) Diploma Programme. The IB Diploma Programme is a highly respected and academically challenging programme that gives students a unique opportunity to graduate with an international diploma that is recognized by the best universities worldwide.*

*The IB Diploma Programme takes two years to complete with external examinations written in May of Year 13. Results are issued in July.*

## High School Diploma (Years 10 through 13)

*The High School Diploma is a four year programme of accreditation towards higher education based on the US education model. Students are awarded credits for each subject they successfully complete and their end of year grades are converted to a Grade Point Average (GPA). Student progress and attainment is internally assessed and students who achieve the required number of credits (23) are awarded a High School Diploma at the end of Year 13. The Diploma is accredited by the New England Association of Schools and Colleges (NEASC) and is recognised by a number of countries and is a college requirement in North America.*

*Credits and a High School Diploma are awarded to all successful students, irrespective of their educational destination.*

### **PSAT, SAT & ACT Tests**

*These US Tests may be taken in the final three years of High School. The Diploma, combined with the student's GPA and SAT or ACT score will determine college entrance in the US and other international universities.*

Note: The results of external examinations (including SAT, ACT, IGCSE, and IB) do not influence the internal marks, credits or High School Diploma. Both are separate. The Diploma is awarded when the student leaves the school at the end of Year 13.

# Junior High Curriculum

## Overview and Subject Allocation

Department	Subject Area	No. of Lessons
Visual and Performing Arts	Art	2
	Creative Arts*	3
	Drama	2
	Music	2
Design and Technology	Design and Technology	2
	Computing	1
English	English	4
	English as an Additional Language**	3
Modern Foreign Languages	Czech*	3
	French*	3
	German*	3
	Spanish*	3
	Latin*	3
Mathematics	Mathematics	5
Physical Education	Physical Education & Outdoor Adventure	4
Science	Science	4
Social Studies	Geography	2
	History	2
	Religious Education	2
Czech	Czech for Czechs***	2

\*Students can elect 2 subjects from Modern Foreign Languages and Creative Arts

\*\*Students who require English support are required to take EAL for either 3 or 6 lessons per week

\*\*\*Czech students are required to take exams until the age of 15. The Czech for Czech lessons are offered 2 mornings per week and designed to help students prepare for their exams

# Junior High 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 cooperation 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*

# Homework Guidelines

## 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.

Students should expect approximately 60 minutes per night of homework. A homework timetable will be issued at the beginning of each year to help students manage their time.

## Homework Procedures

- Use of Google Classroom is obligatory.
- Subject teachers will include details of what homework is to be completed and the deadline on Google Classroom.
- Parents are encouraged to review Google Classroom with their children on a regular basis.
- Parents are asked to write to the school where the failure to complete the homework is outside the student's control.
- 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 (where appropriate).
- 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 coordinate these procedures through effective communication between class, subject and pastoral staff, relevant professionals, parents or guardians.*

## The Range of Special Needs at Riverside School

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.*



## 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, external and internal subject specific events and competitions are designed to demonstrate and celebrate the following skills:*

- *Provide the stimulation of real, open-ended challenges*
- *Develop creative problem solving approaches and techniques*
- *Foster cooperative learning and teamwork*
- *Promote knowledge and appreciation of self and others*
- *Encourage experimentation and risk taking*
- *Expand and reward creative and divergent thinking*
- *Stimulate a spirit of inquiry and a love of learning*
- *Develop enterprise*
- *Celebrate excellence*

# Subject Syllabi

## Subject: Visual Arts

### Course Description:

In Visual Arts & Design, 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 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:

Collage, Ceramics, 3D Design, Observational Drawing, Sculpture, Painting, Textiles, Model Making, Photography, Digital Design (Photoshop), Artist & Designer Studies, Mixed Media.

### Assessment:

- |                                  |     |
|----------------------------------|-----|
| ● Ideas & Intentions             | 30% |
| ● Artist & Designer Studies      | 20% |
| ● Skills, techniques & Processes | 20% |
| ● Review & Presenting            | 30% |

### Resources

- Pencils, coloured pencils and coloured markers, eraser, glue stick, black drawing pen, Riverside School sketchbook.

## Subject: Creative Arts

### Course Description:

In Creative Arts, 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 sketching and studio work, which builds on all prior and present knowledge, skills, experiences, and understanding. Students further develop their technical skills in drawing, conceptual thinking, design thinking, problem-solving, and mixed media.

### Topics Include:

3D Design, Graphic Design, Model making, Stop Motion, Drawing skills, Industrial Design, Product Design, Motion Graphics, Architecture, Ceramics, Design Research, Design Thinking, Human-Centered Design

### Internal Assessment:

- |                                  |     |
|----------------------------------|-----|
| ● Ideas & Intentions             | 30% |
| ● Artist & Designer Studies      | 20% |
| ● Skills, techniques & Processes | 20% |
| ● Review & Presenting            | 30% |

## Subject: Drama

### Course Description:

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

### Topics Include:

- Rehearsed Improvisation; beginner, intermediate and advance
- Spontaneous Improvisation; beginner, intermediate and advance
- Monologues & Mime
- Performance: from page to stage
- Shakespeare & Elizabethan Theatre
- Physical Theatre
- Commedia Dell'Arte

### Assessment:

- Practical Assessment 100%

## Subject: Music

### Course Description:

As part of our Musicians for Life programme, students will have weekly lessons with specialised teachers to study performance technique in their orchestral instrument. They are loaned an instrument in order to practice at home with the aim of participating in ensemble performances at school music concerts. Students will be taught to develop playing technique, theory and sight reading skills at their own pace. Additionally, students will take part in General Music lessons aimed at developing understanding and appreciation of a wide range of musical genres. In General Music, students will also have the opportunity to learn to play more contemporary instruments and prepare group performances of modern music.

### Topics Include:

- Orchestral instrument technique
- Basic theory and sightreading, critical listening and song structure
- Identifying a range of musical genres/styles
- Modern instrument technique (guitar, drums, keys, etc.)
- Creative songwriting
- Basic vocal technique and choral singing

### Assessment:

- Performance 60%
- Theory 20%
- Classwork and Homework 20%

## Subject: Design and 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:

- Construction
- Sound Technology
- Materials
- Food Science
- Computer Aided Design

### Assessment:

Students are given detailed assessment criteria for each project and encouraged to self assess during tasks with targets set by the teacher. At the end of each project, students self evaluate their work and progress.

## Subject: Computing

### Course Description:

The Computing course is a three-year programme of study that takes its aims, syllabus, and assessment objectives from Key Stage 3 of the English National Curriculum. Successful completion of this course gives students lifelong skills, including: making choices about when and where it is appropriate to use 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 computational thinking skills solve a range of real-world problems

### Topics Include:

- Use of applications software for communication and modelling
- Programming in Scratch and Python
- Website design
- Control systems using Arduino

### Internal Assessment:

- |                                |     |
|--------------------------------|-----|
| ● Individual Short Assignments | 30% |
| ● Extended Practical Projects  | 40% |
| ● Homework/Tests               | 30% |

## Subject: English

### 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:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• Novel Study - Development of Plot in Storytelling</li><li>• Exploring Themes and Characterization</li><li>• Knowing vs. Inferring</li><li>• Understanding poetry - forms and structure</li><li>• An introduction to Theatre - looking at genre, staging and dramatic techniques</li><li>• Non-fiction and persuasive techniques</li><li>• Analytical Writing</li><li>• Creative Writing</li><li>• Vocabulary, Grammar and Spelling</li></ul>	<ul style="list-style-type: none"><li>• Novel Study - Exploring Themes and Characterization</li><li>• Poetry - Cultures around the World</li><li>• Analysing poetic elements - poetic and literary devices</li><li>• Play Study - analysing dramatic techniques, themes and characterization</li><li>• Visual literacy - exploring graphic novels</li><li>• Analytical Writing and Essay skills</li><li>• Creative Writing</li><li>• Vocabulary, Grammar and Spelling</li></ul>	<ul style="list-style-type: none"><li>• Novel Study – Exploring Themes and Characterization</li><li>• Understanding Narrative Devices such as Symbolism and Foreshadowing</li><li>• Poetry - Exploring aspects of race, culture and identity</li><li>• Non-fiction texts: Understanding Conventions of text types, as well as Audience and Writer’s Purpose</li><li>• Shakespeare Play Study - evaluating dramatic techniques and language</li><li>• Analytical Essay Writing</li><li>• Extended Creative Writing</li><li>• Vocabulary, Grammar and Spelling</li></ul>

### Assessment:

- Continuous Assessment 50%
- Formal Assessment 50%

## Subject: English as an Additional Language (EAL)

### Course Description:

Students will develop an understanding of the English language through the acquisition of new vocabulary, the learning and application of grammar, spelling rules, word study, and pronunciation and conversation practice. In each lesson, students are encouraged to develop their speaking, reading, writing, and listening skills. 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:

Grammar, Spelling, Punctuation, Conversational English, Technical Language, Family and School Life, Our Oceans, Sports and Fitness, Restaurants and Nutrition, Travel and Tourism, Festivals Around the World, Christmas Traditions, Leisure Time and Hobbies, Transportation Systems.

### Internal Assessment:

- Diagnostic Unit Assessments 10%
- Unit Projects 30%
- Unit Classwork 40%
- Spoken Participation 20%

## Subject: Modern Foreign Languages

### Course Description:

The language courses are intended for non-native speakers and follow the British National Curriculum for Modern Foreign Languages at Key Stage 3. Throughout each course, students will discuss and develop topics and grammatical structures in their chosen language(s).

Each course focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. In addition, students develop a greater understanding of the target culture(s) and grow as internationally-minded citizens with strong intercultural skills.

Each course provides suitable preparation for further study, such as IGCSE or CEFR official certifications.

### Topics Include:

**Language Options: Czech, French, German and Spanish**

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>● Family and self</li><li>● School life</li><li>● Leisure activities</li><li>● House</li><li>● City life</li></ul>	<ul style="list-style-type: none"><li>● Holidays</li><li>● Celebrations</li><li>● Books and movies</li><li>● Food and drinks</li><li>● House and local area</li><li>● Sports activities</li></ul>	<ul style="list-style-type: none"><li>● Relationship, family and friends</li><li>● Education and future plans</li><li>● Holiday and travel</li><li>● Leisure</li><li>● Healthy lifestyle</li><li>● Celebrations</li><li>● Local area and environment</li></ul>

### Assessment:

- End of Module Assessments (4 different skills formally assessed each Term) 40%
- Classwork and Homework 30%
- Use of the Target Language 20%
- Attitude to Learning 10%

### Textbooks / Resources:

- Pearsons Active Learn (Online Platform to *Dynamo - French, Viva - Spanish, Stimmt - German*)
- Czech Step by Step 1 A1 - A2; *Vítej v Česku; Čeština Express; Čeština levou zadní.*

## Course Description:

The Cambridge Latin Course provides an enjoyable and carefully paced introduction to the Latin language, complemented by background information on Roman culture and civilisation. The material progresses from simple stories written specially for the Course, through adaptations of Roman authors, to original texts. The texts are accompanied by explanations of key language points, and are supported by grammar practice exercises.

## Topics Include:

In Book I, we are travelling back almost 2000 years to AD 79, a time when the Romans controlled much of Europe. The magnificent Italian city of Rome is the centre of the Roman Empire and 125 miles to the south of the capital are the beautiful Bay of Naples, the slumbering volcano Mount Vesuvius, and the prosperous Roman town of Pompeii. Let's explore Pompeii, meet some of its citizens and investigate the Roman world.

Language and grammar features	Civilisation topics
<ul style="list-style-type: none"><li>• Nominative, accusative and dative cases</li><li>• 1st, 2nd, 3rd declensions</li><li>• Present, Imperfect and Perfect Tenses</li><li>• Word Order</li><li>• Personal Pronouns</li><li>• Intransitive Verbs</li><li>• Comparatives and Superlatives</li><li>• Questions</li></ul>	<ul style="list-style-type: none"><li>• Roman families</li><li>• Houses</li><li>• Daily life</li><li>• The town of Pompeii</li><li>• The forum</li><li>• The theatre</li><li>• Slaves and freedmen</li><li>• Life and death</li><li>• Gladiators</li><li>• The baths</li><li>• Schools</li><li>• Local government and elections</li><li>• The eruption of Vesuvius; destruction and excavation of Pompeii</li></ul>

In Book II, we travel to two distant Roman provinces, both very different from each other. Exotic Egypt will be the final destination, but first, we explore a Roman province on the very edge of the Empire where it is cold and wet. Welcome to Britannia!

Language and grammar features	Civilisation topics
<ul style="list-style-type: none"><li>• Genitive and vocative cases</li><li>• Pluperfect tense</li><li>• Word order</li><li>• Further pronouns</li><li>• Adjectives</li><li>• Irregular verbs (volo, nolo, possum)</li><li>• Relative clauses</li><li>• Present infinitive</li><li>• Present participle</li><li>• Present imperative</li></ul>	<ul style="list-style-type: none"><li>• Slavery and economy in Roman Britain</li><li>• The Romans in Britain: the British tribes, Roman conquest and Romanisation, trade</li><li>• The British king Cogidubnus</li><li>• The palace at Fishbourne</li><li>• Alexandria: the city, the Pharos, underwater discoveries</li><li>• Egypt: craftsmanship and peasant life</li><li>• The worship of Isis</li><li>• Medicine and science</li></ul>

## Internal Assessment:

- |  |     |
|--|-----|
| • End of Stage Assessments (vocabulary, grammar, translation and civilisation) | 40% |
| • Classwork and Homework   | 30% |
| • Attitude to Learning   | 30% |

## Textbooks / Resources:

- Cambridge Latin Course Book I and Book II

## Course Description:

The mathematics course is based on the Key Stage 3 mathematics programme of study from the National Curriculum in England. The course is designed to give pupils the knowledge and understanding to be fluent in the fundamentals of mathematics. It aims to equip them with independent thinking skills, so that they can analyse and solve problems by applying their knowledge, and with mathematical language to describe relationships and make generalisations. Students will improve their fluency with mathematics as well as developing their abilities to reason mathematically and solve problems. Although the course is divided into distinct topics students will learn to make connections between them as they progress, developing a broader mathematical knowledge.

## Topics Include:

### Number

- use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property
- use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- use standard units of mass, length, time, money and other measures, including with decimal quantities
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately

### Ratio and Proportion

- Use of ratio notation and dividing in a ratio
- Use of direct and inverse proportion
- Solve problems involving percentage change
- Links to real life proportional relationships, such as speed, unit pricing and density to solve problems

### Statistics and Probability

- Data collection and analysis methods, for discrete, continuous and bivariate data
- Calculate range and centres of data
- Understand risk and calculate probabilities of single and combined events

### Algebra

- Use and interpret algebraic notation
- Understand and use the concepts and vocabulary of algebra
- Simplify and manipulate algebraic expressions to maintain equivalence and use algebraic methods to solve linear equations in 1 variable
- Model situations or procedures by using algebraic expressions and graphs
- Interpret mathematical relationships both algebraically and graphically
- Interpret and use linear and quadratic graphs
- Generate terms of a sequence from either a term-to-term or a position-to-term rule
- Recognise arithmetic sequences and geometric sequences and find the  $n$ th term

### Geometry and Measurement

- Understand classes and properties of shapes (both 2D and 3D) to solve problems involving scale drawings, perimeter and area, and surface area and volume
- Draw and measure line segments and angles, including use of geometric instruments for constructions and transformations (includes curved lines and applications of  $\pi$ )
- Apply fundamental theorems of lines and shapes, to solve problems such as those involving parallel lines, triangle congruence, Pythagoras' Theorem, and right-angled trigonometry

## Assessment:

- |                                   |     |
|-----------------------------------|-----|
| ● Participation                   | 10% |
| ● Binder                          | 10% |
| ● Progress Checks and Assignments | 40% |
| ● Tests                           | 40% |

## Textbooks / Resources:

- MyMaths for Key Stage 3 Series, Oxford University Press
- [www.uk.ixl.com](http://www.uk.ixl.com)



## 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 and 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.

## Topics Include:

	Working Scientifically	Biology	Chemistry	Physics
<b>Year 7</b>	<b>All Year Groups:</b> <ul style="list-style-type: none"> <li>• Safety in the Lab</li> <li>• Scientific Method</li> <li>• Scientific Questions</li> <li>• Planning Investigations</li> <li>• Data Handling</li> <li>• Writing Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Cells,</li> <li>• Levels of biological organisation,</li> <li>• Respiratory,</li> <li>• Skeletal and</li> <li>• Reproductive Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Particle Model,</li> <li>• Elements, Atoms and Compounds,</li> <li>• Chemical Reactions,</li> </ul>	<ul style="list-style-type: none"> <li>• Forces and Motion</li> <li>• Pressure and Turning Forces,</li> <li>• Space Systems</li> </ul>
<b>Year 8</b>		<ul style="list-style-type: none"> <li>• Nutrition and Digestion</li> <li>• Photosynthesis and Respiration</li> <li>• Aerobic and anaerobic respiration</li> </ul>	<ul style="list-style-type: none"> <li>• The Periodic Table</li> <li>• Acids and Alkalis</li> <li>• Separation Techniques</li> <li>• Environmental Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Energy: Renewable vs nonrenewable resources. Power stations.</li> <li>• Sound</li> <li>• Light</li> </ul>
<b>Year 9</b>		<ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Adaptations</li> <li>• Natural Selection</li> <li>• Genes and DNA</li> </ul>	<ul style="list-style-type: none"> <li>• Metal Reactivity Series</li> <li>• Metal Reactions</li> <li>• The Extraction of Metals</li> </ul>	<ul style="list-style-type: none"> <li>• Electrostatic charge</li> <li>• Electricity and magnetism.</li> </ul>

## Assessment:

- Assignments 30%
- Practicals 30%
- Tests 30%
- Effort and Organisation 10%

## Textbooks / Resources:

- Textbook: Activate - Oxford KS3 Science (Biology, Chemistry and Physics)
- Online resource: Kerboodle, KS3 BBC Bitesize

## Subject: Geography

### Course Description:

The Geography Course follows Key Stage 3 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:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• Intro to Geography</li><li>• Maps and Atlases</li><li>• Earth's Resources</li><li>• Economics</li><li>• Weather and Climate</li><li>• Rivers</li></ul>	<ul style="list-style-type: none"><li>• Development</li><li>• Changing Populations</li><li>• Coasts</li><li>• Asia Case Study</li><li>• Earthquakes and Volcanoes</li></ul>	<ul style="list-style-type: none"><li>• Africa Case Study</li><li>• Ice's Effects on Our World</li><li>• Middle East Case Study</li><li>• Climate Change and Earth's Future</li></ul>

### Assessment:

- Coursework: 40%
- Assessment: 40%
- Participation: 20%

## Subject: History

### Course Description:

This course aims to cover many of the major themes of the global past. Students examine the causes and consequences of various historical events and periods. Students engage in historical research and analysis to determine relevance and create historical arguments concerning themes such as conflict and migration. For example, students examine the importance of power struggles in relation to absolute monarchies and the development of democracies.

### Topics Include:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• The Romans</li><li>• Medieval Europe</li><li>• The Renaissance</li><li>• The Protestant Reformation</li><li>• The Enlightenment</li><li>• The Age of Exploration.</li></ul>	<ul style="list-style-type: none"><li>• The growth of European Empires</li><li>• The Atlantic Slave Trade</li><li>• The Industrial Revolution</li><li>• The French Revolution</li><li>• The Franco Prussian War.</li></ul>	The 20th Century with an emphasis on: <ul style="list-style-type: none"><li>• World War I</li><li>• World War II</li><li>• The Cold War.</li></ul>

### Internal Assessment:

- Coursework: 40%
- Assessment: 40%
- Participation: 20%

## Subject: Religious Education

### Course Description:

The Religious Studies curriculum at Riverside Junior High encompasses the study of expressions of faith, questions about meaning and purpose as well as ethical and moral issues in society. These topics are examined and investigated through various subjects in relation to belief and moral philosophy concerning religious belief and ethics.

### Topics Include: BGE S1–S3 Religious and Moral Education: Third and Fourth Levels

- Comparative Religions
- Christianity, Judaism, Islam
- Animal Rights
- Information & Social Media
- Gender & Morality
- War & Peace
- Artificial Intelligence
- Introduction to GCSE - Religion and life/society (Year 9 only)

### Internal Assessment:

- |                              |     |
|------------------------------|-----|
| • Specific assigned elements | 25% |
| • Homework                   | 25% |
| • Continuous assessment      | 50% |

## Subject: Physical Education

### 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 to 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
- Net Games
- Outdoor Adventure
- Swimming

### Assessment:

- |                            |     |
|----------------------------|-----|
| • Organisation             | 25% |
| • Attitude                 | 25% |
| • Ability                  | 25% |
| • Non Playing Contribution | 25% |

# Subject: PSHE (Personal, Social, Health, & Economic Education)

## Course Description:

Personal, Social, Health and Economic (PSHE) education is a school subject, delivered by tutor teachers with additional support from our careers advisor and school nurse, through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. In addition to regular taught lessons, the curriculum is supported through assemblies, guest speakers, themed weeks, such as Mental Health Awareness or Internationalism, and the broader subject curriculum.

This Programme of Study is based on three core themes:

Core Theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World

## Topics include:

Year 7 Topics:	Year 8 Topics:	Year 9 Topics:
<ul style="list-style-type: none"><li>• Identity</li><li>• Anxieties and worries</li><li>• Values</li><li>• You and Other People</li><li>• Bullying</li><li>• Decisions</li><li>• Feelings - managing emotions</li><li>• Leisure</li><li>• Local community</li><li>• Opinions</li><li>• Mental health and wellbeing</li><li>• Eating Disorders and Body Image in the Digital World</li><li>• Relationships</li><li>• RSE - Puberty, Periods and Reproduction</li><li>• Your changing body</li><li>• Pregnancy and Parenthood</li></ul>	<ul style="list-style-type: none"><li>• Careers Program</li><li>• Adolescence</li><li>• Managing Stress</li><li>• You as a Citizen</li><li>• Relationships and Staying Safe From Abuse</li><li>• Stereotyping and Prejudice</li><li>• Managing your emotions</li><li>• The Police and the Law</li><li>• Addiction (mobile phones and devices)</li><li>• Caring for Your body</li><li>• Mental health and wellbeing</li><li>• Safer Sex and HIV</li><li>• You and your money</li><li>• Drugs and Drug taking</li><li>• Diet and Eating Disorders</li><li>• Stereotyping and Prejudice</li><li>• Healthy and unhealthy relationships and consent</li></ul>	<ul style="list-style-type: none"><li>• Confidence and self-esteem</li><li>• Careers Program</li><li>• Partnership and Marriage</li><li>• Safety at Parties</li><li>• Gambling</li><li>• Sexuality and gender</li><li>• You and your rights</li><li>• Global Issues</li><li>• Radicalisation, racism, prejudice and discrimination</li><li>• Online Responsibility and Fake News</li><li>• Young People and Crime</li><li>• Conception, Contraception and Safer Sex</li><li>• Healthy relationships and consent</li><li>• Sexting and Sex in the media</li><li>• First Aid and CPR</li></ul>

## Textbooks/Resources:

- Collins Your Choice Key Stage 3

## Additional Resources provided by:

- PSHE Association Resources
- Anna Freud Centre
- Place2Be
- Spargo-Mabbs Foundation