



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

Key Stage 3 Information Booklet
2019–2020

Introduction

Welcome to Key Stage 3 at Park House English School (PHES). This booklet provides parents with an overview of the curriculum on offer at Key Stage 3, as well as essential information for parents and students about the daily running of the school.

The Key Stage 3 curriculum at PHES is broad and balanced, providing all students with enriched learning opportunities. This is reflected in the excellent results our students have gone on to achieve at IGCSE, AS and A2 in recent years.

All students study all subjects at Key Stage 3 (including Arabic **or** French **or** Spanish as a Modern Foreign Language - MFL), choosing options for Key Stage 4 in the March of Year 9. The Key Stage 3 Booklet details the skills and content taught in each year group and shows how the curriculum progresses over the three years. Students are regularly assessed, and their progress is monitored throughout the year to ensure that they are working at their expected level. The booklet contains information on our policies for reporting, homework, absence, behaviour management and uniform, as well as useful information regarding school trips and extra-curricular activities. There will also be information on tests, examinations, GL Assessments and CAT4 tests.

School Timings

7:30 – 7:40	Staff Briefings / Meetings
7:40 – 8:00	Tutor Time
8:00 – 9:00	Lesson 1
9:00 – 10:00	Lesson 2
10:00 – 11:00	Lesson 3
11:00 – 11:30	Break / Lunch
11:30 – 12:30	Lesson 4
12:30 – 13:45	Lesson 5 (incl. 15 mins Accelerated Reading time)
13:45	End of School Day

Key Stage 3 Timetable (per week)

English	x 5 lessons
Maths	x 5 lessons
Science	x 5 lessons
MFL (Arabic, French or Spanish)	x 3 lessons
Geography	x 2 lessons
History	x 2 lessons
ICT	x 2 lessons
PE	x 2 lessons <u>OR</u>
PE + Islamic Studies	x 1 lesson + 1 lesson
Art	x 1 lesson
Music	x 1 lesson
Qatar History	x 1 lesson

Text Books

KS3 students collect all their text books from the secondary library at the beginning of the school year. Each student is issued with their own personal barcode, attached to their planner, which tracks the books they have in their possession.

However, please bear in mind that **not all subjects will issue your child with a text book**. This will vary from year to year as the curriculum evolves. Some subjects will use a variety of different text books that they keep in their classrooms and give out to the students when needed. Other subjects prefer to use a variety of online resources that are more up to date than any one single text book. Often these resources will be uploaded by the teacher onto 'Teams' along with any relevant supporting materials.

Rest assured, however, that your child will receive all the materials they need to support their learning.

Attendance

At PHES we recognise that there is an obvious link between academic success and attendance. As such, we discourage absences during term time if they are avoidable. We would like all our students to achieve their full academic potential in order to increase their chances of success in an increasingly competitive world of work.

If your child is absent for any reason, kindly telephone the school office as early as possible **that day** to state the reason for the absence. This should be followed up by a note or email from you explaining the reason for the absence when your child returns to school. This allows us to monitor accurately all authorised and unauthorised absences. **Please note that absences will only be recorded as authorised in cases such as medical appointments; holidays, even if advised in advance, will still count as an unauthorised absence.**

We also expect all students to arrive punctually at school every day. The first 20 minutes of each day is spent with the Form Tutor. This is an important time when students get ready for the day ahead, receive important notices, attend assemblies and participate in the Accelerated Reading Programme. This highly effective programme will be explained further in the English curriculum section of this booklet. Two tutor times per week are allocated to the programme to help students achieve their reading goals.

Uniform

Our students are required to wear the correct uniform at all times. School shoes should be black leather (or leather look) and polished. **Canvas shoes, sports branded shoes, trainers or trainer-style shoes should not be worn. This includes black leather trainers.** Please select your child's school shoes carefully to avoid having to purchase a second pair.

Boys must have their shirts tucked in and are not permitted to wear jewellery, except for a wrist watch.

Girls are allowed to wear **one** pair of small stud earrings and a wrist watch, but no other jewellery. Skirts must be knee-length and adhere to the expectations of the country that we live in.

Hoodies or non-PHES jumpers, sweatshirts or jackets should not be worn and will be confiscated, even in colder weather. A PHES fleece and school jumpers are available to buy from our uniform shop. Extreme hair styles are also not allowed.

There is more information on the uniform in the prospectus which can be found on our website.

Homework

Homework is set regularly at Key Stage 3 as a way of testing the students' understanding of what has been covered in class. It is also a way of raising the level of achievement for each individual by reinforcing the learning that has taken place during each lesson.

However, we are mindful of the following key homework principles:

What it should be:

- Manageable;
- Relevant;
- A consolidation of Learning;
- A chance to practise key skills from lessons;

What it should not be:

- Excessive;
- For the sake of it;
- To keep kids 'busy'.

Homework should be recorded by students in their homework diaries/planners. Teachers will back this up by recording all homework on their respective 'Teams' pages (a school-based application which forms part of the Microsoft 365 package), including details of due dates, deadlines and any relevant supporting materials.

Homework Diary / Student Planner

All secondary pupils are expected to be responsible for their own learning. We do not email home weekly summaries of homework or unit test dates to parents. To this end, each child in the Secondary school receives a Student Planner on the first day of term. Pupils are expected to record all homework, test dates and relevant notices in their planners every day. In the planner, you will also find useful information for parents about school rules and uniform. Your child must keep their planner with them at all times, and it must be kept in good condition and free of graffiti. Please ensure that you check your child's planner regularly and highlight the benefits of keeping themselves organised.

Behaviour Management

At PHES, we take behaviour management seriously and have high expectations of all students, both in the classroom and around the school.

A new behaviour management initiative has recently been launched school-wide, incorporating the school's key values, namely: Perseverance, Responsibility, Independence, Dedication & Engagement (PRIDE).



Our expectations of all pupils are simple and are as follows:

- Arrive to lessons on time;
- Be respectful;
- Complete homework;
- Carry out instructions first time;
- Be prepared for learning (Correct uniform and equipment);

Consequences:

If the above expectations are not met either in lessons or around the school, we operate a system of **consequences**, which are recorded on **Engage** (our behaviour management system). These, and other relevant comments from teachers, can now be viewed by parents by means of the Parent Portal. You should have already received your login details.



Parents will, of course, be notified by the school immediately should any serious issues arise, and appropriate sanctions will be discussed, where relevant.

Reporting

Your child will receive four formal reports during the year. At the end of the first and second terms there will be a grade report, giving Achievement and Behaviour for Learning (BfL) grades for each subject.

At the end of the summer term, there will be a full final report issued, which will contain comments from all class teachers as well as grades for BfL, and a final comment from the

Form Tutor.

Parents' Meetings for Key Stage 3 are in March, where you will be able to discuss any concerns with subject teachers face to face. If you have any queries before that time, you are able to email subject teachers directly using *Firstname.Surname@parkhouseschool.com*. If you have a more general or school-wide query, you may also contact the Key Stage 3 Leader, Mrs. Elspeth Standen, directly using *Elspeth.Standen@parkhouseschool.com*.

Testing

In Year 7, students are taught in their tutor groups. Early in the first term, tests will be carried out in two of the core subjects (maths and English) to establish initial sets so that each child is given the best chance of success. All students will have the chance to move up a set if they are performing well and if there is room in the upper sets. All students in all sets are taught the same syllabus; the upper sets simply progress a little faster. At the end of the year, all students will have covered the same material and will have been assessed in the same way.

For all other subjects, students remain in their tutor groups

In Years 8 and 9, students continue to be streamed in maths and English. For all other subjects, students are taught in their tutor groups. At regular stages throughout the academic year, all subjects will carry out unit tests to ensure that learning is taking place. **Due to regular testing in every subject, there is no formal school examination week at the end of the year in Key Stage 3.**

GL Assessments

In the spring term of every year, the KS3 students sit the GL Assessments for their relevant year group. The GL Assessments are designed to test the core subjects of English, mathematics and science to ensure that students are prepared to the standards necessary for study towards IGCSE.

The examinations are set and assessed by the GL Assessment independent examining body in the UK. These assessments give students a chance to experience external examinations with the rules and regulations that go with them.

All students in Key Stage 3 sit GL Assessments in English and Maths. Year 8 and 9 pupils also sit a GL Assessment in Science. Parents will receive the results of the Assessments with the end of year report at the end of the summer term.

More information about the GL Assessments can be found at the following web address:

<https://www.gl-assessment.co.uk/>

Extra Curricular Activities

There is a wide range of extra-curricular activities on offer at PHES. There are many after-school sports clubs including football, volleyball, basketball and many others for the students to enjoy. The school takes part in the QUESS competitions and has been highly successful in recent years. As well as sport, there is something for all interests, including music, drama, debating, arts and crafts, the Model United Nations and many more. More details of the many after-school activities on offer can be found on the school website.



Trips



At PHES, we believe that education is not just about academic life. We offer a number of trips and expeditions for our students so that they can grow culturally and intellectually. Students in previous years have travelled to Lebanon and Switzerland to go skiing, Sri Lanka, Borneo, China, Oman and other Gulf countries on various trips, adventure camps and expeditions. We offer a comprehensive Duke of Edinburgh programme, as well as participation in music and performing arts festivals. In Key Stage 3, we also organise a number of educational trips within Doha itself. Each year we review our programme of trips and there will certainly be an opportunity for your child to enjoy the benefits of educational trips, allowing them to experience different cultures and giving them a chance to strengthen friendships.

Curriculum

Over the next few pages you will find an outline of each subject area, giving you an overview of what is covered in each of the subjects your child will be studying during Years 7, 8 and 9.

If you have any questions, we look forward to meeting you at the Parents' Meetings in March. Alternatively, please feel free to contact us at any time for an appointment.

English Language

Year 7

Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns. Learn a range of vocabulary appropriate to their needs and use words precisely in speech and writing to clarify, and extend meaning, and to interest their audience. Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue. Use correct grammar, including articles, word order and tenses in a range of genres and text types. Clarify relationships between ideas with an increasingly accurate and growing use of connectives. Provide clarity and emphasis in writing, a variety of sentence lengths, structures and subjects. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing. Make relevant notes to select, collate and summarise ideas from texts. Understand the conventions of standard English and how to use them consistently in writing. The practise and assessment of these skills will be via different styles of directed writing; informative, creative, discursive, argumentative and persuasive. Also, reading for understanding skills will be assessed and practised using different forms of comprehension.

Year 8

Spell most words correctly, including some complex polysyllabic words and unfamiliar words. Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary. Comment on the use of a wide range of punctuation to convey shades of meaning. Begin to use formal and informal language for specific purposes. Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. Styles of non-fiction writing; summaries, reports, reviews, leaflets, letters. Note-taking and skimming skills. Media writing; magazine, newspaper, journalism, reportage, language of television news.

Year 9

Writing, advanced skills. Sentence and punctuation skills requiring focus. Narrative viewpoint. Strategies of description and imagery (showing not telling), Application of dialogue in writing. Strategy of narrative beat and pace. Understanding travelogue; Literary/ linguistic features of travel/holiday writing. Recognition of socio-culturally based writing. Differentiating fact and opinion in narrative. Linguistic and rhetorical features of persuasive, argumentative and discursive writing. Structure of essay; effective introductions, detailed development and constructive conclusions. Structure of analytical writing.

Internet links

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level.

Speak English as much as possible with your child. Buy or read online a quality daily/weekly newspaper and the content together.

For every topic in years 7-9 there is a “need to know” list stuck in books at the start of each topic. This can be used by parents as well as students to check revision. Also in books is an assessment sheet with target grades given for improvement. To know what your child needs to do to improve, please check here regularly and discuss.

English Literature

Year 7

Use inference and deduction to recognise implicit and inferred meanings. Give an informed personal response to a text and provide some textual reference in support. Make relevant notes to select, collate and summarise ideas from texts. Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. Features of narrative poems/ballads. Features of character and narrative. Personal response to poem. Conventions of poetry, drama and the novel. Exploring pre/post-20th century literature.

Year 8

Key features of narrative structure and character and how they are used and positioned in fiction texts. Knowledge and understanding of fiction, and the techniques writers use. The construction of setting/atmosphere. Character and stereo type; physical description and dialogue to convey character; textual interpretation and evidence. Construction of narrative tension and suspense. Planning narrative; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence. Understanding the development of a writer's ideas, viewpoint and themes and relating to other texts read Genres of texts will consider, pre/post 20th century novels including Shakespeare; plays and poetry, myths and legends from around the world.

Year 9

In-depth literary analysis; Different poetical forms: Ballad, sonnet; haiku, ode, elegy, free verse. Narrative in a socio-cultural/historical context(pre/post 20th century) summary; reading strategies; research strategies; note-taking techniques; key features of plot, character and setting; creative writing; Gaining a sense of the English literary heritage and engaging with important texts in it. How writers' uses of language and rhetorical, grammatical and literary features influence the reader. How writers present ideas and issues to have an impact on the reader. How form, layout and presentation contribute to effect. How themes are explored in different texts. How symbolism and motif are employed as implicit literary effects by authors.

There are specific texts, held in the library; more texts are added each year. The following is a selection of those available:

- Buddy: Michael Morpugo
- Skellig: David Almond
- Boy: Roald Dahl
- The Lion, The Witch and The Wardrobe: C.S Lewis
- Midsummer Night's Dream: William Shakespeare

- Blitzed :Robert Swindells
- Private Peaceful: Michael Morpugo
- Unique: Alison Allen-Grey

Internet Links

www.classicsshots.com

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

www.oxfordhomeschooling.co.uk/subject/ks3-english/

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level. Speak English as much as possible with your child. Buy, or read online, a good quality daily or weekly newspaper and discuss the contents with your child.

For every topic in years 7-9 there is a “need to know” list stuck in books at the start of each topic. This can be used by parents as well as students to check revision. Also in books is an assessment sheet with target grades given for improvement. To know what your child needs to do to improve, please check here regularly and discuss.

Advice for parents to improve standards of reading, writing and speaking and listening in English

- Cooking, following recipes (instructions) in English;
- Word games, Scrabble, Boggle, Word game apps on iPad and phone too;
- BBC Skillswise;
- BBC bitesize;
- Readworks.org;
- Read a book together every day;
- English only days – where all the family has to speak only in English;
- Word of the day/week - to increase vocabulary;
- Make sure they are reading their Accelerated Reader book for 30 - 40 mins. a day;
- Read a newspaper article together and discuss;
- Watch English speaking films (for 2nd language speakers);
- GPS (car navigation system) in English only;
- Subtitles for films/programmes in English;
- Reviewing class work;
- Creating flashcards for terminology that they are learning- definition, meaning and example of how to use it in a sentence;
- Go through and discuss the reading and writing grids with their child, making sure they understand their current working level and their end of year target;
- Go through the child's literacy handbook ensure that both Child and parent understands this.

Mathematics

Year 7

Below is an overview of the topics which students will cover in Year 7.

Mathematical processes and applications: Carry through tasks or tackle problems, identify the mathematical aspects and obtain necessary information; check their working and results, considering whether these are sensible; show understanding of situations by describing them mathematically using symbols, words and diagrams; draw simple conclusions of their own and give an explanation of their reasoning.

Number & Algebra: Use place value to multiply and divide whole numbers and decimals; order, add and subtract negative numbers in context; use all four operations with decimals to two places; solve simple problems involving ratio and direct proportion; calculate fractional or percentage parts of quantities and measurements; construct, express in symbolic form, and use simple formulae involving one or two operations; use brackets appropriately; use and interpret coordinates in all four quadrants.

Geometry & Measure: Measure and draw angles to the nearest degree; know the angle sum of a triangle and that of angles at a point; identify all the symmetries of 2-D shapes; convert one metric unit to another; make sensible estimates of a range of measures in relation to everyday situations; understand and use the formula for the area of a rectangle.

Statistics: Understand and use the mean of discrete data; compare two simple distributions, using the range, mode, median or mean; interpret graphs and diagrams, including pie charts; understand and use the probability scale from 0 to 1; use methods based on equally likely outcomes and experimental evidence; understand that different outcomes may result from repeating an experiment.

Depending on their set, Year 7 students will follow one of the following programmes:

- Set 1 – Delta 1
- Set 2 – Theta 1

Delta 1		
Chapter	Topics	Term
1	Analysing and displaying data	1
2	Number skills	
Half term assessment		
3	Equations, functions and formulae	
4	Fractions	
End of term assessment		
5	Angles and shapes	2
6	Decimals	
Half term assessment		
7	Equations	
End of term assessment		
8	Multiplicative reasoning	3
9	Perimeter, area and volume	
Half term assessment		
10	Sequences and graphs	
Year 7 Delta 1 exam		

Theta 1		
Chapter	Topics	Term
1	Analysing and displaying data	1
2	Number skills	
Half term assessment		
3	Equations, functions and formulae	
4	Decimals and measures	
End of term assessment		
5	Fractions	2
6	Probability	
Half term assessment		
7	Ratio and proportion	
End of term assessment		
8	Lines and angles	3
9	Sequences and graphs	
Half term assessment		
10	Transformations	
Year 7 Theta 1 exam		

Year 8

Below is an overview of the topics which students will cover in Year 8.

Mathematical processes and applications: Carry through substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks; interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context; begin to give mathematical justifications.

Number & Algebra: Order and approximate decimals; use trial-and-improvement methods; evaluate one number as a fraction/percentage of another; use equivalences between fractions, decimals and percentages; calculate using ratios; add and subtract fractions by writing them with a common denominator; find the rule for the next term or n th term of a sequence where the rule is linear; formulate and solve linear equations with whole-number coefficients; use Cartesian coordinates for graphical representation interpreting general features.

Geometry & Measure: Recognise and use common 2-D representations of 3-D objects; know and use the properties of quadrilaterals; solve problems using angle and symmetry properties of polygons and angle properties of intersecting and parallel lines; understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.

Statistics: Collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables; construct and interpret frequency diagrams; construct pie charts; draw conclusions from scatter diagrams, and have a basic understanding of correlation. When dealing with a combination of two experiments, pupils identify all the outcomes. In solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

Depending on their set, Year 8 students will follow one of the following programmes:

- Set 1 – Delta 2
- Set 2 – Theta 2

Delta 2		
Chapter	Topics	Term
1	Factors and powers	1
2	Working with powers	
Half term assessment		
3	2D shapes and 3D solids	
4	Real-life graphs	
End of term assessment		
5	Transformations	2
6	Fractions, decimals and percentages	
Half term assessment		
7	Constructions and loci	
End of term assessment		
8	Probability	3
9	Scale drawings and measures	
Half term assessment		
10	Graphs	
Year 8 Delta 2 exam		

Theta 2		
Chapter	Topics	Term
1	Number	1
2	Area and volume	
Half term assessment		
3	Statistics, graphs and charts	
4	Expressions and equations	
End of term assessment		
5	Real-life graphs	2
6	Decimals and ratio	
Half term assessment		
7	Lines and angles	
End of term assessment		
8	Calculating with fractions	3
9	Straight-line graphs	
Half term assessment		
10	Percentages, decimals and fractions	
Year 8 Theta 2 exam		

Year 9 - IGCSE Mathematics

Below is an overview of the topics which students will cover in Year 9.

Mathematical processes and applications: Explore the effects of varying values and look for invariance in models and representations working with and without ICT; progressively refine or extend the mathematics used, giving a reason for their choice of mathematical presentation and explaining features they have selected; justify their generalisations, arguments or solutions.

Number & Algebra: Round to one significant figure and multiply and divide mentally; understand the effects of multiplying and dividing by numbers between 0 and 1; solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently; understand and use proportional changes; find and describe in symbols the next term or n th term of a sequence where the rule is quadratic; use algebraic and graphical methods to solve simultaneous linear equations in two variables.

Geometry & Measure: Understand and apply Pythagoras' theorem when solving problems in two dimensions; calculate lengths, areas and volumes in plane shapes and right prisms; enlarge shapes by a fractional scale factor; determine the locus of an object moving according to a rule; appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction; understand and use compound measures, such as speed.

Statistics: Specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias; determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry; use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences; understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

The IGCSE Mathematics course begins in Year 9. Depending on their set, Year 9 students will follow one of the following programmes:

- Set 1 (accelerated group)
- Set 2

Set 1			
Unit	Topics	Term	
1	Integers, Powers, Roots, Directed numbers and Fractions	1	
2	Angles in polygons		
3	Constructions		
4	Algebraic manipulation		
Assessment 1			
5	Probability & Statistical Representation		
6	Sequences		
7	$y = mx + c$ & nonlinear graphs		
Assessment 2			
8	Fractions, Decimals and Percentages		
9	Symmetry		
10	Mensuration		
Assessment 3			
11	Solving Equations		2
12	Travel Graphs		
13	Substitution and Formulae		
14	Transformations		
15	Further transformations		
Assessment 4			
16	Pythagoras's Theorem		
17	Statistical Representation & Statistical Measures		
18	Ratio and Proportion		
Assessment 5		3	
19	Simultaneous Equations		
20	Inequalities		
21	Trigonometry		
22	Indices and Standard form		
23	Written and Mental Calculations		
Assessment 6			
24	Quadratic Equations		
25	Statistical measures		
26	Estimation and Limits of Accuracy		
27	Indices		
28	Sets		
Assessment 7			
Year 9 Set 1 exam			

Set 2		
Unit	Topics	Term
1	Integers Powers and Roots	1
2	Lines and Angles	
3	Equations, formulae, identities and expressions	
4	Probability	
Assessment 1		
5	Directed numbers Order of operations Real Numbers	
6	Geometrical terms and relationships	
7	Sequences Functions and Graphs	
8	Fractions Decimals and Percentages	
Assessment 2		
9	Properties of 2D shapes	2
10	Equations formulae identities and expressions	
11	Percentages	
12	Mensuration	
Assessment 3		
13	Sequences Functions and Graphs	
14	Manipulating Fractions	
15	Transformations	
16	Ratio and Proportion	
Assessment 4		
17	Statistical Representation	3
18	Written and Mental Calculations	
19	Pythagoras and Trigonometry	
20	Statistical Measures	
Assessment 5		
Year 9 Set 2 exam		

What can parents do to enhance learning at home?

Be positive about mathematics and let your child know how important you think maths is and how much fun it can be too. Point out the ways maths is used in different family members' jobs and the many ways maths is used in everyday activities. Encourage your child to discuss maths problems with you – talking about their ideas and verbalising what doesn't make sense to them helps children learn to reason mathematically. Encourage your child to be persistent if they are having difficulty with a maths problem. Involve your child in everyday situations that require mental calculations. Please also continually check Homework Planner for work set, tests due and any messages from your child's Maths teachers.

Internet Links

www.myimaths.com

www.gomaths.com

www.mathsisfun.com

www.mathleague.com

www.mathforum.org/dr.mat/

www.webmath.com

www.homeworkelephant.co.uk

www.mathsnet.net

www.mathslessons.co.uk

www.waldomaths.com

www.mathsphere.co.uk

www.nrich.maths.org.uk

www.smilemathematics.co.uk

www.brain-cells.co.uk

Science

Science is an integral part of our life. Pupils are encouraged to see its relevance in everyday examples, with an emphasis on how the world is rapidly changing. We want our pupils to gain knowledge which will allow them to take part in debates on the future directions for our earth. Popular issues include pollution, genetic engineering and population growth. We are aiming for scientific literacy in the 21st century.

All key stage 3 pupils have access to a 'Doddle' account. They are issued with a username and password from the start of the academic year. 'Doddle' is an online learning program which includes power points, quizzes, animations and revision materials for chemistry, physics and biology. This is additional to the year 7, 8 or 9 textbooks which are also issued to every pupil on enrolment. We believe that reading is an important method to improve both literacy and knowledge in key subject areas, yet having the addition of an online learning environment also helps maintain pupil enthusiasm and engagement.

Pupils are assessed throughout the year with a test for each subject module. This helps to gain an understanding of pupils' knowledge and allows opportunity for application of knowledge in different contexts. Homework is set regularly in accordance with the school homework policy.

Department Aims

- To stimulate an interest in and enthusiasm for science.
- To provide all pupils with a broad based science education.
- To provide the foundation for the study of science beyond Year 11 in order to enable pupils to follow a career in science.
- To enable pupils to gain an understanding of the functioning of their own bodies and other living things.
- To provide knowledge about all the forms of energy and the importance of conserving sources of energy.
- To gain knowledge of the properties and uses of the materials which are around us.
- To increase awareness of the environmental, social and economic problems caused by everyday materials.
- To develop practical skills and investigation techniques.

Internet links

- <https://www.bbc.co.uk/education/subjects/zng4d2p> Science learning resources for parents, teachers and students. Organised by topic;
- <https://www.doddlelearn.co.uk/app/login> Effective for all students. The resources are built to meet curriculum specifications, and are designed with student engagement in mind. *Doddle* presentations, quizzes and interactive activities use real-life examples to encourage problem solving and are packed with audio and animations that bring *learning* to life;
- <http://www.scibermonkey.org/> Sciber Monkey supports teaching and learning of science for pupils aged up to 14 years old. It provides animations and video links on all sorts of science topics;
- <http://www.dontstoplearning.com/ks3science/contents.htm> Lots of interactive learning activities which includes 'fill in the gap' paragraphs of key topics. Activities can also be printed out to show scores to parents or teachers.

- The **Science Curriculum** for Key Stage 3 is set out below:

	Biology	Chemistry	Physics
Year 7	Introduction to science	Acids and Alkalis	Energy and sustainable living
	Tissues and transplants	Chemical reactions	Electrical circuits
	Ecology matters	Particle model	Forces and their effects
	Classification	Materials from the Earth	The Solar System and beyond
Year 8	Food and digestion	Fluids	Heat transfers
	Animal physiology	Materials and recycling	Forces and transport
	Microbes and disease	Metals and their uses	Light
	Relationships in ecosystems	Explaining the Earth	Sound and hearing
Year 9	Science and fiction	Materials and their properties	Buying energy
	Body systems and health	Chemical reactions and reactivity	Satellites and space
	Reproduction	Earth and the atmosphere	Forces
	Forensic science	Metals	Moments and levers

ARABIC: YEAR 7

دروس الفصل الأول للصف السابعي 17-18

ملاحظات	الموضوع
الوحدة الأولى	قراءة وتحليل درس المنشآت القطرية الحديثة
	حل أسئلة درس المنشآت القطرية الحديثة
	الفعل المبني للمعلوم والفعل المبني للمجهول ونائب الفاعل
	الهمزة المتوسطة على النبرة
	الكتابة (المها العربي)
	حصة قراءة خارج المنهج
	امتحان في الوحدة الأولى
الوحدة الثانية	قراءة وتحليل درس إقبال الشباب
	حل أسئلة درس إقبال الشباب
	اللازم والمتعدي
	الهمزة المتوسطة على الواو
	كتابة نص تفسيري عن الشائعات
	حصة قراءة حرة
	امتحان في الوحدة الثانية
الوحدة الثالثة	أنشودة الخليج
	حل أسئلة أنشودة الخليج
	التشبيه
	استخدام الجملة الاسمية والفعلية
	الهمزة المتوسطة على الألف والسطر
	كتابة نص وصفي
	حصة تحدث (وصف مكان أو شخص أو أحداث)
	حصة قراءة حرة
	امتحان في الوحدة الثالثة

ARABIC: YEAR 8

خطة الفصل الدراسي الأول الصف الثامن لمادة اللغة العربية للعام الأكاديمي 17-18

الملاحظات	الموضوع
الوحدة الأولى	قراءة وتحليل درس تطور صناعة السفن عبر العصور
	قراءة وتحليل درس تطور صناعة السفن عبر العصور
	حل أسئلة الدرس
	التدرب على نص معلوماتي خارجي
	اعراب الفعل المضارع
	الهمزة المتطرفة
	الكتابة نص معلوماتي
	حصة قراءة خارج المنهج
	امتحان في الوحدة الأولى
الوحدة الثانية	قراءة وتحليل ظاهرة حوادث الطرق
	حل أسئلة درس ظاهرة حوادث الطرق
	أفعال المقاربة والرجاء
	الهمزة المتوسطة على النبرة
	كتابة نص تفسيري عن اعتماد المدارس على وسائل التواصل
	حصة قراءة خارج المنهج
	امتحان في الوحدة الثانية
الوحدة الثالثة	قصيدة أب
	حل أسئلة قصيدة أب
	الأسماء الخمسة
	الاسم المقصور والمنقوص
	حذف الألف من كلمة ابن
	كتابة نص وصفي
	حصة قراءة خارج المنهج
	امتحان في الوحدة الثالثة

ARABIC: YEAR 9

خطة الفصل الدراسي الأول الصف التاسع لمادة اللغة العربية للعام الأكاديمي 17-18

الملاحظات	الموضوع
الوحدة الاولى	قراءة وتحليل شبكات التواصل
	قراءة وتحليل درس شبكات التواصل
	حل أسئلة الدرس
	التدرب على نص معلوماتي خارجي
	قواعد كتابة الأعداد
	الهمزة المتوسطة
	الكتابة
	حصة قراءة خارج المنهج
	امتحان في الوحدة الأولى
الوحدة الثانية	قراءة وتحليل درس ظاهرة انتشار السمعة
	حل أسئلة درس ظاهرة انتشار السمعة
	الاستثناء
	الهمزة المتطرفة
	كتابة نص تفسيري
	حصة قراءة خارج المنهج
	امتحان في الوحدة الثانية
الوحدة الثالثة	موت صاحب العربة
	حل أسئلة موت صاحب العربة
	النعت
	البدل
	الألف اللينة في آخر الأفعال والأسماء غير الثلاثية
	كتابة نص وصفي
	حصة قراءة خارج المنهج

Art and Design

Work used for the teaching of Art and Design in year 7 to 9 will be based on a variety of themes e.g. animals, movement, portraiture, architecture; an artist or art movement; or on a particular technique or skill.

Students in year 7, 8 and 9 Art and Design will:

- Develop an understanding of the elements and principles of Art and Design and be able to discuss their own work and the work of others using art terms and vocabulary.

Elements

Shape

Line

Colour

Texture

Space

Tone

Value

Form

Principles

Balance

Rhythm and repetition

Pattern

Unity

Contrast

Emphasis

Movement

Variety

- Be given the opportunity to look at, discuss and learn from the work of master artists. (Either looking at individual artists and their way of working e.g. Van Gogh or studying an art movement e.g. Pop Art.) Whilst developing the understanding of critically evaluating their own work and work of other artists.
- Use a variety of different materials and techniques for making art work. Throughout the year students will have at least one project based on each of the following –
 - **drawing** such as tonal work, coloured pencil, charcoal, oil pastel, chalk pastel etc.
 - **painting** such as poster colour, watercolour, gouach, acrylic
 - **printmaking** such as linocut, etching, screenprint, collograph
 - **sculpture** such as construction, clay, plaster etc.
 - There will be a balance between wet and dry media and 2D and 3D work produced.

- Be encouraged to use their art books for drawing and painting at home. Homework tasks will be given to build on skills learnt in class and to develop ideas for project work.

The department aims to develop fundamental technical skills within Art and Design as well as a creative awareness. As students move from year 7 through to year 9 they will be developing their work towards the level required for examination in GCSE.

Specific topic themes and project details may vary between classes within a year level depending on the teacher or available resources. If students or parents wish to know more details on what will be taught throughout the year please do not hesitate to consult the appropriate teacher for more information.

Internet Links

<http://www.artsconnected.org/toolkit/explore.cfm> - Interactive site describing the elements and principles of Art and Design

<http://www.artlex.com/> - Dictionary of art terminology and information

French

The acquisition of the French language creates a mindset in our pupils that allows them to see the world from many points of view, a critical ability in our globally hyper-connected world. All pupils benefit from a curriculum allowing them not only to master French but also to gain a more international perspective. They are exposed to French and its language patterns discovering and exploring simple language structures required for purposeful communication. Their comprehension increases when linguistic structures, along with an array of visuals, are used and reused in a spontaneous and natural way within the context of a theme.

Pupils are encouraged to practise the skills equally and gain confidence in speaking the target language in particular through role play situations.

They are formally assessed on their oral communication, listening, writing and reading skills. The Schemes of Work are mainly based on Expo1, 2 and 3 and they cover the following topics for the whole KS 3.

Year 7 - Course Book “Expo 1”

Term 1

- Meeting people, school objects, alphabet. Numbers to 20. Verb *avoir*, *âge*, birthday, saying the date.
- In class-talking about the classroom. The definite article, colours, adjectives, agreeing with nouns.
- Talking about family, possessive adjectives, pets, plurals. Describing yourself and others. Talking about their hair and eyes. Understanding plural adjective agreements.

Term 2

- Talking about where people live, using *je* and *tu* and forms of the verb *habiter*.
- Describing your home, bedroom and what you do in the evening. Telling the time, using the pronouns *ils* and *ells*.
- Asking about places in a town. Using *est ce qu’il y a?* Asking directions. Understanding the difference between *tu* and *vous*, expressing opinions and ordering drinks and snacks.

Term 3

- Talking about what you do in the morning. Using reflexive verbs.
- School subjects, giving opinions and reasons. Talking about your timetable. Talking about what you do after school. The verb *faire*.
- Talking about sports and games, playing an instrument, using *jouer de* and *jouer à*.
- Saying what you like to do, using *aimer* plus the infinitive.
- Going on holiday, using *aller* plus the infinitive.

Year 8 - Course Book “Expo 2”

Term 1

- Talking about self, family, jobs, and where people live; describing the weather; finding a pen pal; using French idioms;
- Talking about activities , sports , and leisure; French television, Christmas in France
- Using pronouns *je, tu, il, elle, and on*; using masculine and feminine nouns, using *depuis*
- Using *j’aime* + infinitive, *je joue* and *je fais*; using the pronoun *nous*; the perfect tense with er verbs

Term 2

- Making and receiving invitations; talking about clothes; talking about the weekend
- Talking about food likes and dislikes; preparing for a party; dining out; French culinary culture
- Using *vouloir, pouvoir, devoir*; using *aller* in the perfect tense; adjectives and comparatives
- Using *de* + definite article; using *il faut*

Term 3

- Naming countries and languages; planning and describing holidays, past and future; French Revolution
- Talking about friends, money, technology; planning for the future; youth clubs, jokes
- Using prepositions *a* and *en*; asking questions and giving opinions
- Using *ne ... jamais, je vais* +infinitive, *je voudrais* + infinitive; adjectives

Year 9 - Course Book “Expo 3”

Term 1

- Talking about what you watch on TV and the cinema
- Describing yourself and others
- Using the near future tense with *aller*
- Using the verbs *avoir* and *être*
- Modal verbs: *pouvoir, vouloir, devoir*

Term 2

- Talking about illness and healthy living
- Using expressions with *avoir mal* and *être*

- Using negatives
- Using imperatives
- Using *son, sa, ses*

Term 3

- Learning about travel and a region of France
- Young people and work
- Tackling world issues
- The pronoun *y*
- Using *Je voudrais...*
- Using singular reflexive verbs
- Using *on peut* + infinitive

Pupils are expected to be able to do the following:

- Comprehend high-frequency vocabulary in slow, clear speech and other simple texts.
- Recognize the relationship between pronunciation.
- Identify key information in slow, clear speech and other simple texts.
- Respond appropriately to simple commands and instructions.
- Begin to use strategies to increase understanding.
- Seek clarification of meaning using common statements and questions.
- Participate, with support, in simple interactions about everyday situations.
- Ask and answer simple questions in context.
- Describe themselves and their interests.
- Provide simple descriptions.

What can parents do to enhance learning:

- Ask pupils daily what they have learned. The best way to learn a skill is to explain it to someone else.
- Encourage daily revision of 10 to 15 minutes on items such as new unit vocabulary and previous vocabulary lists, and verb conjugations; this can be done at odd times such as in the car on the way to and from school, while waiting for an appointment, etc.

Internet Links

<http://www.scoop.it/t/ks3-french>

<http://quizlet.com/subject/french/>

<http://mmecurrie.typepad.com/games/>

<http://www.zut.org.uk/index.html>

www.ecole-plus.com

www.carrefour.fr

www.monoprix.fr

www.airfrance.fr

www.sncf.com

www.fete-enfants.com

www.joyeuse-fete.com

www.education.fr

www.quid.fr

www.bbc.co.uk/languages

www.travlang.com/languages

<http://www.frenchteacher.com/> Year 7/8

www.frenchteacher.net (free Resources)

<http://www.languagesresources.co.uk/FrenchIndex.html>

http://french.lovetoknow.com/Category:French_Vocabulary_and_Translations

<http://www.france-pub.com/french/french-test.html>

<http://www.ielanguages.com/exercises/frenchexercises.html>

<http://www.ielanguages.com/frenchlistening.html>

<http://www.bbc.co.uk/languages/french/guide/>

Geography

At Key Stage Three, the National Curriculum of England and Wales broadly forms the basis the curriculum. However, whilst some aspects of the NC are not covered other aspects will go beyond the NC requirements. This is to reflect the international nature of PHES and to prepare for IGCSE.

Aims

- Stimulate an interest in and a sense of wonder about places
- Make sense of a complex and dynamically changing world
- Investigate places at all scales, from the personal to the global
- Encourage questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future
- Think spatially, use maps, visual images and to obtain, present and analyse information
- Inspire pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet

Year 7

- Geographical Skills
- Plate Tectonics
- Sustainable Settlements and Qatar's World Cup
- River Processes and Landforms
- Flooding

Geography fieldtrip: Salwa Road and MIA Park

Year 8

- Resources
- Weather / Climate
- Ecosystems
- Coastal processes, landforms and management
- Geography of crime

Geography fieldtrip: Singing Sand Dunes

Year 9

- Globalisation
- Tourism
- Development
- Ghana / Development Issues
- Coffee Break / Fair Trade

Geography fieldtrip: Souq Waqif, Corniche, and The Pearl

Internet Links

www.geography.learnontheinternet.co.uk

www.bbc.co.uk/education

www.coolgeography.co.uk

www.educationquizzes.com/ks3/geography

What can parents/students do to enhance learning at home

Engage your child in conversation about current affairs and news reports that are currently happening, such as natural disasters, tourism, environmental pollution, migration, energy, food supplies etc. Discuss topics and perhaps help them research them to improve their understanding. Encourage questions and curiosity about the world.

History

Year 7

Unit One: The Romans

Pompeii archaeology; Romulus and Remus; The Roman Republic; Roman women; Roman towns and entertainment; Hannibal; Julius Caesar; The rise and fall of the Roman Empire.

Unit Two: William the Conqueror

The Norman Conquest; The Events of 1066; The story of the Battle of Hastings; Thinking through History; Controlling the land; Castle development; The Feudal System; The Domesday Book.

Unit Three: The Black Death

The causes of the Black Death; How Medieval people believed the disease was spread; The consequences of the Black Death; The Peasants' Revolt.

Year 8

Unit One: Voyages of Discovery

The Renaissance; Reasons for exploration; Christopher Columbus; Developments in ship building; Colonial influence in Qatar.

Unit Two: English Civil War

Causes of the English Civil War; Reasons Parliament won; Oliver Cromwell: Hero or Villain?; The Restoration of the Monarchy.

Unit Three: Black Peoples of the Americas

Africa in the 1500s; Reasons for the development of the trans-Atlantic slave trade; The Middle Passage; Slave auctions; Life on plantations; Abolition of the slave trade; The American Civil War.

Year 9

Unit One: The First World War One

The causes of World War One; Recruitment; Life in the trenches; Reasons the Allies won; The Treaty of Versailles.

Unit Two: The Twentieth Century World

The Russian Revolution; America in the 1920s; Rise of Hitler & Nazi Germany; Appeasement; World War Two; The Cold War.

Unit Three: Civil Rights in America

Life for Black people in America following the end of slavery; the emergence of the Civil Rights movement; The Montgomery Bus Boycott; The Little Rock Nine; The March on Washington; The Freedom Rides; Martin Luther King; Malcolm X; Black Power

Internet Links

www.schoolhistory.co.uk

www.johndclare.net

www.thinkinghistory.co.uk

www.historylearningsite.co.uk

www.bbc.co.uk/schools/gcsebitesizehistory

www.learningcurve.gov.uk

www.learnhistory.org.uk

www.spartacus.schoolnet.co.uk

What can parents/students do to enhance learning at home?

Students should consolidate the work that has been covered in each lesson at the end of the day by reading over their notes at home and checking their understanding.

Further reading of either library books or through the links to the internet.

Information & Communications Technology

Year 7

Presentations	-	PowerPoint about themselves
Image Manipulation	-	Using Fireworks to edit pictures
Animation	-	Using Fireworks to create an animation
Databases	-	Creating queries in Access
Programming	-	Creating simple programs to control Microbits
Spreadsheets	-	Using simple formula in Excel
Kodu	-	Creating games with block programming
E-Book	-	Using PowerPoint to create a story
Comic Life	-	Creating a comic about E-Safety
Scratch	-	Using programming blocks to create games and animations

At the end of the year the students will complete a project which will require them to use the skills learnt throughout the year.

Year 8

Presentations	-	Using PowerPoint to create a presentation about the Jazz Bar
Photo Editing	-	Using Photoshop to manipulate pictures
Spreadsheets	-	Using formula in Excel
Word Processing	-	Using Word to format a document
Apps	-	Creating android apps in App Inventor
CS Theory	-	Binary and Computer Systems
Programming	-	Introduction to Python programming language
Video Editing	-	Creating a video about E-Safety

- | | | |
|-----------|---|---|
| Databases | - | Creating queries and reports in Access |
| Control | - | Using flowcharts in Flowol to control a system |
| Scratch | - | Using programming blocks to create games and animations |

At the end of the year the students will complete a project which will require them to use the skills learnt throughout the year.

Year 9

- | | | |
|---------------|---|--|
| Presentations | - | Creating a PowerPoint about Games Consoles |
| Spreadsheets | - | Using formulas in Excel |
| HTML | - | Creating a website using HTML code |
| CS Theory | - | Binary, Hexadecimal and Hardware |
| Algorithms | - | Problem solving in Pseudocode |
| Programming | - | Writing programs in Python |
| Databases | - | Creating queries and reports in Access |

Students will undertake 2 exams. One based on the Computer Science topics CS Theory, Programming and Algorithms. A practical exam to test their presentation, spreadsheet and database skills

What can parents/students do to enhance learning at home?

Students should regularly practice their skills learnt in class. Having them demonstrate their skills to their parents

Internet Links

Office 365 - <https://www.office.com/>

BBC Bitesize Computer Science - <http://www.bbc.co.uk/education/subjects/zvc9q6f>

BBC Bitesize ICT - <http://www.bbc.co.uk/education/subjects/z8mtsbk>

Code Academy - <https://www.codecademy.com/>

Scratch - <https://scratch.mit.edu/>

App Inventor - <http://appinventor.mit.edu/explore/front.html>

خطة الفصل الدراسي الأول لمادة التربية الإسلامية للعام الأكاديمي 17-18

الصف السابع

الموضوع	ملاحظات
احكام الميم الساكنة /المزمل من (1-11)	الفصل الأول
صفات المؤمنين	
فضل صلاة الجماعة	
التوحيد	
الغسل	
أبو البشر آدم	
امتحان نهاية الفصل الأول	
المسح على الخفين	
تلاوة القرآن الكريم	
أحكام الميم والنون المشددين/ سورة الجن	الفصل الثاني
من دلائل قدرة الله ورحمته	
فضل صلة الرحم	
النهى عن الغضب	
صلاة العيدين	
الشجاعة	
امتحان نهاية الفصل الثاني	
حقيقة الموت	
غزوة بني قريظة	

خطة الفصل الدراسي الأول لمادة التربية الإسلامية للعام الأكاديمي 17-18

الصف الثامن

الموضوع	ملاحظات
احكام الرء /الحاقة من (1-12)	9-1 حفظ والباقي تلاوة
أءب المسلم مع الله ورسوله	
بيان حق المسلم على أخيه المسلم	
أسماء الله الحسنى وصفاته العلا	
صلاة الجمعة	
قصة نبي الله شعيب	
امتحان نهاية الفصل الأول	
المسح على الجبيرة	
الوفاء	
أحكام اللام وسورة الكهف	الفصل الثاني
التثبت من الأخبار	
حق الطريق	
القرآن الكريم	
الإيمان بالنبي صلى الله عليه وسلم ومحبه	
صلاة الاستسقاء	
غض البصر	
امتحان نهاية الفصل الثاني	
قصة أصحاب الكهف	
صلاة التطوع	

خطة الفصل الدراسي الأول لمادة التربية الإسلامية للعام الأكاديمي 17-18

الصف التاسع

الملاحظات	الموضوع
1-2 حفظ ومن 3 الى 5 تلاوة	2) احكام المدود/ سورة الطلاق (1-
	المؤمنون كالبنيان المرصوص
	فضل حسن الخلق
	مظاهر خلق الله
	أحكام الزكاة
	الدعاء
امتحان نهاية الفصل الأول	
	غزوة تبوك
	الأموال التي تجب فيها الزكاة
بداية الفصل الثاني	أحكام المدود وسورة التغابن
	التجارة الرباحة
	البر والاثم
	عظم قدر النبي صلى الله عليه وسلم
	زكاة الفطر
	وفاة النبي صلى الله عليه وسلم
امتحان نهاية الفصل اثنائي	

Music

Year 7

- **Soundscape** – Telling a story and putting music to it.
- **Musical Elements** – Dynamics, timbre and meter.
- **Listening** – Identifying styles and genres through elements, instrumentation, mood.
- **World Wide and Genres/Styles** – Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic.
- **Music Theory** – Simple reading and writing. Intervals.
- **Composition** – Score for multiple percussion instruments. Start exploring simple harmony and melody.
- **Electronic Music, Music Technology, Digital Audio** – Basic concepts. Introduction.
- **Performing** – Guitar and keyboard.

Year 8

- **Soundscape:** Telling a story and putting music to it.
- **Musical Elements:** Dynamics, timbre and meter. Difference between rhythm, tempo and meter.
- **Listening:** Identifying styles and genres through elements, instrumentation, mood.
- **World Wide and Genres/Styles:** Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic.
- **Music Theory:** Reading and writing. Intervals. Introduction to scales and chords.
- **Composition:** Score for multiple percussion instruments. Start exploring simple harmony and melody.
- **Electronic Music, Music Technology, Digital Audio:** Basic concepts. Introduction.
- **Performing:** Guitar and keyboard.

Year 9

- **Soundscape:** Telling a story, writing a poem and putting music to it. Musicalizing.
- **Musical Elements:** Dynamics, timbre and meter.
- **Listening:** Identifying styles and genres through elements, instrumentation, mood. Understand the role of instruments within different genres.
- **World Wide and Genres/Styles:** Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic. Film Music.
- **Music Theory:** Reading and writing. Intervals. Scales and chords.
- **Composition:** Score for multiple percussion instruments. Start exploring simple harmony and melody. Film Music.
- **Electronic Music, Music Technology, Digital Audio:** Basic concepts. Introduction.
- **Performing:** Guitar and keyboard. Film Music.

Physical Education

At KS3 all students will learn the following disciplines:

- Volleyball
- Basketball
- Rounders (Girls)
- Touch Rugby (Boys)
- Netball (Girls)
- Cricket (Boys)
- Athletics
- Football
- Swimming
- Health related fitness
- Badminton

Internet Links

www.bbc.co.uk/sports

www.teachpe.co.uk

bbc.co.uk/sport2/hi/academy

