

**Turton
School**

**TURTON HIGH SCHOOL
MEDIA ARTS COLLEGE**

**KEY STAGE THREE
CURRICULUM HANDBOOK FOR PARENTS
2016/2017**

Introduction

Education is a genuine partnership between parents, students and staff in school. As actively involved parents you need to have the information to understand what is happening in school on a daily basis and this booklet will help you to do that. We hope that this handbook, coupled with the meeting for parents, will provide you with the information you need. Please forgive us if any of this information is stating the obvious or if you already know things because of having an older child in school. Equally, if there is more that you want to know, please do not hesitate to get in touch.

Key Stage Three

As many parents will be aware, the first three years of secondary schooling are referred to as Key Stage 3 and it is important to remember that the course outlines provided form part of a three year programme of study, culminating in Year 9. Your child should keep all their exercise books to refer to in future years.



The National Curriculum

The National Curriculum is studied by all students at Key Stage 3 and comprises English, Mathematics, Science, Citizenship, Design and Technology, Computer Science, PHSE, a Modern Foreign Language, History, Geography, Art, Music, Physical Education and statutory Religious Education.

In addition to this students will develop their skills in Information Technology across the curriculum and in their Opening Minds lessons. This is aimed to help students develop as individuals, responsible for their own learning, and ready to be life-long learners.

Citizenship, Personal Social and Health Education

This area of the curriculum covers:

- Work Related Learning
- Economic Awareness
- Careers Education
- Personal Relationships and Sex Education
- First Aid
- Elections and the democratic process
- Health topics, including smoking and drug education
- Coping with loss and bereavement
- Charity Activities
- The Opening Minds Competencies

Homework



Homework is an important aspect of your child's education as it enables us to extend the range of knowledge and information they can acquire. It provides an opportunity to extend students learning and to develop good study habits through independent learning skills, which become increasingly important as they continue into Key Stage 4 and Post-16 education.

The nature of homework tasks will vary and include reading, written tasks, research on the Internet, practical activities, researching media articles and revision for tests or examinations. Pupils should frequently review their work as an on-going process.

Homework is always a subject for discussion. Some parents say there is too much whilst others say that there is not enough – we aim to strike a balance.

Reading is very important and all students should read regularly at home. The library is very well stocked with fiction and nonfiction books and year 7 and 8 students will follow the accelerated reader scheme in tutor time and in Opening Minds.

All students have a homework planner and we would welcome your support in ensuring its completion. Please do not hesitate to contact the Subject Leader if you have any concerns about a particular subject. For any general concerns, please talk to the group tutor in the first instance.

Monitoring Your Child's Progress

Within school we continue to develop ways by which achievement can be recognised and under-achievement can be diagnosed and corrected.

Further to this there are a number of opportunities we use to keep you informed regarding your child's progress at school. These are:

1. Parents' Evening

This provides an opportunity for you to discuss your child's progress directly with their subject teacher. If you have concerns at any other time, please do not hesitate to contact your child's Group Tutor or Pastoral Leader.

2. Annual Profile

This is a summative report provided towards the end of each school year.

The partnership between home and school is **crucial** to your child's education. Throughout primary school many parents have taken an active role in the education of their children in a variety of ways. Once students start secondary school, parents can feel less involved and sometimes lose touch with the work and progress being made.

Ways of avoiding this happening include:

- Talk to your child regularly about the work he/she is doing in school.
- Always encourage your child's efforts. Try to find value in the work that they do, whilst at the same time encouraging them to go a little further.
- Try to establish a regular time for your child to study. The earlier in the evening or weekend the better.
- Read your child's homework organiser and show an interest in what is set. If your child continually has no homework in his/her homework organiser, please discuss this. Homework is usually set in a couple of subjects each day.
- Look at your child's exercise books and read what her/his teachers have written. Encourage your child to do the same, as the comments made by the teachers show how work can be improved.
- Talk to your child about anything in order to encourage them to express their feelings and to establish their own views and opinions.
- Monitor the amount of time your child spends on each homework.
- If you feel that the work set is too easy, too difficult or too much for your child, then please contact the Group Tutor or Pastoral Leader.
- If your child experiences difficulty with reading then please continue to listen to them read on a regular basis. Encourage them to read (anything) as frequently as possible.
- If your child experiences difficulty with Mathematics then please continue to work on basics such as tables as frequently as possible.



These may seem like very obvious strategies but parents have told us that these are the basic activities which keep communications open with Year 7-8 students and help them, as parents, to stay involved.

ART & GRAPHICS

Head of Art:

Miss L Gray

Head of Graphic Design:

Mr M da costa Oliveira



Aims

- To develop individuals' practical skills using traditional techniques and new media
- To contextualise students' own work with that of other artists, designers and craftspeople
- To encourage independence, creativity, exploration and experimentation
- To develop an appreciation of art, craft and design and its role in the creative industries

Course Content

The study of art, craft and design will include:

- An exploration of media, processes and techniques in 2D, 3D and new technologies.
- The study of a range of artefacts from contemporary, historical, personal and cultural contexts.
- An understanding of art, craft and design processes, associated equipment and safe working practices.

Organisation

Students will investigate a minimum of one topic per term throughout Key Stage 3 with projects encompassing elements of Craft, Culture and Cross-Curricular material. Towards the close of the academic year, KS3 students will undergo an End of Year Assessment module, which will form the basis of the school report. Students are encouraged to personalise their learning throughout the visual journey and do so by conducting independent research into their chosen artist/designer/craftsperson and/or art movement(s). In preparation for Key Stage 4, students are required to record and develop their ideas, select and experiment with a variety of appropriate media and present a personal, informed response to a set project brief. Organisation and safety within the Department is paramount with staff having high expectations of students' behaviour for learning.

Assessment

Students will receive regular, informal verbal feedback within lessons to promote confidence and progress. Both classwork and homework are regularly assessed and peer and self-evaluation encouraged.

Homework

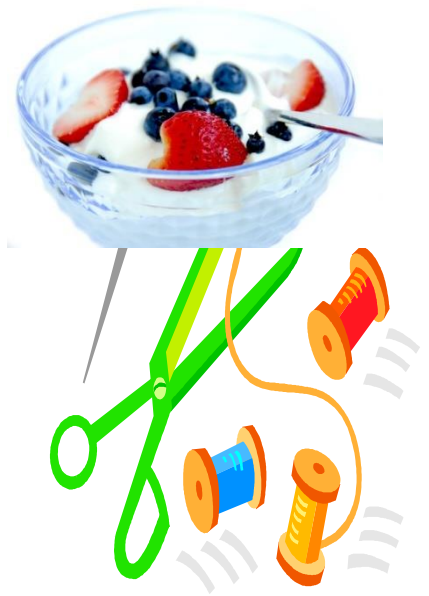
Homework can take a variety of forms: collecting visual stimulus, conducting research into a specific artist/designer and/or art movement, observational drawings, design development.

Special Features

Basic drawing equipment is recommended for all Art & Design lessons.

DESIGN AND TECHNOLOGY

Subject Leader: Mrs S Murphy
Head of Food: Mrs C Dower
Head of Resistant Materials: Miss R Clare



Aims

- To analyse and reflect
- To gain independence and take the initiative
- To work as individuals and in teams
- To develop enquiring minds
- To have opportunities to apply knowledge/skills to practical activities
- To think creatively by generating and exploring ideas

Course Content

Students will undertake various topics involving a range of materials including, Food, Textiles and Resistant Materials. Some projects covered in Years 7 and 8 include:

Year 7

- **Food** – Diet and nutrition, gaining knowledge of the diet and building skills through practical making activities.
- **Textiles** – Learning about fibres and fabrics and building basic skills e.g. use of a sewing machine, decoration and production of juggling balls.
- **Resistant Materials** – Students use specialist equipment to design and make a jigsaw puzzle; also looking at creating their own flanimal.

Year 8

- **Food** – Development of skills through practical lessons related to nutrition. Creating original products for every day meals.
- **Textiles** – Students explore colour and texture before researching an African theme. Designing and producing a commercial cushion
- **Resistant Materials** – Students will research forces and different ways to strengthen structures. They will then create their own structure in a group to support a load.

Organisation

Organisation and safety are key issues in Design Technology. Pupils are expected to behave and work in a mature manner at all times in specialist rooms. Time management is a key factor.

Assessment

Students will receive written feedback to aid progress.

Homework

Homework will take a variety of forms; it will be mainly project based and preparation of resources and ingredients for practical sessions.

Special Features

Food Technology - Pupils will be informed in advance and are expected to organise and weigh their own ingredients, usually required every other lesson.

Moodle - All workbooks are situated in your year group on the Moodle.

ENGLISH

"LAUGH - LEARN - LOVE LITERATURE & LANGUAGE"



Subject Leaders

Mrs A Lane (KS4)
Miss N Cowell (KS3)
Mr D Johnson (KS5)
Miss A Cook (KS5)
Mr R Bali (Intervention)




Aims

- To develop pupil skills in speaking and listening, reading and writing
- To encourage pupils to develop an enjoyment of English
- To promote the mastery of English and the journey of English Language and Literature
- To encourage pupils to become independent, critical and articulate learners

Year 7

Course Content





The brand new Year 7 curriculum centres around the journey of English Literature, from its origins to the present day. As Year 7 move through Key Stage 3, they will learn about all the key eras of literature, starting with the birth of the theatre in Ancient Greece. This will allow pupils to study great works of drama, prose and poetry, and to develop their own language skills by creating original pieces too. We will relate and compare texts from different eras to modern texts, to allow pupils to gain a deep understanding of the origins of the language and literature we experience today.

| AUTUMN | SPRING | SUMMER |
|---|--|--|
| <ul style="list-style-type: none">❖ Introduction to the journey of English❖ Greek literature  | <ul style="list-style-type: none">❖ Old English  | <ul style="list-style-type: none">❖ Medieval English  |


Year 8

Course Content:

Our current Year 8 will continue their journey through the curriculum they began to study in Year 7, working through 2 units per half term. They will focus on drama, prose and poetry, as well as fiction and non-fiction, and write original pieces to emulate great heritage and contemporary works of literature, all the time developing their own unique writing style.

| | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|----------------------|---|---|------------------|--|---|---------------|--|--|
| Topic | Class Drama (War Horse; Noughts & Crosses) | Gothic Horror | | I'm a Celebrity! - reading and Writing Non- Fiction | Class Novel (Stone Cold; Joe All Alone; Abomination) | | Culture Poetry | Macbeth Project |
| Reading | Analysis of a scene, looking at staging as well as language | Analysis of the language the writer uses to create atmosphere/ tension – Frankenstein or The Red Room  | | Analysis of magazine features  | How a writer develops or depicts a character | | Analysis of a poem from another culture | Mini essay on the Doctor's speech on Lady M's madness – look at advances in modern medicine. |
| Writing | Create a blog written by a main character OR Write an informal letter from one character to another | Writing a text to shock or create tension - horror story | CHRISTMAS | Write a celebrity/soap character interview article or a chatty magazine article | Write a letter to persuade the author to visit Turton OR Write a deleted scene or a sequel chapter | EASTER | Monologue from the POV of a persona from a poem | Letter of complaint from the cleaner of Macbeth's castle OR letter of application for the role of Lady M's PA |
| Speaking & Listening | Drama - Create a news bulletin about a shocking event or role play a scenario between two characters | Solo talk - Persuade a coven of vampires not to eat you | | Team talk - Discussion about 'My idiolect' or ideas for soap characters | Solo talk - Assembly / political speech to rest of group  | | Drama – perform monologue from a character's POV |  Drama - Role-play of tense murder of Duncan or atmospheric ghost scene |

Looking ahead to Year 9/10/11

| | Autumn | Spring | Summer |
|---------|--|---|---|
| Year 9 | <ul style="list-style-type: none"> ❖ Of Mice and Men ❖ Romeo & Juliet  | <ul style="list-style-type: none"> ❖ Reading non-fiction ❖ Writing non-fiction  | <ul style="list-style-type: none"> ❖ Unseen poetry ❖ Oracy  |
| Year 10 | <ul style="list-style-type: none"> ❖ Unseen prose ❖ 19th century prose  | <ul style="list-style-type: none"> ❖ Creative writing ❖ Anthology poetry  | <ul style="list-style-type: none"> ❖ Reading non-fiction ❖ Writing non-fiction  |
| Year 11 | <ul style="list-style-type: none"> ❖ Inspector Calls ❖ Shakespeare  | <p>REVISION</p>  <p><i>Year 11 mocks</i></p> | <p>REVISION</p>  <p><i>Language & Literature GCSEs</i></p> |

Organisation

All English classes at Turton are mixed ability. This allows us to have small classes, even for our most able pupils. It has also improved our examination results for pupils of all abilities.

Assessment

Assessments are done half-termly in class, and formal assessments take place for the whole year group at the end of each academic year. They assess reading, writing, subject knowledge and speaking and listening skills, as well as understanding of context. These assessments also help prepare pupils for the demands of the new GCSE specification.

Homework

Weekly homework will be set by individual class teachers to support activities taught in class and to promote independent learning and personal accountability.

Special Features

Students are encouraged to engage with English as much outside the classroom as within it.

- Year 7 - reward activity day – Island Project – KS3
- Year 8 – reward trip ‘Manc-beth’ at the theatre in Manchester – KS3
- Theatre trips – KS3, 4, 5
- Theatre visiting productions – KS3, 4, 5
- Mentors from the real world of English – KS3 & 4
- Slug club – KS3 & 4
- World Book Day – KS3
- Cinema visits – KS3
- Visiting professors, linguists and speakers – KS4 & 5
- Poetry By Heart competition – KS4 & 5
- Writing competitions – KS3, 4 & 5
- Master classes – KS4 & 5

Keep in Touch

Lots of the things we do in English and a huge range of extra resources are on our English Blog:

www.englishatturton.edublogs.org/

FAITH & ETHICS



Subject Leader: Mrs J Edge

Year 7

Aims

In line with the Bolton Agreed Syllabus students will learn a range of key grammar to begin to explore “big” questions and start their preparation for KS4 and GCSEs. Students will start to build the skills of description, explanation, analysis and evaluation. To compliment this we end the year with our visit to three local places of worship.

Course Content

Are scientific and religious accounts of our origins compatible?
Outcome or intention: what matters most in the fight for justice?
What’s so radical about Jesus?
What does it mean to be Jewish in modern Britain?

Organisation

Each Year 7 pupil has one lesson a week of Faith and Ethics. This is taught as a form as is consequently mixed ability.

Assessment and Homework

Pupil’s class work is assessed by the classroom teacher, by the pupil and by their peers on a regular basis. The students work is assessed against age related expectations and students are given feedback on how to further develop. The students will complete an end of year assessment (within the whole school KS3 exam week timetable) to check their progress and attainment.

Year 8

Aims

To build upon the skills and knowledge secured in Year 7 and focus on developing the more advanced skills of reflection and application.

Course Content

Here we look at the theme “Living as a.....” and study the impact a religion has on the everyday lives, beliefs, practices and ethics of a religious follower. In Year 8 we look at this theme through Hinduism, Christianity and Judaism studying their beliefs, values, worship, practices, and sacred texts. The importance of community cohesion is also emphasised.

Organisation

Each Year 8 pupil has one lesson a week of Faith and Ethics. This is usually taught as a form and therefore is mixed ability.

Assessment and Homework

Pupil’s class work is assessed by the classroom teacher, by the pupil and by their peers on a regular basis. The students work is assessed against age related expectations and students are given feedback on how to further develop. The students will complete an end of year assessment (within the whole school KS3 exam week timetable) to check their progress and attainment.

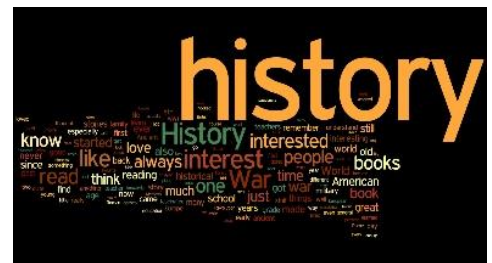
GEOGRAPHY



Subject Leader: Mr C Searle
Second in Department Mr D

| | |
|-----------------------|---|
| AIMS | We aim to build on KS2 knowledge and introduce students to new and exciting ideas about the world they live in. We want to encourage our students to start to 'think like Geographers' in that they become spatially aware and have questioning minds. We wish to broaden our students' world awareness of locations and the links and process which connect them. |
| COURSE CONTENT | <p>Over the three years, the course will allow students to explore their own world. Starting in Year 7 we focus on the British Isles and Europe, developing geographical skills while studying weather, issues associated with settlements, rivers and flooding.</p> <p>In Year 8 we begin to develop a deeper understanding of physical and human processes as we contrast the climate and ecosystems of the British Isles with those of Africa. We also consider varying levels development and urbanisation across Africa and Asia before looking at the features created by glaciation. We end the year investigating issues associated with our dependence on energy.</p> <p>In Year 9 we delve deeper into our rapidly changing world, looking at the issues of food security with units on food and farming and population trends. In studying plate tectonics, coasts and coral reefs we aim to develop an appreciation of more complex areas of study.</p> |
| SKILLS | <p>We support our students in acquiring many transferable skills including handling data, comprehension, effective research, independent learning, communication skills from short sentences to full essays and resilience to carry project work through to its conclusion.</p> <p>Our Geography specific skills focus on interpreting maps, annotating images, presenting data and locating place, patterns and processes.</p> |
| OUTSIDE | Each year there will be opportunities to study Geography outside the classroom. These will be informal investigations around the Turton School site. Further afield there will be opportunities to deepen map skills and ecosystems knowledge in deciduous woodland, explore the formation of waterfalls and investigate the unusual landforms of limestone karst landscapes. |
| ASSESSMENT | <p>Pupils receive regular verbal and written feedback to promote their achievement and build their confidence. Progress is formally assessed by test and essay at the end of every unit and more regularly through assessed homework.</p> <p>There are also numerous opportunities for the students to peer assess their work and develop their own self-evaluation of strengths and weaknesses.</p> |
| HOMEWORK | Homework will take a variety of forms: undertaking research on a specific topic, preparing summaries/presentations, spelling tests, memorisation activities and applying skills from lessons. Students are encouraged to watch the news for reporting of the many issues our global curriculum seeks to cover |

HISTORY



Subject Leader: Mr P Koller

History at Turton allows students to deepen their knowledge and understanding of local, British and world history, so that it provides a well-informed context for wider learning. The department provides a positive introduction to the study of History, building upon the skills developed at Key Stage 2 and attempting to instil a genuine interest in the study and understanding of the past. Year 8 will build upon these skills with the aim of developing the more advanced historical skills of interpretation and source analysis.

Course Content

The current curriculum overview is shown below.

| Year 7 | | | | | | |
|--|--|---|---|--|--|---|
| Who are the British? Transition unit | How and why did a Frenchman conquer England? | What was life like in medieval times? | Who were the Tudors? | Why did England destroy itself? The rise and fall of Stuart England. | | |
| Students will study a range of themes in British history that consolidates and extends pupils' chronological knowledge from before 1066. | Students will learn about the Norman invasion of Britain, applying various historical skills to learn about the development of the country after 1066. | Students will learn about the development of Church, state and society in Medieval Britain 1066-1509. | Students will learn about the impact of the Tudor reign on British history. | Students will examine how the events of the Civil War period helped to shape Britain's future identity. | | |
| Year 8 | | | | | | |
| Why are Civil Rights so important? | How 'Great' was the British Empire? | What was life like during the French Revolution? | Who was Jack the Ripper? | What was the Industrial Revolution? | How has the role of women changed throughout history? | How has sport changed? |
| Students will investigate the development of the slave trade and the reasons for this. | Students will learn about what the British Empire was and its impact on the world today. | Students will consider the ideas behind this and the impact this had on Britain. | Students will examine the suspects behind the killings of Jack the Ripper. | Students will study how British industry developed and the impact it had on ideas, political power and empire. | Students will learn about the challenge that women faced in Britain. | Students will investigate how the role of sport has changed in British history. |

Organisation

In Years 7 and 8 History is taught in mixed ability registration groups. All lessons are taught using a variety of teaching methods to ensure the needs of individuals within the group are met and that students are working at an appropriate level.

Assessment

Students' work is continually assessed through class work. Work is regularly marked by class teachers who provide clear feedback that shows how students can improve their progression. This continuous feedback gives students the opportunity to reflect upon their own progression and target areas for improvement.

Homework

Homework will be set to build upon the work completed in class. Homework is given to students on an orange piece of paper which will be stuck into their class books. The orange sheets provide websites and suggestions about the best way to complete the task. Details of this task will also be available on the school website and the History VLE pages.

Special features of the course

Students who impress their teacher either through effort or attainment will be selected as half termly 'History Stars'. In order to help develop students' understanding there are educational visits planned, most notably to Quarry Bank Mill in Year 8.



ICT

Subject Leader: Mrs A Blakeley



Aims

Throughout Year 8 students are introduced to the ICT and Computing Curriculum using various software packages to understand the theoretical and practical skills about how a computer works.

Course Content

Cyber Safety – Students take part in a project to encourage students to think about their online profiles and how to stay safe online. This course looks at the idea of information sharing and when it is not appropriate to share information online.

Flash – Students are taught how to animate using the Flash animation software. This allows students to build skills on an industry standard piece of software and develop animations for a national competition.

Spreadsheets and Binary – Students create a spreadsheet and use these skills to develop a program that quizzes students on their subject knowledge. During this unit students are introduced to the concept of binary, a fundamental topic in the understanding of how computers work

Websites/HTML – In this unit students are taught how to program using HTML, the language of the internet in order to make websites. This develops an understanding of how the internet works and also organising instructions and commands successfully.

Graphics and podcasting – Students to use a range of software including audacity to make podcasts and Fireworks to improve their graphics skills as well as developing professional pieces of work using industry standard software.

Small Basic – Students will use the Small Basic programming language to understand the concept of coding and develop the skills in how to make computer programs that are interactive and fun.

Organisation

Students are taught in mixed ability groups.

Assessment

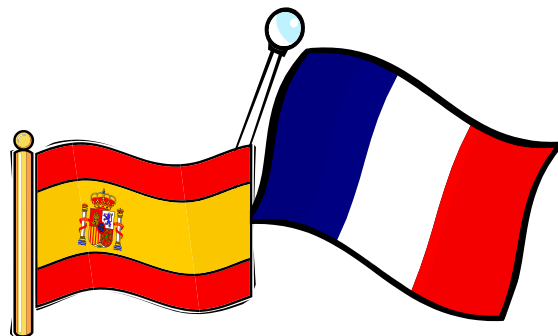
Students self-assess their work and are assessed by the teacher on a regular basis, with written feedback being provided at the end of every unit.

Homework

Regular homework is given and can be completed on free access software.

LANGUAGES AND CULTURE

Subject Leader: Ms S Mansell



Aims

To enable young people to become successful learners, confident individuals and responsible citizens. They will build on the language skills acquired at primary school to help them become effective communicators.

Course Content



Students of both French and Spanish will study a range of everyday topics to help them to understand how a language works and how they can manipulate language for their own purpose. A variety of teaching methods will be used to ensure all pupils' needs are addressed. Emphasis will be placed on pronunciation. Students will also work towards increasing their

spontaneity and independence in using the target language.

Organisation

Students in Year 7 study both French and Spanish and will decide later in the year which language they will continue to study in the following years. In Year 7 they will have 2 hours a week of each language. In Year 8 they have 3 hours of language lessons depending on their choice at the end of Year 7 and in Year 9 they study French or Spanish for 2 hours per week.

Assessment

Students will need to be reflective learners who constantly monitor and evaluate their success in understanding and communicating with others. They will use the principles of peer and self-assessment to help them set their own targets for improvement. Students will be awarded effort grades for work and participation.

Homework

Homework is set once a week, and may take the form of listening, reading, speaking, writing or learning tasks. Students will also need a **bilingual dictionary** for use in school and at home. The school uses online learning resources to promote independent learning beyond the classroom. All classes will receive homework set online via www.personactivelearn.com. The class teacher will issue usernames and passwords. We also encourage all students to create a "Memrise" account. This can be done on a PC or downloaded as an app. This free site helps students learn vocabulary in a fun way.

Special Features

We want students to have fun in their language lessons so that they are willing to take risks with their learning. As much of the teaching as is practical takes place in the foreign language and this helps to build students' confidence. We integrate a range of ICT into our lessons to enable pupils to have access to the global language learning community.

LEARNING SUPPORT

Subject Leader: Mrs S Worswick

Pupils on the SEN register may be supported on a withdrawal basis to follow programmes in small groups or individually.

Aims

The aims of the programmes are to develop literacy, numeracy and social skills, to enable pupils to access all areas of the curriculum independently.

Course Content

Several programmes are used within these sessions once diagnostic assessments are completed to identify particular difficulties.

Spelling - several spelling programmes are used including SNIP, Spelling Made Easy, Lexia and Wordshark.

Reading - pupils work on their functional reading and comprehension skills. We have several schemes in place including Dockside, Reading for Meaning and Accelerated Reader. We encourage pupils to access the school library and read at home regularly.

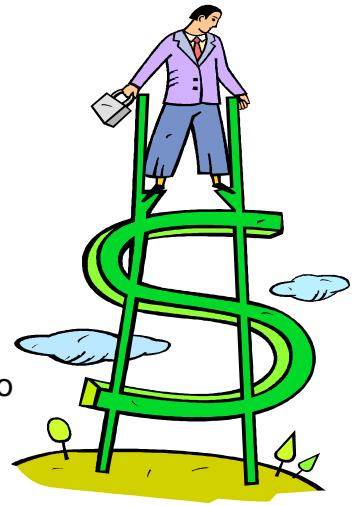


Numeracy – we provide a number of group interventions during registration and on a withdrawal basis. Programmes include Number Work, Springboard 7, My Maths and Pre-teaching.

Social and Emotional Literacy (SEAL) – we support pupils with language and communication difficulties on a small group or one to one basis to improve skills in this area. Programmes include Talking Partners, Vocabulary Intervention Programme, Narrative Intervention Programme, Social Skills, Nurture and Enrichment.

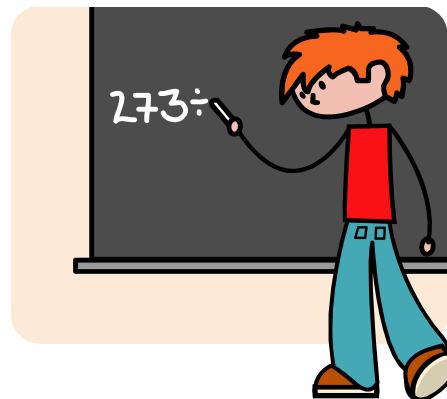
Assessment

Pupils are assessed regularly after initial assessments to monitor the impact of interventions.



MATHS

Senior Leader in Charge: K Leonard
Key Stage 5 Co-ordinator: Ms A Jackson
Key Stage 4 Co-ordinator: Mr P Sexton
Acting Key Stage 3 Leaders:
Ms A Cordwell/Mr I Mohammed



Mastery: A Different Approach

In order to best prepare pupils for the rigorous new GCSE courses that have recently been introduced, students will now be working through a Mastery-style curriculum at KS3. This involves spending more time and looking deeper into topics which might have been skipped over in the past – it is not enough for a pupil to know *how* to answer a question, they must also understand *why* it is the answer.

This has several benefits for pupils:

- It ensures that key topics are not passed over until all pupils have fully grasped the core concepts and principals involved.
- It will allow pupils to use the skills they have learnt within context more often and with more freedom.
- It will solidify knowledge of important topics that will be essential to access material at GCSE.
- It will ensure that good habits and practices are established early on, saving teaching time later in your child's education.
- It will help pupils to engage and achieve in the subject by allowing them more time to grasp concepts rather than pushing them on before they are ready.

Course Content

The course is divided into 3 areas:

Preparatory – These modules will ensure a solid grounding for pupils in their secondary education. Pupils will have met the majority of these topics in Primary School but may still not fully understand them.

Topics will have a focus on number work, mathematical facts, written methods and basic properties of shapes and angles.

Most pupils will start at this stage of the course.

Elementary – These modules are designed to impart the most important knowledge and concepts, ensuring that pupils can effectively access the GCSE curriculum.

Topics will focus again on number work, but with a greater emphasis on fractions, decimals and negative numbers, as well as an introduction to algebra and more involved shape problems.

It is our aim that all pupils will have tackled an Elementary module before the end of Key Stage 3.

Intermediate – These more advanced modules will build on the skills learnt in Elementary, allowing the most able pupils to access difficult topics at GCSE.

These modules tackle more advanced areas of algebra, including graph work, multi-step percentage problems and advanced shape concepts such as Pythagoras' Theorem.

Pupils will only work through Intermediate modules once they have completed all Elementary modules.

Organisation

Setting

Pupils will not be placed in traditional 'sets' based solely on ability, but rather they will be grouped together with other pupils who require additional work in the same areas. While not strictly 'mixed-ability', it is important to note that the group your child is placed in does not necessarily reflect their ability, nor what set they will be placed in at GCSE.

Assessment

All pupils have been assessed and placed in groups appropriate to their level of knowledge using a standardised test at the beginning of the year.

Each module will take approximately a term to complete (or around half that for each Preparatory module) with a final assessment and a fixed pass mark. Pupils who are able to pass their assessment will be automatically moved on to the next module. However, pupils who are not able to pass will be required to re-sit the module until they are confident enough to succeed – this is a core principle of the Mastery Curriculum.

Current Year 7

Students will be studying the Mastery Curriculum for two years, with modules studied this year carrying over to Year 8.

Current Year 8

Students have been placed in groups and given 'starting points' based on the assessment they completed at the end of last year. Although they will have less time working on this new curriculum, we anticipate that it will still make a great deal of difference to their achievement.



Homework

Homework is set by the class teacher at regular intervals (usually every week) and can take a variety of forms – revision for a test, a worksheet or exercise book-based task or even an online homework.

If you feel your child would benefit from extra work, the school has subscribed to an online resource named "My Maths". While the class teacher can set specific homework tasks for their pupils using the site, online worksheets and revision lessons are accessible at all times. The current login details are:

Site: **www.mymaths.co.uk**
Login: **turton**
Password: **percentage**

MUSIC



Subject Leader: Mr J Parkinson

KS 3 Co-ordinator: Mr S Shepherd

Aims

- Making and responding to music in a wide variety of musical styles through curricular and extra-curricular activities.
- Develop the ability to work as an effective member of a group, listening skills, concentration, creativity, intuition, self-confidence and sensitivity.
- Develop pupils' confidence vocally and instrumentally through performing as an individual and as part of a group.
- Use listening exercises and discussion to increase awareness and knowledge of the musical elements and their application, as well as the different styles and genres of music.
- Develop pupils' ability to compose and to introduce the use of music technology.

Course Content – Year 7

Introducing the Elements

In a transition project, students will be assessed to see where they are, musically, following on from Primary school. The topic looks at the elements or 'building blocks' of music such as tempo, dynamics, texture and timbre. Year 7 students will be expected to take part in a wide range of listening, performing and composing activities.

Introducing Notation, Rhythm and Pulse

The approach in the previous topic is 'sound before symbol'. It's now important to introduce music theory to the students and build on the knowledge that some students will already have if they are musicians. Again, this will through a variety of listening, performing and composing activities.

Sound 2 Picture

Students will begin to learn how a visual stimulus can be used to encourage musical composition. They will have access to a wide range of videos that contain no sound or music. Their task will be to compose music that is appropriate for the image.

Learning to Compose

Following on from the previous topic, composition will be developed further, again, incorporating music theory and notation. Students will use the keyboards and other instrumentation to compose pieces of music.

Instruments & the Orchestra

During this topic, students will learn about the orchestra, the history behind instruments and the orchestra in general, its use today and the impact an orchestra can have on film and programme music. Groups will also look at 'Peter and the Wolf' in detail followed by composing programme music of their own.

Performing as a Band

The final topic for students in Year 7 will focus on performing as a band. Students will learn to work as a team, communicate whilst performing and play a range of rock band instruments using the 'JamPods'. Songs studied include Wild Thing, Smoke on the Water and Dancing in the Street.

Course Content – Year 8



The Blues

Students will look at a range of pop songs and discover how they can trace back their origins to the 'Blues'. We look at the birth of the blues and how it evolved into the popular music we know and love today. Groups will then use the 'JamPods' to compose and perform their own Blues compositions.

Music for Film and Media

We hear music pretty much every day in a variety of different ways. Students in Year 8 will look at music's role in film and media, compose their own film music, look at how sound effects are created in film and learn to play some famous film themes using the keyboards and other instruments

Introducing Ukuleles

One of the main focuses during this topic is singing. Students will be encouraged to choose from a range of Ukulele tutorials and practice a song of their own choice. This can be individual work, in a pair or even in a group. All students will have recorded performances at the end of the topic.

Sound 2 Game

Following on from the previous topic, students will have the opportunity to look at the growing role that music plays in computer games. Students will be able to test a range of games using our 'Sound2Game' software, compose music for their chosen game, create sound effects using microphones and Audacity and then evaluate their compositions and sound effects whilst playing the game.

Pop and Dance Music (including DJ Skills)

Students will learn about the history of 'Pop Music' and how it came to prominence. During the topic they will have the opportunity to analyse how their favourite songs are put together and they will be able to perform a range of pop songs using the 'JamPods'. DJ Skills including beat matching and phrasing will also be developed.

Composing with Sibelius

It's important to ensure students continue to develop their notation and composition skills. This topic will further improve composition skills by using Sibelius to score pieces. Students will then be able to use some of the department's Hollywood standard sound libraries in order to make their compositions sound as though they're being performed by a Symphony Orchestra.

Organisation

Music is taught in mixed ability groups with each class receiving one hour of music education each week. Year 8 classes are smaller in size with roughly 20 students in a group.

Assessment

Assessment (practical & theoretical) is on-going throughout the course and pupils are made aware of their levels of achievement, recording these on charts in their booklets. Work from previous years is used to model and inspire pupils as they prepare for their assessment.

Homework

Various tasks are set which are designed to cover listening, composing and performance. Pupils will be encouraged to use the website www.musictheory.net to improve their ability to read music and to understand the layout of a keyboard.



OPENING MINDS



Subject Leaders: Ms A Golland
Coordinators: Year 7 Group Tutors

Aims

Opening Minds allows reflection time, once a week, to improve and develop literacy and numeracy skills within students. Our main aim is to establish good routines, which builds on the work at KS2, around literacy and numeracy.

Course Content

Students follow the 'Accelerated Reading' and 'Numeracy Ninjas' schemes.

What is Accelerated Reader (AR)?

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read. AR gives both children and teachers feedback based on the quiz results which the teacher then uses to help the child set targets and ongoing reading practice.

What is Numeracy Ninjas?

Numeracy Ninjas is a Key Stage 3 numeracy intervention designed to fill gaps in students' basic mental calculation strategies, and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study. Furthermore, through growth mind-sets and the promotion of regular practice, we want to ensure students' perception of Maths is positive and one in which they take pride and enjoyment.

Organisation

Students will have the opportunity to enjoy their own choice of reading book and to work at their own numeracy level. The sessions are run by the Year 7 Group Tutors and also allow us the time to develop relationships and support the transition process.

PERFORMING ARTS

Subject Leader: Miss J Bimpson



Aims

To provide students with a diverse experience of the Drama, with the aim of nurturing their social abilities and emotional intelligence in line with the Turton Touchstones. Drama techniques and conventions will be introduced practically and will be explored by analysis of live performance and peer assessment. Students' capacity to create, perform and evaluate will be developed.

Course Content

Students will be introduced to a range of dramatic techniques, which will enable students to develop social ability, emotional intelligence and the language of criticism.

The course introduces students to a variety of topics and dramatic experiences, allowing exploration of performance styles and design elements, and engagement in discussion of themes and issues. Students are encouraged to evaluate the success of both the process and the performance through verbal feedback, as well as written commentary and analysis.

Organisation

All classes are taught in form groups of mixed ability and gender. Lessons are delivered through a wide variety of teaching and learning styles such as demonstration, modelling and teacher in role. This approach is designed to develop the students' practical skills, social ability and powers of analysis and reflection.

Assessment

Students are regularly assessed by the teacher and are given verbal and written feedback on their progress. Feedback can be to a small group of students, pairs or individuals. Peer assessment is an integral part of the Drama programme and is used to develop the language of criticism. A formal termly assessment of student progress is undertaken practically, based on the students' ability to create, perform and evaluate. All students are set regular targets to guide them towards achieving Mastery in this subject.

Homework

Students will be set an independent project based on developing their ability to manage their own learning through research, reflection and presentation of ideas. The topics will enhance students' understanding and experience of drama and theatre. During the course of the year students will also be given some preparation tasks for lessons, such as learning lines, acquiring props and costume and rehearsal of work, to be undertaken in their own time. This is very much in keeping with the independent nature of the subject and provides excellent scaffolding for progression onto GCSE Drama and A-level Theatre Studies courses.

Special Features

Theatre trips and watching and analysing the work of GCSE Drama students, AS and A2 Theatre Studies students.

PHYSICAL EDUCATION

Subject Leader: Mr L Carr



Within Key Stage 3 the focus is to implement the Trivium into the curriculum based on three main compositions. The aspects of our curriculum in Key Stage 3 begins by teaching the mechanics of language to the student that will develop a base of knowledge of key principles to build upon each year. This will allow the students to develop ideas, making links and analysing performance using logical links with a focus on using data. The students will reflect on their own and each other's performance, as well as how to give and use feedback which develops them personally and socially. In order to meet the National Curriculum attainment target students will have the ability to perform and communicate fluently the key concepts covered throughout Key Stage 3.

During practical lesson the students will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations.

Students are taught in single sex groups with two boys groups and two girls groups timetabled together. Students are assessed in the first term in Year 7 based on the students' confidence and competence in our introductory unit of work. These groups are continually reviewed over the Key Stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential.

Alongside the practical components, each activity will have a theoretical aspect. Through the focus of trivium we feel it is necessary to embed GCSE theoretical aspect from the start of KS3 all the way through until they start in KS4. This is advantageous as we value conceptual understanding that allows the students to acquire a thirst for both practical and theoretical topics in Physical Education. Students are assessed in each year on the knowledge of both theoretical and practical aspects, as well as their practical ability to gain an overall grading.

There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Students are offered opportunities in order to develop their interests further and represent Turton School in Borough, Regional and National Schools competitions if they so desire.

Girls clubs:

- Netball, Hockey, Football and Fitness
- Badminton, Gymnastics, Dance Ultimate Frisbee and Swimming
- Athletics, and Rounder's

Boys clubs:

- Rugby, Football and Fitness
- Badminton, Table Tennis, Ultimate Frisbee Swimming and Basketball
- Athletics and Cricket

There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls.

The department also runs a ski trip each year to students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment

How you can support your child/Resources:

It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.



SCIENCE

Subject Leader: Mr J Bach
KS3 Coordinator: Mrs R Downing



Aims

To build on learning at Key Stage 2, further developing key concepts and processes in Science and to understand how Science works.

Course Content

Students complete 12 topics during Year 7 and again in Year 8, covering areas of Physics, Chemistry and Biology. They have the opportunity to develop investigative practical work and develop ideas about Science as they relate to the everyday life of students. The topic rota can be found on the Science section of the school website.

Organisation

All classes are taught as form groups throughout Year 7 and in broadly streamed groups in Year 8. These sets are very fluid and set movement can take place at key points in the year after progress reviews. Lessons are delivered using a variety of approaches, developing the pupils' listening, literacy, knowledge, numeracy, ICT and practical skills. The students are encouraged to take responsibility for their learning, to work in teams, to work independently, be creative thinkers and be reflective about their learning. They will develop the skills of a good learner which will remain with them for the rest of their life.

Assessment

Work is assessed continuously through regular book marking and self and peer assessment. Students complete tests and other assessed tasks at regular intervals throughout the year which are assessed by their teachers to gauge progress. There is also a terminal test at the end of the year. Progress is compared against age related expectations rather than specific targets by the teacher and students are actively encouraged to monitor their own progress through the use of Learning Journeys.

Homework

Homework is on average set once every three lessons. The homework will focus on Science literacy, numeracy consolidation, enrichment and research activities. Students will develop a breadth of Science related skills making use of a variety of learning styles in their homework.

Special Features

Various trips are organised throughout the year and there are regular opportunities to experiment further outside the lesson during the year in Science Club.