

building on the knowledge of the past

to help the children of today

meet the challenges of tomorrow

KS3 CURRICULUM 2019

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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.

The Turton Curriculum

The first three years at Turton gives pupils core knowledge that travels beyond any exams that pupils might sit in the future. In this way, pupils are not only prepared for a specific discrete exam, but also have been given a sound education. This knowledge has been carefully designed by Turton staff, and it is cumulative knowledge that builds each year. We are very proud of our curriculum and hope you are impressed by what our pupils are studying.

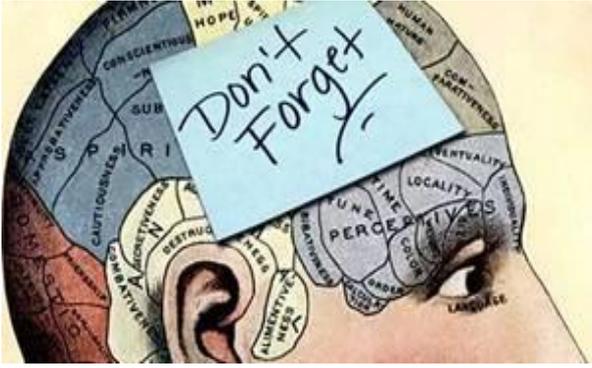
Students are formally examined in all subjects at the end of each academic year. Throughout the year, we continually review pupils' learning in order to plug gaps in their knowledge.



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. The curriculum studied by all students at Key Stage 3 is based around the National Curriculum, and here at Turton comprises of discrete lessons in English, Mathematics, Science, Design and Technology, Computer Science, French and Spanish, History, Geography, Art, Music, Physical Education and Faith and Ethics. In addition citizenship and PSHEE are covered during assemblies, form time and with some subject areas, covering economic awareness, careers education, personal relationships and sex education, first aid, democracy, health, charity events and coping with life's challenges.

Homework



Over many years, we have noticed that pupils who have a strong work ethic at home, do really well in examinations. There is an indisputable correlation between these two factors. At home, pupils should be doing regular recall of their learning using our knowledge organisers (summary sheets of knowledge pupils are exploring in class). They should also be practising using this knowledge in more extended work. 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.

In KS3 we have designed a powerful, knowledge-rich curriculum. Our KS3 homework ensures that all pupils have not only been taught this knowledge, but also more importantly, that they remember it. This review work can take various forms including straight-forward ***rote learning, extended reading, and practice***. Turton KS3 homework both reflects learning being done in class at that time, but also circles back to earlier learning in order to have a cumulative effect by the end of year nine. No knowledge becomes redundant as a term or year passes: it all counts.

Hive Switch

Pupils are, on the whole, in excellent ***homework habits*** when they arrive from primary school, and we capitalise on that by continuing onto these same patterns of a weekly homework in all subjects, due in on the same set days every week. For the subjects that have more curriculum time (like English and Maths) that homework will take longer than other subjects where pupils have only one or two lessons a week. All the homework is given to pupils, and shared with parents on our website, in advance of the due date, whether that be in a termly or yearly format.

Our homework patterns support our '***Hive Switch***' (a behaviour agreement that the whole community supports in order to allow effective learning at school). On the day that homework is due, there are no excuses, or extensions for not completing homework, (apart from of course compassionate reasons agreed by the teacher). At Turton we stick to deadlines. Staff at Turton want to support pupils to do their very best.

Private reading is very important for ALL subjects, and all students should read regularly at home, both fiction and non-fiction. Pupils are required to read for their weekly English homework (this is tested in class), but in order to get the most out of their learning here, they should be encouraged at home to get over the 'I don't want to read' teenage hump, which most pupils seem to go through. The library is very well stocked with fiction and non-fiction books, and we are very happy to offer advice if you are struggling to motivate your son/daughter with reading at home.

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

All Subject Leaders are constantly developing and refining strategies to spot gaps in pupils' knowledge, be this through weekly quizzes, termly tests or straightforward questioning in class. Our knowledge organisers summarise everything that pupils should know, so you are able to support this process at home.

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. Work Ethic Summary Report

This is a work ethic report that gives a score for both in and out of class provided towards the middle of each school year.

3. 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.

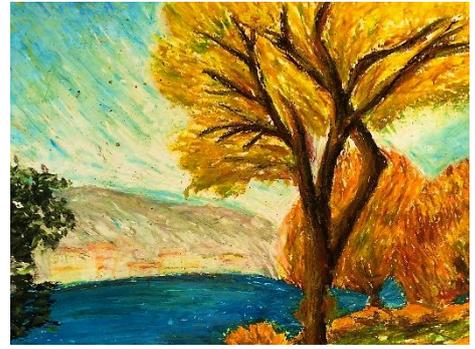
Ways of avoiding this happening include:

- 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 timetable and show an interest in what is set in the homework booklets. Homework is set for every subject, every day.
- Monitor the amount of time your child spends on each homework.
- Consider the amount of time pupils spend on screens, particularly in the 30 minutes before bedtime. Some parents remove all screens from bedrooms, in order to remove distractions from study and from reading in bed at night.
- 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.
- 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.
- Support your child in returning to the basics, such as the times-tables in Mathematics, and spelling in English. These are the building blocks that help support the more advanced topics that we study.



These may seem like very obvious strategies but parents have told us that these are the basic activities which keep communications open with KS3 students and help them, as parents, to stay involved.

ART & GRAPHICS



Head of Art: Mrs A Tems

**Head of Graphic Design:
Mr M da costa Oliveira**

Aims

- To be able to identify, understand and apply the seven formal elements of Art & Design; the basic tools used by artists when creating artwork.
- 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.
- Connections and comparisons between the more traditional art masters and their influences on contemporary art practitioners.
- An understanding of art, craft and design processes, associated equipment and safe working practices.

Scholars' Pathway

Scholars will explore a wide range of classical artists that exemplify the best of world art. Scholars will undertake a series of experimental workshops to ensure complete confidence in each element and will regularly be tested on their knowledge, both practically and in written form.

Organisation

Students will investigate a minimum of one art movement per term throughout Key Stage 3, with projects being underpinned by the seven formal elements of Art & Design: line, shape, form, colour, tone, texture and pattern. Towards the close of the academic year, KS3 students will undergo an end of year assessment, which will support work undertaken throughout the year to 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, one to one verbal feedback within lessons to promote confidence and progress. Both classwork and homework are regularly assessed and peer and self-evaluation encouraged.

Homework

Homework is set weekly, in the form of a homework booklet. Tasks may include conducting research into a specific artist/designer and/or art movement, consolidating and extending knowledge on current topics, observational drawings, design development.

Special Features

Basic drawing equipment is recommended for all Art & Design lessons. Basic drawing equipment is recommended for all Art & Design lessons. A 2B pencil for drawing and a good selection of colour pencils for working at home are recommended.

Art & Design Curriculum at KS3

YEAR 7

YEAR 7 – Term 1

Time Period: Medieval Celtic Art
Key Question: Why is Art Produced?
Art History Links: The Book of Kells c.800AD

YEAR 7 – Term 2

Time Period: The Renaissance
Key Question: Perspective in Art
Art History Links: Raphael, Piero della Francesca, Da Vinci

YEAR 7 – Term 3

Time Period: The Renaissance & Baroque
Key Question: Portraits & Society
Art History Links: Jan Van Eyck, Da Vinci, Vermeer, Klimt

YEAR 8

YEAR 8 – Term 1

Time Period: Impressionism/Post-Impressionism
Key Question: Landscape & Still Life
Art History Links: Monet, Renoir, Cezanne, Van Gogh, Gauguin, Seurat

YEAR 8 – Term 2

Time Period: Cubism
Key Question: How did Cubism break the rules?
Art History Links: Picasso, Braque, Gris

YEAR 8 – Term 3

Time Period: Surrealism
Key Question: Drawing the Unconscious Mind
Art History Links: Miro, Nash, Dali, Magritte

YEAR 9

YEAR 9 -Term 1 (Art & Design)

Time Period: Varied
Key Question: Taboo & Controversy in Art
Art History Links: Michelangelo, Caravaggio, Marc Quinn, Tracy Emin, Damian Hirst, Picasso

YEAR 9 -Term 2 (Art Graphics)

Time Period: Varied
Key Question: Typography & Image
Art History Links: Lazlo, Maholy-Nagy, Neville Brody

COMPUTING



Subject Leader: Mr M Rifai

The aim of our curriculum is to ensure students gain an in-depth understanding as to what computing is. We want to enable our learners to develop an understanding of the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic and algorithms. We also want learners to be able to analyse problems and write solutions, think creatively and critically, investigate legal and ethical issues surrounding computing. We believe all of these skills will allow our students to leave as conscious digital citizens.

There are four themes which we cover throughout the year for each year group. These are detailed below:

In Year 7 we want to introduce the Internet and the World Wide Web to the students. Do they know how it all works? Do they know how to stay safe while using the internet? We also look at the fundamentals of computer science and introduce students to text-based programming.

In Year 8 we build on the knowledge gained throughout Year 7 as well as introduce new elements such as exploring and manipulating graphics, an in-depth look into security and introduce the mathematical components of the computer science course with data representation.

Theme Breakdown:

Year 7			
Theme 1: <ul style="list-style-type: none">Digital CitizenshipInternet Safety	Theme 2: <ul style="list-style-type: none">Hardware and SoftwareInside a computer system	Theme 3: <ul style="list-style-type: none">AlgorithmsBubble Sort	Theme 4: <ul style="list-style-type: none">ProgrammingUndertake creative projects
Year 8			
Theme 1: <ul style="list-style-type: none">Small Basic AcceleratedData Representation	Theme 2: Image Manipulation and User Interfaces	Theme 3: Networks and Cyber Security	Theme 4: Programming 2

Students will then make a choice at the end of Year 8 to follow the Computer Science (GCSE) pathway or go the Digital IT (Tech-Award) route.

Scholars' Pathway

For Scholars' Pathway the core concepts for each theme remain. Additional content is explored such as:

Year 7 Scholars			
Theme 1: Internet of Things and Ethical Issues	Theme 2: Systems Architecture and Computational Logic	Theme 3: Algorithms with BBC Micro: bits.	Theme 4: Python Programming
Year 8 Scholars			
Theme 1: Hexadecimal conversions and Sound Representation	Theme 2: Web Interfaces explored with HTML and CSS scripting	Theme 3: Social Engineering	Theme 4: Event-driven programming in Visual Basic
Year 9 Computer Science			
Theme 1: <ul style="list-style-type: none"> ▪ Data Representation 2 ▪ Character Sets ▪ Image Representation 	Theme 2: <ul style="list-style-type: none"> ▪ Programming 3 ▪ Data Types/Structures ▪ File handling 	Theme 3: <ul style="list-style-type: none"> ▪ Hardware & Software 2 ▪ Von Neumann ▪ Cpu/RAM/ROM 	Theme 4: Software Development & Mini Project
Year 9 Digital IT			
Theme 1: <ul style="list-style-type: none"> ▪ User Interface & ▪ User Experience 	Theme 2: <ul style="list-style-type: none"> ▪ Data Modelling ▪ Big Data 	Theme 3: <ul style="list-style-type: none"> ▪ Modern Technologies ▪ Cloud Computing 	Theme 4: <ul style="list-style-type: none"> ▪ Project Management ▪ Plan, design, implement & evaluate

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 feedback being provided at the end of every unit.

Once a theme is taught there will be an end of unit test. Pupils will be given a question by question breakdown on the results.

Homework

Each theme comes with a homework booklet. Homework is given every week and pupils are tasked to complete varying activities. We use our online education website Edmodo to also conduct quizzes/assignments based around classwork and homework.

DESIGN & TECHNOLOGY



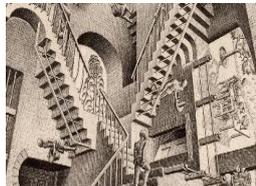
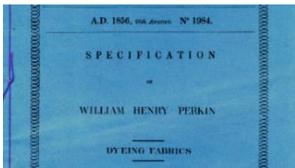
Subject Leader: Mrs S Murphy
Head of Food: Mrs C Dower
Head of Resistant Materials: Miss R Clare

Aims

- To become a master of excellence in key practical skills
- To gain independence and take the initiative
- To work as individuals and in teams
- To have opportunities to apply knowledge/skills to practical activities
- To think creatively by generating, combining and exploring ideas

Course Content

Students will undertake various topics involving a range of materials including, Food, Textiles and Resistant Materials.

Year 7		
Textiles 	Food 	Resistant Materials 
<p>Students will study the industrial revolution and its impact on textiles industry, current environmental aspects. Development of knowledge and skills of basic equipment and techniques.</p>	<p>The history of food and nutrition, disease and illness linked to nutrition. Basic food skill developed by students to produce a balanced diet.</p>	<p>Students develop an understanding of which materials and equipment to select when manufacturing a product.</p>
Year 8		
Textiles 	Food 	Resistant Materials 
<p>Students explore colour and texture researching natural and synthetic dyes against prior knowledge of fibres in Year 7.</p>	<p>Students will review the history of staple ingredients and development into the present day, incorporating industrial practice and food practices.</p>	<p>Understand how and why machines are maintained within a workshop. How forces are applied correctly to reduce internal stresses when designing and manufacturing.</p>

Year 9

The student may choose one of the subjects as an option to follow a deeper quest for knowledge and skills which will lead into a GCSE, GCE and potential career.

Textiles



History of fashion (1910-1930) is the foundation for the year. Iconic designer research and their influence. Students will develop an understanding into advanced construction methods, techniques and investigate the use of smart materials when analysing products.

Food



History of food choices, cultures, religion and tradition. Understanding the nutritional requirements of those with special dietary needs.

Resistant Materials



The work of past and present designers is the focus. Reviewing technological advancements e.g. the telephone and radio. Manufacturing processes, material properties and CAD/CAM.

Organisation

Organisation, time management, health, safety and hygiene are of major importance in Design Technology. Pupils are expected to behave appropriately and work in a mature manner at all times in specialist rooms.

All Technology classes at Turton are mixed ability and forms. Class sizes are usually of 20 students.

Assessment

Assessments are completed regularly in class, and formal assessments take place for the whole year group at the end of each academic year. They are examined on their subject knowledge and technical knowledge at the end of each topic. We also track pupils' subject skills through practical lessons.

Homework

Design and Technology - homework is completed using a homework booklet each week. This must be brought into school whereby a test will be given at the start of each lesson.

Food Technology - Pupils will be informed minimum of one week in advance and are expected to organise and weigh their own ingredients, usually required every other lesson, via their homework booklet.

DRAMA & THEATRE STUDIES



Subject Leader: Miss J Bimpson

Aims

To enrich student experience through development of interpersonal, creative and theatrical skills and to expand cultural awareness experientially and academically.

We aim to explore the best of what the theatre has to offer through a diverse and engaging curriculum, focusing on the conventions of various genres as well as the theatrical techniques which bring these to life.

The capacity to create, perform and evaluate will be developed through the study of seminal texts, which will also enrich students' contextual understanding of the world around them.

Course Content

Students will be introduced to a range of dramatic techniques, which will enable the development of 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.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">▪ Theatre History▪ Greek Theatre▪ Antigone – Sophocles▪ Tableaux, transition and thought tracking▪ Physicality▪ Vocal Skills▪ Puppet Shows▪ Konstantin Stanislavski▪ Blue Remembered Hills – Dennis Potter	<ul style="list-style-type: none">▪ Macbeth – William Shakespeare▪ Bertolt Brecht▪ Theatre review – Splendid Theatre▪ The Curious Incident of the Dog in the Night-Time – Mark Haddon▪ Theatre Design – Bunny Christie▪ Noughts and Crosses - Royal Shakespeare Company	<ul style="list-style-type: none">▪ Teechers – John Godber▪ Script writing▪ Blood Brothers – Willy Russell▪ Documentary Drama▪ Verbatim Theatre▪ Frantic Assembly▪ Paper Birds

Scholars' Pathway

Students following the Scholars' Pathway will take a more in depth look at the texts studied in Year 7 and will, in addition, study the Shakespeare's Schools version of The Tempest.

The curriculum will also further develop students' oracy skills through debate, presentation and monologues.

Organisation

All classes are taught as mixed ability groups. 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' abilities to create, perform and evaluate. All students are set regular targets to guide them towards achieving mastery in this subject.

Homework

During the course of the year students will undertake preparation tasks for lessons, such as learning lines, acquiring props and costume and rehearsals. 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. Research and learning homeworks will also be given weekly to raise contextual understanding of the subject.

Special Features

Watching and analysing the work of GCSE Drama and A'Level Theatre Studies students as well as other opportunities to see live theatre.



ENGLISH

"LAUGH - LEARN - LOVE LITERATURE & LANGUAGE"



Subject Leaders: Mr D Johnson (Acting Head of English) (KS4/KS5)
Miss L Murphy (Second in Department) (KS3)

Aims

- To develop pupils' understanding of the key skills which help us to develop 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

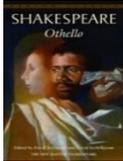
Course Content

The new KS3 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 written 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.

Scholars' Pathway

The Scholars' Pathway tackles more complex literary concepts and interpretations; students analyse language at a much deeper level and will learn to form detailed critical opinions on the texts that they study. The curriculum is shaped to pose more challenging questions and encourage students to draw links between other subjects they are studying, for example Latin and History.

Year 7		
Autumn	Spring	Summer
<p>Greek</p> <ul style="list-style-type: none"> ▪ How has Greek theatre influenced later texts? ▪ How have the Greek philosophers affected later texts? 	<p>Old English</p> <ul style="list-style-type: none"> ▪ Why are myths, legends, monsters and heroes important in literature? ▪ How has the English Language changed since its origins in the 5th century? 	<p>Medieval English</p> <ul style="list-style-type: none"> ▪ How did courtly life affect literature? ▪ Why is the story of King Arthur so important? 

Year 8		
Autumn	Spring	Summer
<p>Renaissance</p> <ul style="list-style-type: none"> Why is Shakespeare such an influential playwright? What impact did Shakespeare have on the English language? 	<p>Neo-Classical</p> <ul style="list-style-type: none"> How did the neo-classics' love of the past affect our present? What changed in English writing as a result of rules? 	<p>Romantics</p> <ul style="list-style-type: none"> How did the Romantics' challenge of everything develop our literature? How have gender roles been presented in texts over time? 
Year 9		
Autumn	Spring	Summer
<p>Victorian</p> <ul style="list-style-type: none"> How did the Victorians attempt to make our country great? How did social change affect reading? 	<p>Modernism</p> <ul style="list-style-type: none"> How did two world wars affect literature? How was the suffragette movement presented in the public domain? 	<p>Contemporary</p> <ul style="list-style-type: none"> How has the rest of world's culture inspired us? How has the internet changed our language? 

Organisation

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

Assessment

Assessments are done regularly 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. We also track pupils' skills in reading, writing, and speaking and listening throughout the year.

Homework

English homework at Turton is designed to give pupils the knowledge they need to be able to read and write confidently. Pupils will be tested weekly on vocabulary, spelling and Latin and Greek roots. This weekly homework should prepare pupils for GCSE and A-Level.

Special Features

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

- Theatre trips – KS3, 4, 5
- Theatre visiting productions – KS3, 4, 5
- Theatre workshops – KS3
- World Book Day – KS3
- Visiting professors, linguists and speakers – KS4 & 5

Keep in Touch

Visit the school website to find our curriculum maps and knowledge organisers for each year group, as well as email addresses for all of our teachers.

Follow our brand new Twitter page @TurtonEnglish for regular updates on what's going on in English!

FAITH & ETHICS



Subject Leader: Mr R Greenhalgh

Aims

The aim of the Faith and Ethics department at Turton is to give our students a rich and diverse knowledge of Religious, Philosophical and Ethical ideas that can be applied to other subjects and everyday life. Within these units of work we will allow students to develop their skills in philosophical thinking and constructing logical arguments to support a range of interesting and sometimes controversial ideas. We want the young people studying Faith and Ethics to leave with a better understanding of the world around them, the different cultures within it and the history of thought.

Course Content

Over the course of KS3 students will study three of the six main world religions; Christianity, Islam and Hinduism. This will give students a great knowledge base in both Eastern and Western theology before moving onto the thematic study in year 8 in which students will be asked to apply these beliefs (and their own) to complex moral issues. In year 9 students will start their first GCSE topic exploring the ethical and religious issues surrounding war and peace.

The Course at KS3

Year 7		
A study of Hinduism: Beliefs and Practices.	A study of Christianity: Beliefs and Practices.	What's so radical about Jesus?
Year 8		
Outcome or Intention: What Matters Most in the Fight for Justice?	Changing the world: Religious Prejudice.	Are scientific and religious accounts compatible?
Year 9		
Islamic Beliefs and Practices: Introduction to the beliefs and practices of Sunni and Shia Islam.	GCSE Unit of work – Religion, Peace and Conflict: Is war ever justified?	

Scholars' Pathway

Aims

Our Scholars' Pathway curriculum in Faith and Ethics aims to give students a well-rounded understanding of the history of western thought and philosophy. We want to give students a chance to develop their ability to create logically consistent arguments and challenge ideas while learning about key philosophical and theological arguments and debates. Our aim is to develop students so that they can engage with real world issues within their community and can also recognise and debate on global issues such as poverty, medical ethics and war.

Course Content

Our Scholars' Pathway students will study the work of the great western philosophers ranging from Ancient Greece to the modern thinkers of the 20th Century. They will engage with challenging and complex ideas that will develop them as thinkers and give them a rich knowledge base that they can apply to other areas of study. As well as Philosophy, students will get a chance to engage with big theological questions like: Does God exist? How was the world created? Debate is a key part of this course and students will leave with the ability to present rational and logically sound arguments that both challenge and support the ideas we study.

The Course at KS3

Year 7				
Introduction To Philosophy	The Greeks: Plato, Socrates and Aristotle.	St Thomas Aquinas and Religious Philosophy.	Spinoza and Leibniz: Who/what is God?	
Year 8				
The Utilitarians: Bentham and Mill	Metaphysics. Rene Descartes.	Karl Marx: Political Philosophy	Christianity Beliefs and Practices	Christianity Beliefs and Practices
Year 9				
Islam and Ethics. Ethical Issues for Islam in the modern world		GCSE unit: Religion Peace and Conflict: Is war ever justified?		

Organisation

All Faith and Ethics lessons at KS3 and KS4 are mixed ability (with the exception of the Scholars' Pathway). Students at KS3 will study Faith and Ethics for one hour a week; at KS4 students will have two hours a week studying GCSE units of work. Students may have a different teacher in year 7, 8 and 9 but will remain with the same teacher for the GCSE course.

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 on grammar (subject knowledge) and rhetoric (their ability to construct rational arguments) and students are given feedback on how to further develop. Students will complete knowledge and grammar tests twice every unit of work. The students will complete an end of year assessment (within the whole school KS3 exam week timetable) to check their progress and attainment. Homework will be weekly and done in the FE homework booklet and will be reviewed at the start of every lesson.

GEOGRAPHY for the 21st Century



Subject Leader: Mr C Searle
Second in Department Miss S Marshall

We live in an increasingly interconnected world but despite the advances of the internet, the world is no less complex and certainly no less confusing. Our aim in Key Stage 3 is to unpick the complexity, whether in the human or physical realm, and give our students the tools with which to begin to understand their world.

While laying the foundations for GCSE and A Level courses we recognise that not all our students will continue with this geographical journey after Year 9. Nonetheless, we believe that a solid foundation in both human, physical and biogeography will allow all our students to become well informed and discerning global citizens, better able to cope with the rapidly changing world in which we all must live.

The course content is outlined below.

Year 7 – Laying Geographical Foundations						
What is Geography?	Maps and map skills	Rivers and river features	Introducing the weather	Living with flooding	Fieldwork	
Year 8 – Making Geographical Connections						
Glaciers and the power of ice	Ecosystems in the British Isles	The biomes of Tropical Africa	Development & urbanisation in Africa	Energy and Climate change	Fieldwork	
Year 9 – Investigating Geographical Interactions						
Planet Earth	Population Studies	Investigating the USA	Oceans and shallow Seas	The Geography of Conflict	The Geography of health and diseases	Food and farming today

Scholars' Pathway

Those students taking the Scholars' Pathway will follow the same units as the rest of their year group. However, these students will be delving deeper into the issues covered by each topic. For example, the Year 7 map section will include a discussion of the history and development of map making and cover new techniques in cartography and Geographical Information Systems. Meanwhile the introduction to weather unit will include the methods, strengths and weakness found in producing a weather report as well as the use of synoptic weather charts. Overall, Scholars will learn about a greater range of geomorphological processes and features, whether learning about rivers, coasts or glaciated highlands. We will aim to stretch these students in terms of the breadth and depth of their geographical understanding and geographic skills.

Transferable skills

We support our students in acquiring many transferable skills: handling data and statistical analysis; comprehension; effective research and scientific investigations; independent learning and communication skills including the spoken word, planning and producing academic essays. Our subject-specific skills focus on interpreting maps, annotating images, presenting data, identifying places, patterns and processes and graphicacy through diagrams. We aim for resilience to carry work through to its best conclusion.

Feedback and assessment

Pupils receive regular verbal and written feedback to monitor their achievement and build their confidence. Progress is formally assessed by knowledge tests and a more holistic essay at the end of 3 units each year. There are also opportunities for the students to peer assess their work and develop self-evaluation of their own strengths and weaknesses.

Homework

Homework will be structured around a reading task for most weeks. Homework booklets contain articles written by the Geography staff which explore the different aspects of each unit. This reading will be assessed with a quick test each week. Other homeworks will include learning key word spellings or essay planning.



HISTORY



Subject Leader: Mr S Tither

Aims

We study History to know where we come from, create our identity and share the collective memory that defines us. No (wo) man is an island and everyone is shaped by the world around them. History is over 2000 years of mistakes and progress, lessons learned and forgotten. Through the acquisition of historical knowledge we gain emancipation, and thus endeavour to avoid repeating mistakes, so the world can flourish.

Course content

Throughout their KS3 study, students will have access to a knowledge-rich curriculum that will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Year 7			
The Normans: How and why did a Frenchman conquer England?	Medieval society: What was life like in the medieval world?	The Tudors: How and why did religion transform Tudor England?	
Year 8			
The Stuarts: Why did England destroy itself?	Revolutions: How have revolutions (glorious and industrial) shaped our world?	First World War: How did one man change the lives of millions?	
Year 9			
Dictators: The Cult of Personality in the Twentieth Century: Why did people vote for extremists?	The Holocaust: Why should we remember the Holocaust?	WW2: Was World War Two a glorious British victory?	Cold War: How did Cold War tension impact the global community?

Scholars' Pathway

The Scholars' Pathway tackles more complex Historical issues and interpretations; students delve deeper into a range of different time periods. They are also tasked with more thorough investigation at a slightly faster pace to allow us to investigate more periods of History. The curriculum is shaped to pose more challenging questions, and encourage students in their historical interests beyond the classroom.

Year 7					
The Normans: 1066: Could Harold have done anything differently?	Medieval society: What was life like in medieval Britain?	The First Crusade: Why did people go on crusade?	The Tudors: How did Power change in the Middle Ages and Tudor period.	Historical skills: Causation and Change. What has caused changes in the periods studied? What are the similarities and what are the differences?	
Year 8					
The Stuarts: How was absolute power lost?	Power, Economics and Expansion: What is the cause and legacy of the age of Empires?	Revolutions and Change: Was the 19th Century an age of revolution?	People and Protest: How did the British people gain power rather than the Monarchy and powerful holding all the power?	Historical skills: Significance. Why are some events more significant than others and how do we decide that significance.	
Year 9					
What was the true cost of WWI?	Why was there a rise in Fascism in Europe during the interwar years?	How and why should the Holocaust be remembered?	Which theatre of war was the most decisive in securing a victory for the Allies during WWII?	How did the Cold War affect the world post 1945?	Historical skills: Interpretations and Sources. Why did interpretations of the same even differ and what are the challenges historians face when dealing with interpretations.

Organisation

All History classes at Turton are mixed ability. 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 their 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. In their lessons students will also be tested at the end of each unit on the knowledge that they have learnt. We feel that testing students frequently helps them remember material. Finally, students also complete formal assessments that take place for the whole year group at the end of each academic year; this will test their knowledge from throughout the year.

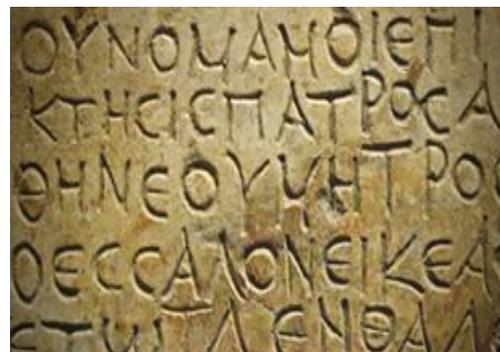
Homework

All students are set homework weekly, and they all have a paper booklet that contains the homework, so that you can see what is due for the following week. For each scheme of learning there is a homework piece to be completed. These are pieces of work that aim to extend students learning from their lessons.

Special features of the course

We teach beyond the syllabus, we set extension work and we provide many opportunities to enable students to take their studies further, such as through clubs, visits and organising visiting speakers. Students who impress their teacher either through effort or attainment will be selected as half termly 'History Stars'.

LANGUAGES AND CULTURE



Subject Leader: Miss S Mansell

Aims

Learning a language provides an insight into other cultures, helping students foster their curiosity and deepen their understanding of the world. We will teach students how to express their ideas and thoughts in another language and to understand and respond to its speakers.

Course Contents

From the start we focus on sounds and sound-spelling correspondences. This enables the development of sound-decoding fluency which is essential for success in learning a second language. Lessons are filled with engaging ear-training, reading aloud, choral reading and repetition, interactional speaking games and tasks. This helps to recycle target sounds while interleaving new sounds with prior learning. Listening is key. Lessons will focus on the receptive skills listening and reading, through the use of sentence builders, before moving on to the productive skills of speaking and writing. We aim to create vocabulary-rich classrooms providing multiple opportunities to hear, see and use words.

Spanish

Year 7	Year 8	Year 9
<p>All about me numbers, dates; animals Sound-spelling links; phonics; reading aloud.</p>	<p>Mi Barrio Talking about your town in detail – discussing the best and worst things; saying what you can do in your area.</p>	<p>Mis Gustos y Mi último cumpleaños Expressing positive and negative opinions; using idioms in context; describing a past birthday.</p>
<p>Mis Pasatiempos Describing what you like and dislike doing in your spare time and why.</p>	<p>La Tele, El Cine y La Música Talking about entertainment; expressing opinions; talking about a concert.</p>	<p>La Tecnología Discussing importance of technology in society and own personal use of social media.</p>
<p>Mi Colegio Expressing opinions on school subjects and teachers; discussing your school day.</p>	<p>Las Vacaciones Describing a past holiday and saying where you would like to visit.</p>	<p>La Paga Pocket money; what you do to help around the home; your spending habits.</p>
<p>La familia Describing family members, physical description and personality.</p>	<p>La comida Describing meals and likes and dislikes.</p>	<p>La Salud Are you fit and healthy?</p>
<p>En casa Describing your house and activities you do at home. Saying where you would like to live in the future.</p>	<p>La Moda Discussing opinions on clothing; describing an outfit; opinions on school uniform.</p>	<p>Intereses e influencias Sports and role models.</p>

Year 7	Year 8	Year 9
Personal Introductions Sound spelling links. Developing listening skills.	En Ville Describing your house and talking about places in town and where they are. De Jour en Jour School day and daily routine.	Les Médias Discussing preferences and habits regarding TV, Cinema, music and mobile phones.
Ma Famille Describing family members – character and physical description. Weekend plans.	Bon Appétit Buying and ordering food and drink, shopping for food and things you can do in your town.	Je dois faire Chores, opinions and preferences.
Ma Vie Quotidienne Describing daily and leisure activities.	Les vacances New year's resolutions, future plans and describing future and present holidays.	Le sport Sporting activities and resolutions to become more active.
Le future Describing activities and future plans with friends.	Dans le passé Past tense descriptions.	La vie saine Healthy lifestyle.
Mon Collège School subjects; school activities; a past school trip; what makes a good teacher.	Cultural topic Easter in France and review of food and drink.	Chez moi Complex descriptions of home in the past and dream house in the future.

Scholars' Pathway

The Scholars follow a rigorous grammar based approach to learning French. They follow the Tricolore textbook which is aimed at stretching our highest achieving students. There is a detailed and progressive skills coverage alongside a focus on sound-spelling links.

Organisation

Year 7 study Spanish for three hours a week and most will be expect to continue studying the language for GCSE. The Scholars will study French for three hours with an hour of Latin in Year 7 and Year 8. From Year 8 they will also pick up a second language – Spanish.

Assessment

Students will be reflective learners who will need to respond to regular teacher feedback. There will be an emphasis in class on reviewing prior learning. Assessments will range from low stake mini quizzes to end of module formal assessment.

Homework

Homework is set weekly in the form of our KS3 homework booklet. It is collected in on a set day every week. Please see the Turton website for more details: <https://www.turton.uk.com/homework/>.

Special Features

We want students to have fun in their language lessons so that they are willing to take risks with their learning. The target language will feature strongly in lessons to provide good models of speech for students. Students will also have opportunities to immerse themselves in the culture and customs of the target language countries. Trips abroad are also organised throughout the year.

LEARNING SUPPORT



Subject Leader: Mrs C Brindle

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

Aims

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

Course Content

Several programmes are used within these sessions once screening assessments are completed and holistic information gathered to identify particular difficulties.

Spelling

Several spelling programmes are used including SNIP, Spelling Made Easy, Lexia, Wordshark and IDL.

Reading

Pupils work on their functional reading through phonics teaching, comprehension and inference skills. We have several schemes in place including Dockside Reading for Meaning and Vocabulary Intervention Programme.

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. We also offer memory classes to boost retention of information.

Social, Emotional and Mental Health

We support students with Social Emotional Mental Health needs through using Social and Emotional Aspects of Learning (SEAL) package, as well as bespoke interventions around anxiety and anger.

Communication and Interaction

We use Lego therapy, Talking Partners, Secondary Talk and multi-sensory games to promote and improve communication and interaction skills.

Assessment

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

MATHEMATICS

Subject Leaders:

Head of Department: Mr P Howard

Second in Department: Miss E Johnson

Key Stage 5 Co-ordinator: Ms A Jackson



KS3: New Beginnings

The Maths Department at Turton has adopted a new approach at Key Stage 3 with the long-term goal to produce a coherent journey of mathematical learning from Year 7 right up to Year 13. Developing fluency, reasoning and problem solving are embedded throughout our lessons, rather than treated separately. Students' prior attainment is factored in from the start and they are given enough time within their maths lessons to consolidate and revisit topics - it is not enough for a pupil to know *how* to answer a question, they must also understand *why* the mathematics works.

Benefits for pupils:

- Key topics are not passed over until all pupils have fully grasped the core concepts and principals involved.
- Students are encouraged to make links between topics and see mathematics as a coherent whole rather than a series of unrelated topics.
- Teaching is designed to promote a deeper understanding of the subject content by introducing it in smaller steps.
- Time is provided to allow students to practice and develop fluency in applying mathematical procedures to a range of different types of questions.
- Problem solving is emphasised with the aim of preparing students for the more challenging examinations they now face later in their education.
- Rigorous and well-presented resources have been designed to help students think in multiple ways, helping to shape confident, resilient and happy young mathematicians.
- It encourages independent and reflective thinkers who develop a can-do maths mindset and culture for producing strong and secure learning.
- It is packed with challenge and high expectations for all, bringing maths concepts to life.



Course Content

The new content covers all areas of the statutory secondary national curriculum, but structured and scaffolded in such a way to ensure mathematical excellence. The basic topics have been designed for students who need some more time developing their understanding of key mathematics topics from primary school at the beginning of Year 7 before they are ready to progress onto the secondary curriculum. We find that addressing such issues is far more beneficial than trying to 'paper over the cracks' by continuing into secondary without addressing gaps in prior knowledge.

They focus on number work, mathematical facts, written methods and basic properties of shapes and angles. Following this, additional areas of shape and space, algebra, statistics and numeracy will be covered which include the most important knowledge and concepts that underpin the mathematics that students will encounter at Key Stage 4. 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 completed all of these elementary topics before the end of Key Stage 3.

The more advanced topics covered in Key Stage 3 introduce some of aspects of the GCSE specification and encourage deep mathematical thinking, allowing pupils to flourish.

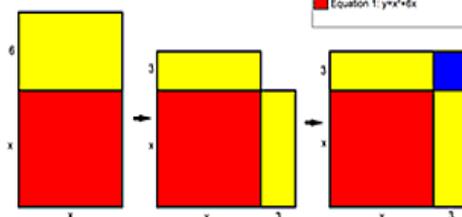
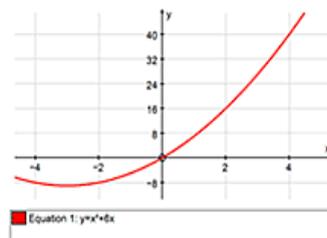
These modules tackle more advanced areas of algebra, including graph work, multi-step percentage problems and advanced shape concepts such as Pythagoras' Theorem.

Multiple representations

$$y = x(x+6)$$

$$y = x^2 + 6x$$

$$y = (x+3)^2 - 9$$



Scholars' Pathway

The Scholars' Pathway students this year are following the main topics, but are given the opportunity to study additional content. The aim of this is to allow students to begin studying the Key Stage 3 curriculum at a higher level without missing out content which may not have been covered at primary school. Teaching is guided by the same principles of learning and understanding that are being applied across all other classes, with the emphasis on depth of understanding rather than rapid acceleration through content.

Organisation

Setting

Students are placed in groups at the beginning of Year 7 based on a combination of their Key Stage 2 attainment and, to address gaps in their knowledge, through our own initial testing. Each set will start their mathematics study at the same point and covering the same topics each term, but with varying degrees of depth depending on the assessment of their general prior knowledge. The grouping is reviewed each term to ensure that students are placed in a group which best suits their needs.

Assessment

Regular assessments take place every half term, to ensure all pupils have grasped the concepts delivered to them. Although there is no specific pass mark for these assessments, results will be compared with every other pupil in the cohort to allow targeted intervention where required. This ensures that students have the chance to improve their understanding on lower-level skills rather than progressing on to more challenging content with gaps in their knowledge.

Homework

Homework is set weekly in the form of our KS3 homework booklet. It is collected in on a set day every week. Please see the Turton website for more details: <https://www.turton.uk.com/homework/>.

MUSIC



Subject Leader: Mr J Parkinson

Aims – pupils will:

- Develop a deep understanding of the elements of music and how these all directly relate to different historical periods and styles.
- Spend three years thoroughly exploring and developing skills in the principal components of music: listening, composing and performing.
- Develop skills in teamwork, listening, concentration, creativity and intuition, to enhance their self-confidence, personal sensitivity and sense of collegiality.
- Develop confidence vocally and instrumentally through performing as an individual and as part of a group and develop their ability to compose (including the use of music technology).

Extra-Curricular Music

The department runs a varied after-school programme which complements and enhances both our classroom teaching and the tuition provided by our visiting instrumental and vocal tutors. Participation in school ensembles is highly beneficial for those who have instrumental/vocal lessons.

NB: Some groups will complete content in a different order than that stated below to facilitate shared rooming and resources. The main topics covered are listed in the KS3 music chart below, but elements of listening, theory and practical music will occur in most lessons in addition to the main focus area for each half-term.

At the present time activities such as singing and other practical elements may have to be omitted, adapted or re-ordered to meet with current and future ‘Covid Guidance’.

Year 7	First half term	Second half term
Term 1	The Elements of Music <ul style="list-style-type: none"> ▪ Singing together. ▪ Baseline test. ▪ Understanding of basic terminology such as Tempo, Dynamic, Pitch, Texture, Structure. 	Rhythm & Pitch <ul style="list-style-type: none"> ▪ Practical rhythm games, pulse, timekeeping. ▪ Introduction to music notation – rhythm & pitch. ▪ Interactive notation trainers and games – reading music ‘the basics’. ▪ Christmas Keyboard performance pieces.
Term 2	Instruments & Music History 1 How instruments work and sound. Research includes lessons and tests on the website based interactive platform ‘turton.musicfirst.co.uk’ where students can see and hear instruments being demonstrated and test their knowledge. An overview of the Renaissance period.	Keyboard performance and recording Students learn a melody to a well-known film or pop chart on the keyboard. They record this using Mixcraft Software over the top of a backing track. More advanced students will also record the backing parts.
Term 3	Music History 2 & Revision <ul style="list-style-type: none"> ▪ An overview of the Baroque period. ▪ Revision for the end of year exam – of all previous topics. 	End of year Exam & Ukulele Introduction to Ukulele. Performing as a class and in small groups. Playing to a backing track.

Year 8		Second half term
Term 1	Film Music Pupils look at the role of music in film and media and how it has changed historically. They listen and study devices used by composers and create their own compositions to short film extracts.	Film Music continued & Music History 3 Each student learns, performs and records a piece of film music. An overview the of Classical & Romantic periods.
Term 2	Blues Music Pupils look at the history of Blues music and how it evolved into modern rock music. Keyboard skills such as chord, riff and improvisation form the basis for the first half term along with the related theory.	Blues Music continued & Music History 4 The class splits into groups of 4/5 and they compose their own blues song. This is performed on jumpods (rock band format). An overview of twentieth century art music.
Term 3	Music History 4 continued & Revision An overview of twentieth century art music. Revision for the end of year exam (all Year 7 & Year 8 material)	End of year Exam Ukulele & Jampod practical work Ukulele lessons continue from Year 7. Work in small rock band groups to re-create a performance of a well-known song.
Year 9		Second half term
Term 1	Keyboard & Ensemble Performance Chords and tonality are explored in more detail. The pupils experience arranging music for particular combinations and use keyboards, guitars, drums and their own instruments in performance.	Sibelius notation work A more in-depth look at how music notation works. Theoretical exercises and composition tasks are set using the notation software Sibelius. These include a variety of composition exercises. Aural skills are a focus.
Term 2	Jampod group performance work Working in groups and using guitars, keyboards and drums the students learn and perform a well-known rock/pop song. Using chord patterns and various notation	Historical & Stylistic studies A range of music from different periods and styles is examined through listening and research tasks. Score analysis is introduced. Historical periods 1-4 are recapped. Choice of research projects on specific C20th styles.
Term 3	Class Performance task & Revision Students use their own specialist instrument within a class or half-class ensemble to create and perform a piece. Large revision module for 'end of KS3 exam' – content taken from Year 7-9 work.	End of year Exam Some tasks relating to GCSE music preparation for those for whom this is relevant. Final class performance work on jumpods, keyboards and ukuleles.

Scholars' Pathway

The Scholars' Pathway group cover all the material that the other classes cover. They also look in more detail at music notation using material set for the Associated Board of the Royal Schools of Music Theory syllabus to gain a deeper and more fluent understanding of how music is transmitted on paper. They also cover additional material on each historical period by examining repertoire from each period in more depth, including classroom performance work of classics of the repertoire.

Homework

Homework tasks vary from research, theory and listening activities to work on our areas of websites such as www.quizlet.com / turton.musicfirst.co.uk / classic.musictheory.net. (Students have logon details for these in the front of their planners). We also expect students to practise their specialist instruments (where relevant) and take part in school ensembles.

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' Club	Boys' Club
▪ Netball, Hockey, Football, Badminton, Gymnastics, Dance, Swimming, Athletics and Rounders	▪ Rugby, Football, Badminton, Table Tennis, Swimming, 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 every 2 years for students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment.

How you can support your child

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.

KS3 End of Year Expectations

Practical			Theory
Physical Skills (Process 1a) Grammar (Key terms) Knowledge & Physical Skills, Application of Skills in a game, Activity variety, Confidence/Competent/ Competitive in skills	Strategy & Analysis (Process 1b) Dialectic Making links/ Arguing points/ Communicating PE Rhetoric Analysing, Performance self/others', Feedback level, Rules and Officiating	Social & Emotional (Process 1c) Turton Touchstones Fitness level, Confidence, Attitude and Character, Understanding of lifelong health benefits, Extracurricular, Leadership and Organisation	Knowledge of Theoretical Aspects (Process 2) Rhetoric Analysing, Performance self/others' Dialectic Communicating PE / Express your learning
YEAR 7 EXPECTATIONS	YEAR 7 EXPECTATIONS	YEAR 7 EXPECTATIONS	YEAR 7 EXPECTATIONS
<ul style="list-style-type: none"> I can begin to link and refine basic skills and techniques acquired at primary school. I can show strength in some activities (for example – maybe one team and one individual activity). I can display these skills within a controlled environment such as a skill practice. I can apply and link some of my basic skills in some of the different activities and games offered. 	<ul style="list-style-type: none"> I understand some of the differences in performance between other players. I can explain some of the skills and techniques needed for an effective performance. I can identify strengths and weaknesses in one self, others, a skill and a team situation. I understand basic rules in a variety of sports. 	<ul style="list-style-type: none"> I have a basic level of fitness. I understand the benefits of being fit and healthy. I have the confidence to try new and different skills, in lessons and beyond, within school or out of school activities. I am able to lead a small group and contribute to lessons, at Year 7 level with confidence. 	<p>Year 1 An introduction to Physical Education</p> <p>Topic 1 Warm up / Cool down Topic 2 Health and Well-Being Topic 3 The Muscular System Topic 4 The Skeletal System Topic 5 Components of Fitness</p>
YEAR 8 EXPECTATIONS	YEAR 8 EXPECTATIONS	YEAR 8 EXPECTATIONS	YEAR 8 EXPECTATIONS
<ul style="list-style-type: none"> I can demonstrate more complex movements, fluidity, timing and control in different activities. I can demonstrate strength and good control in more activities (for example – more than one individual and one team). I can display more advanced techniques within a controlled situation such as a practice. I can show more influence on games with some more technical skills in a game, taking a greater responsibility for my development, showing off my skills. 	<ul style="list-style-type: none"> I understand how to improve performance of others. I can explain and analyse techniques and suggest how it can be changed and improved using specific teaching points. I understand rules and tactics in different activities. I can officiate activities with confidence, demonstrating my understanding of the rules. 	<ul style="list-style-type: none"> I can display strengths in aspects of my fitness and show a determination to be competitive when performing. I understand the benefits to specific activities of being fit and healthy. I help develop others with their character and morals, encouraging others to attend and attend myself at extracurricular clubs.* I can design and lead skill drills and warm ups. <p style="text-align: center;">*When possible</p>	<p>Year 2 An introduction to Physical Education</p> <p>Topic 1 Warm up / Cool down Topic 2 Health and Well-Being Topic 3 The Muscular System Topic 4 The Skeletal System Topic 5 Components of Fitness</p>
YEAR 9 EXPECTATIONS (GCSE Mini-Option)	YEAR 9 EXPECTATIONS (GCSE Mini-Option)	YEAR 9 EXPECTATIONS (GCSE Mini-Option)	YEAR 9 EXPECTATIONS (GCSE Mini-Option)
<ul style="list-style-type: none"> I can demonstrate complex movements and show flair and originality in different activities. I am more competent, confident and expert in different techniques and apply them across different sports and physical activities. I can place my skills into set plays and complex drills, applying the principles in a game situation. I show great confidence in a game situation, demonstrating to the teacher, my team mates and myself more technical aspects of the game. 	<ul style="list-style-type: none"> I understand how to make others more effective in a game. I can understand the perfect model and use this information to help others. I understand the rules and tactics in most of the curriculum offered. I can officiate activities with confidence and a sound knowledge in most of the curriculum activities. 	<ul style="list-style-type: none"> I am strong in specific fitness components that help my performance. I can link GCSE understanding to the importance of physical health and fitness and the long term benefits. I attend extra-curricular clubs with an understanding of how it will support success in later life. I lead with confidence creating practices from given scenarios. 	<p>If you select PE as part of the mini-options process you will carry out one theory lesson over a 2 week period.</p> <p>Topic 1 An introduction to the structure of the skeletal system</p> <p>Topic 2 An introduction to the structure of the muscular system</p> <p>Topic 3 An introduction to the cardiovascular system.</p> <p>Topic 4 An introduction to the respiratory system</p> <p>Topic 5 An introduction to physical training</p> <p>Topic 6 An introduction on performance enhancing drugs.</p> <p>Topic 7 An introduction to energy use and diet.</p>

PHYSICAL EDUCATION - DANCE



Subject Leader: Mrs L Atkinson

Aims

Dance offers a comprehensive study of Dance in its physical, aesthetic and cultural context. Girls study dance within PE as a sport and all students are given the opportunity to select this as an option in Year 9 to broaden their experiences in these avenues. In addition to extending their subject knowledge, Dance promotes healthy and active lifestyles, team work and creativity, not too dissimilar to aspects of their Physical Education lessons.

Years 7 and 8

As part of the PE curriculum we will introduce students to subject specific terminology, safe practice in terms of warm up and cool down, and basic principles of technique as well as practical exploration of movement components as established by Laban. **Rudolf Laban** was a movement theorist, a choreographer and a dancer who categorized human movement into four component parts as a way of developing a language for describing, visualizing, interpreting and documenting human movement. We begin by introducing students to the concept of the eight dance actions, before we move on to exploring dynamic range, spatial planes and then finally fundamental choreographic devices unison and canon. Short movement sequences are taught to develop understanding of technique for **performance** for example the concept of alignment in parallel position of the feet, knees over toes and articulating through the feet heel ball toe in take-off and landing. We learn to execute movement with control and precision by using our core abdominal muscles and fully extending the limbs. Through **choreographic** creative tasks our students are encouraged to take risks, with techniques and ideas and learn from mistakes. Finally we learn about skills required for effective **performance** such as self-discipline and focus and projection, **critically appreciating** our performances to identify strengths and weaknesses.

Year 9

In Year 9 we review and build on key concepts introduced in Years 7 and 8. Through more complex movement sequences there is a further exploration of principles of contemporary genre and refinement of technique for **performance**, for example, correct posture with soft ribs and neutral pelvis as well as the concept of clarity and control particularly in the extension of the limbs. Through the exploration of skills for **performance** our students learn to demonstrate discipline and enhance their mental skills developing their movement memory in order to perform pieces of greater challenge in terms of length and level of difficulty. To develop knowledge of the process of **choreography** we look at professional practitioners such as **Wayne McGregor**, whose productions are acclaimed for their reconfiguration of the classical ballet language to create new and experimental dance. We study 'The Royal Ballet,' Britain's flagship ballet company, to develop understanding of high quality performance. Students also study **James Cousins** who is renowned for presenting dance in different performance environments beyond the traditional stage. We learn to critically **appreciate** the work of the professionals, developing understanding of a range of approaches when creating using a range of stimuli to generate movement ideas such as visual images, pieces of music as well as the use of props.

SCIENCE



Subject Leader: Mr M Smith
KS3 Coordinator: Mrs R Downing

Aims

A robust foundation is needed from Year 7 onwards to fully support GCSE and gets students GCSE ready. Our newly designed KS3 course has been seen as an opportunity to teach creatively, and develop a breadth of knowledge built on the big ideas that underpin the majority of understanding across the 3 main disciplines of Science. We aim to encourage inquisitive minds, and do not have a planned sequence of lessons, so much as a planned sequence of questions.

KS3 is often instrumental in determining post 16 choices, especially for high attaining students with aspirations to work in STEM subjects. This is where we get them interested, and we plan to deliver a course that stimulates interest in the wonder of Science but continues to develop the mastery of key skills needed to be a success at GCSE and beyond.

Course Content

The course starts in Year 7 with three of the most fundamental ideas underpinning much of Science.

In Biology, the big idea is **what is life?**

All living things need carry out the seven life processes. These are (MRS GREN) Movement, Reproduction, Sensitivity, Growth, Respiration, Excretion and Nutrition. Underpinning these processes is the idea that all living things need to start from a single unit, cells, which develop into tissues, organs and organ systems. This will be the theme running through every process, focussing both on animal and plants.

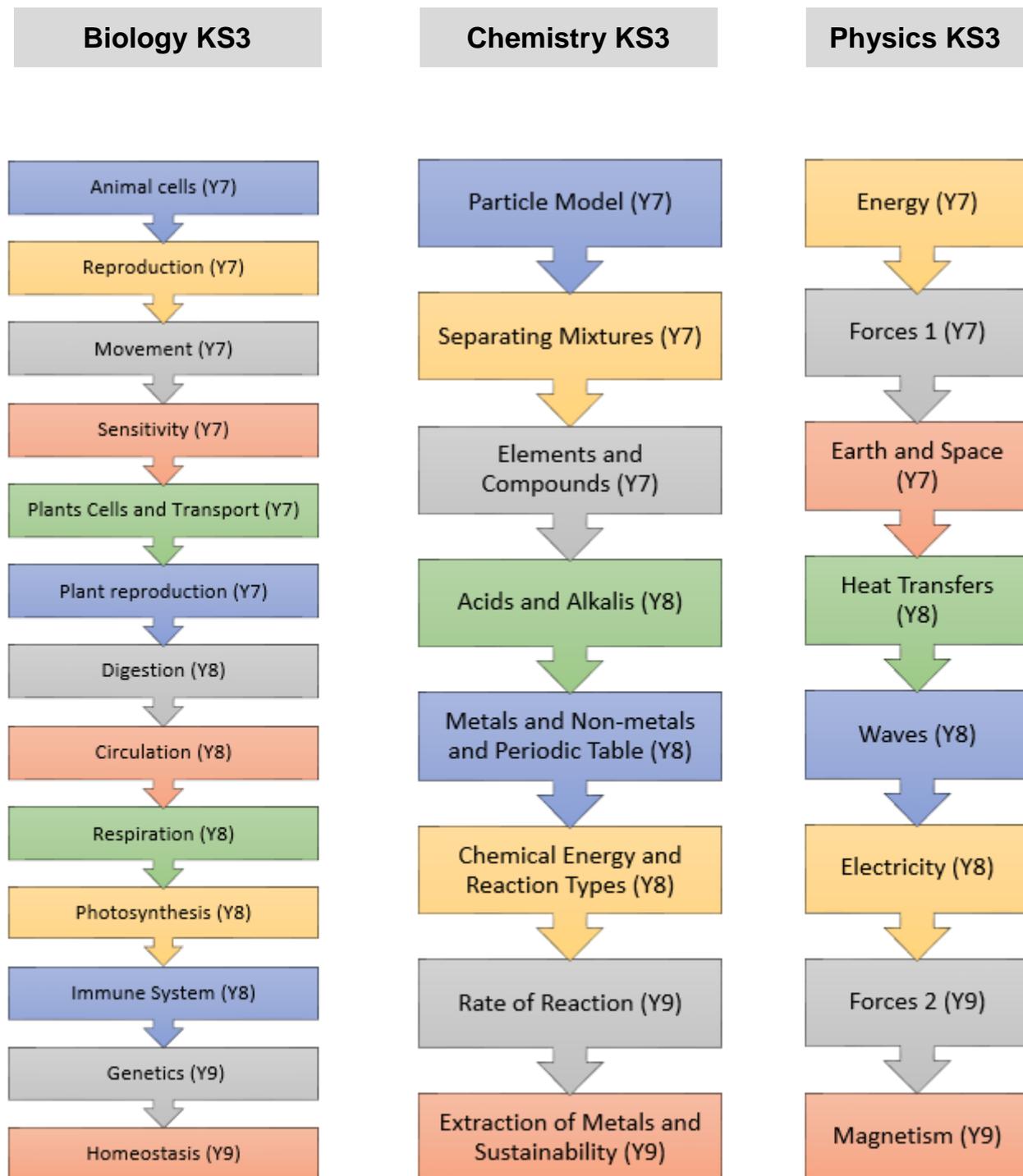
In Chemistry, the big idea is **particle behaviour.**

An understanding of the particle model and the behaviour of particles, and the relationship of this particle behaviour with energy, is fundamental to an understanding of Chemistry (and to a large extent much of Physics and Biology). It underpins both basic and complex interactions, through from states of matter to bonding, chemical structure and the interaction between these particles in chemical reactions. Particle model will be taught to Year 7 in the first term to ensure it can be used throughout KS3, as a mechanism to describe much of the further work at KS3, and GCSE and A-level beyond.

In Physics, the big idea is **saving energy.**

This begins with pupils looking at how energy is stored and transferred in simple systems, highlighting that it is never created or destroyed – only transferred. It then moves onto looking at useful and wasted energy, and how to compare energy usage of different systems by calculating their efficiency. Pupils will be taught about the energy transfers that take place from the generation of electricity, from renewable and non-renewable sources, to the use in the home.

Science Topics for the KS3 course at Turton



Each topic will build the knowledge and skills required to develop confident scientists moving forward to GCSE and A-level.

Scholars' Pathway

The Scholars' Pathway allows students to study some of the topics in greater detail and work on extension tasks designed to stretch and challenge. Students will be expected to work at a more advanced pace, but will also be given more time and opportunities to look at the wider applications of the subject, the history of Science and Science in the news.

Organisation

All classes are taught as form groups throughout Year 7 and in broadly streamed groups in Year 8 and Year 9. These sets are 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.

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 measure progress. There is also a terminal test at the end of the year.

Homework

Homework is set weekly via the homework booklet. Students will get learning homework that will be assessed in the form of a short test the following lesson, or a written piece of work or numeracy consolidation that will be either peer or teacher assessed. This is delivered consistently across all groups in specific homework booklets so that each student should receive the same core homework. Students will develop a breadth of Science related skills making use of a variety of learning styles in their homework.

Please see the Turton website for more details: <https://www.turton.uk.com/homework/>

We hope you like our Turton KS3 curriculum; we are very proud of it. If you would like more detail, then please visit our website: <http://www.turton.uk.com> or arrange a visit with us at school. If you have any feedback or queries then please do contact Mrs Lane (Assistant Head) at lanea@turton.uk.com.



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building on the knowledge of the past

to help the children of today

meet the challenges of tomorrow

