

Rougemont School – Key Stage 3 Curriculum

At Key Stage 3 the curriculum is deliberately broad to provide the finest possible blend of traditional schooling and the latest curriculum initiatives. At this stage all the Key Stage 2 subjects continue, with the addition of separate sciences, Physics, Chemistry and Biology.

The number of 55 minute lessons studied over a two week time-table by pupils at this stage is as follows:

Year 7

English - 7				Mathematics - 7				
French - 4		Biology - 3		Chemistry - 3		Physics - 3		PE 2
Geography - 3	History - 3		RS - 2	IT - 2	Latin - 3			
Art - 3	DT - 3		Music - 3		PSE - 1	Games - 4		

Year 8

Spanish is introduced as a second modern foreign language. Latin continues to be offered to all pupils but some may decide to follow a course in Communication Skills instead.

English - 7				Mathematics - 7				
French - 4		Biology - 3		Chemistry - 3		Physics - 3		PE 2
Geography - 3	History - 3		RS - 2	IT - 2	Latin - 2	PSE - 1		
Art - 3	DT - 3		Music - 2	Spanish - 2		Games - 4		

Year 9

English - 7				Mathematics - 7				
French - 4		Biology - 3		Chemistry - 3		Physics -3		PE 2
Geography - 3	History -3		RS - 2	PSE -1	Games - 4			
Option A - 3		Option B - 3		Option C - 3		Option D - 3		IT -2

In year 9 selected options are available to allow pupils to begin to specialise in the subjects in which they excel or most enjoy. Pupils choose one subject from each column of our option list. This modification creates a narrowing of the curriculum in preparation for GCSE study as well as providing more time in pupils' subjects of choice.

Option A	Option B	Option C	Option B
Art Drama Design & Technology	Design & Technology Spanish Business Studies	Art Spanish Latin	Music Drama Business Studies

The arrangement of subjects within the option columns may vary from year to year.

Art

Art and design is a subject which can offer a rich and diverse range of learning experiences and the main purpose is to provide a course of study which is broad, purposeful and relevant to the students' needs. The program of study, therefore, is designed to cater for a wide spectrum of requirements. A high value is placed on personal views and ideas of individuals which have been developed by informed critical judgment and although aesthetic considerations are of prime concern, an awareness of vocational applications should enhance the students' understanding of art, craft and design in contemporary society.

Biology

The Key Stage 3 curriculum is taught in Years 7 and 8. During these two years we strive to give pupils a foundation in Biology from which they can build during GCSE and A Level courses. In addition we look to ensure that any fundamental concepts which are not within the GCSE specification are covered here. In this way we like to think that we ensure all pupils leaving Rougemont have a good grounding in Biology, whether they choose to study it further or not.

The topics followed in each year are as follows:

Year 7	Year 8
<ul style="list-style-type: none">• Cells• Food and Digestion• Variation and Classification• The Skeletal System and Movement• Feeding Relationships	<ul style="list-style-type: none">• Reproduction• Respiration• Breathing and Circulatory Systems• Plants and Photosynthesis

During these years we would also look to carry out fieldwork projects to allow pupils to see Biology in the wider environment, rather than from a classroom base alone.

In Year 9 pupils begin the GCSE curriculum.

Business Studies

Business Studies is offered in Year 9 as part of the limited options system.

The new Year 9 scheme of work has been introduced in order to equip students with the skills, knowledge and confidence to manage their money well, both now and in the future. Students will study topics such as “Saving and Investment”, as well as “Fraud and Identity Theft”; subjects that most young people will not usually encounter until leaving university. The course also covers a module entitled ‘Becoming Employable’. In partnership with Young Enterprise, students will learn how to write a good CV, take part in interviews and even learn the basics of starting their own business.

The course is not examined; instead, students will be learning vital ‘real world’ skills in partnership with two extremely successful organisations; PFEG (the Personal Finance Education Group), and Young Enterprise.

Chemistry

Year 7 and 8 sees the introduction of basic laboratory skills to the students. They are encouraged to learn Chemistry through practical work and the foundations for GCSE Chemistry are laid. Independent learning is encouraged through project work.

The topics covered are outlined below.

Year 7	Year 8
<ul style="list-style-type: none">• Lab safety• Separating mixtures• States of matter• Atoms, elements and compounds• Acids and alkalis	<ul style="list-style-type: none">• Chemical reactions• Metals and their reactions• Earth

In Year 9 students begin their GCSE course. They follow the WJEC specification. The foundations laid in Years 7 & 8 are built upon and pupils will work towards completing an exam at the end of Y10.

Year 9

- Atomic structure
- Limestone and its uses
- Structure of the Earth
- Evolution of the atmosphere
- Hard and soft water

Design & Technology

At Key Stage 3 pupils are given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 2. Students are taught to design and make products, working with a wide range of tools, materials and components. They will use ICT applications in their designing and making and be taught to develop their design and technology capability through combining their Designing and Making skills with Knowledge and Understanding.

The following projects are covered:

Year 7	Year 8	Year 9
Graphic Design – Charity products manufactured using sublimation printing	Problem Solving - 'Green Speed Machines' involving group work to develop a vehicle for the future	Metals - 'Surf Pendant' involving CNC mould making and pewter casting
Woods/Plastics – Floppy feet toy for a young child involving CNC and hand manufacture	Metals - 'Sporting Figures' involving brazing, MIG welding, shaping and dip coating	Plastics/Mechanisms - 'Walking Robot' involving problem solving, design development and modelling
Team challenges – problem solving exercises	Technical drawing -orthographic projection	Graphics - 3D drawing skills and CAD using ProDesktop

Drama

Learning about the arts and culture, participating in the arts and developing creative skills should be prominent in the education of all children and young people. They are essential ingredients for a well-rounded, rewarding and motivational school experience. The world of work used to be about industry and manufacturing now the future will be increasingly about communication skills, information and entertainment. Drama in schools encourages young people to develop a creative imagination and entrepreneurial vision.

Drama is offered in Year 9 as part of the limited options system. Students focus on theme based issues such as bullying and growing up. Through the use of plays, films and other media forms, students are expected to devise, write and perform their own work and play the part of an appreciative audience at all times. They are assessed in the three areas of making, performing and responding to drama.

Practical work allows the students to explore new ideas, relate to new experiences and learn how to cooperate. Above all it encourages children to take risks, to work as part of a team and to communicate.

English

The English curriculum at Key Stage Three, offers pupils a wide range of experiences across the three strands of Oracy, Reading and Writing. As well as being informed by the Welsh National Curriculum for English, its aim is to introduce, develop and hone the skills pupils are required to demonstrate at GCSE level in Language and Literature.

In Oracy, pupils are taught to: develop and present information and ideas through speaking, listening, collaboration and discussion. Pupils' skills are developed through informal oral responses in class, as well as more formal presentations.

In Reading, pupils are taught to: locate, select and use information by being taught a range of reading strategies. They have opportunities to respond to what they have read through comprehension and analysis. Pupils' skills are developed through reading both extracts and complete texts; through reading a wide variety of literary texts [e.g. traditional and contemporary poetry and prose from a variety of different cultures] and non-literary texts [with a wide variety of structures, forms, purposes and intended audiences].

In Writing, pupils are taught to: organise ideas and information, according to different purposes and audiences. They are taught the importance of writing accurately in terms of language choices, grammar, punctuation and spelling. Pupils are taught the conventions of different types of writing in a range of continuous and non-continuous texts and how intended audiences modify choices made. A range of written and visual stimuli is used to produce different writing types and pupils are taught to use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.

Pupils are tested in the three English strands on a termly basis. The grade they are awarded at the end of each year is based upon their performance in class [20%] and their performance in the end-of-year examination [80%].

Year 7

Pupils are taught in form groups and follow termly schemes of work, which cover Oracy, Reading and Writing skills. In the first half of the Autumn Term, pupils follow a transition unit "Schools" and before half term, they have short tests in Oracy, Reading and Writing. For the remainder of the year, there are termly schemes of work which ensure coverage of the three skills areas outlined above.

Literary and narrative non-fiction texts [both in their entirety and extract form], during the Autumn Term, may include:

- Boy [Dahl]
- Cider With Rosie [Lee]
- Jane Eyre [Bronte]
- The Schoolboy [Blake]
- My Best Teacher [from The Times]
- Department for Education web page

Year 8

Pupils are taught in form groups and continue to follow termly schemes of work which introduce them to more advanced language skills through more challenging texts. They are tested on a termly basis in the three strands.

Literary and narrative non-fiction texts [both in their entirety and extract form], during the Autumn Term, may include:

- Dracula [Stoker]
- The Hound of the Baskervilles [Conan Doyle]
- The Raven [Poe]
- The Woman in Black [Hill]
- Internet articles on crop circles and the Bermuda Triangle
- The Boy in the Striped Pyjamas [Boyne]

Year 9

Pupils are placed into one of three sets, based upon their performance in Year 8. Again, termly schemes of work are followed, which introduce the pupils to more challenging texts. The focus is on preparing the pupils for the skills required in order to make the transition to GCSE a smooth one. They are tested on a termly basis in the three strands.

Literary and narrative non-fiction texts [both in their entirety and extract form], during the Autumn Term, may include:

- Animal Farm [Orwell]
- War of the Worlds [Wells]
- Journey's End [Sherriff]
- Henry V [Shakespeare]
- UNICEF/Amnesty International leaflet
- 9/11 Address to the Nation [George W Bush]

French

At KS3, French is taught in 3 sets and students, whether they have been taught French before or not, are introduced to a wide range of topics including:

Year 7	Year 8	Year 9
TOPICS	TOPICS	TOPICS
Introducing yourself Talking about your family and where you live School Hobbies	Your house Holidays Daily Routine Clubs and Leisure activities	Your family Food and Shopping Arranging a visit to France Going to France
GRAMMAR (main points)	GRAMMAR (main points)	GRAMMAR (main points)
Gender of nouns – definite and indefinite articles Singular and plural forms Possessive adjective – My Agreement of colours/ adjectives Present tense – ER verbs Aimer/adorer/détester + INFINITIVES	Reinforcement of all Y7 grammar ER / IR /RE verbs - Present tense Possessive adjectives – My/your/his or her Future compound – Aller + Infinitive Perfect tense / Passé composé	Revision of ALL tenses – present / future and past. Reflexive verbs (in the present tense and past tense) Possessive adjectives – ALL Partitive articles – any / some Negative “Ne ... pas” “ne ... rien”

Geography

We believe that Geography is a crucial subject, helping students to make sense of the complex and dynamically changing world around them. Pupils are taught a wide range of topics, from the both human and physical geography. Embedded in the course are geographical skills, such as using an atlas, but also there are many opportunities to reinforce literacy and numeracy.

Year 7	Year 8	Year 9
My places Weather and Climate Venice under threat	Population Rivers Globalisation	Tectonics The Horn of Africa Coasts

History

Rougemont's Key Stage 3 History curriculum 'shadows' the National Curriculum and builds on the knowledge and skills students have gained in the Junior School. A wide range of both national and global topics are studied and through these students develop and extend their historical skills and understanding.

The KS3 topics studied are:

Year 7: Britain and the Medieval World, c.1000 to 1500

Topics include the Norman Conquest, Medieval kingship, the medieval Church, the murder of Thomas Becket, the Black Death and the Peasants' Revolt.

Year 8: Britain in the Early Modern World, c.1500 to 1700

Topics include the Reformation in both Europe and Britain, the reigns of the Tudor monarchs Henry VIII, Edward V, Mary and Elizabeth I and their impact on Britain, a study on the Voyages of Discovery and a project on the Civil War.

Year 9: Aspects of the Twentieth Century World

Topics include the First World War and the USA in the 1920s. The course is rounded-off with a visit by the whole year group to the First World War Battlefields around Ypres, Belgium.

Information and Communication Technology

Throughout KS3 pupils have the chance to gain a better understanding of both how computers work and the basics of programming. MicroBits and Raspberry Pi's are used to allow more practical programming activities.

Pupils also strive to be informed digital citizens who are aware of the fast changing world of IT.

Various software programs are used at this keystage with an emphasis on reinforcing understanding of Microsoft Office programs.

Year 7

Pupils are made aware of the structure of programming before being introduced to programming in Scratch and KODU. The importance of how to stay safe online and using email is also reinforced.

Year 8

Pupils continue to build on their understanding of Scratch programming and then extend this to the basics of Python programming. Microbits are used to carry out practical experiments using both block and Python programming.

Pupils then focus on "my digital world" being made further aware of the dangers that are online.

The summer term allows the pupils a chance to gain an understanding of other programming languages.

Year 9

Pupils gain a better understanding of how computers use binary to process instructions. Pupils will also improve on their prior understanding of Python programming by using Raspberry Pi and Microbit devices to carry out practical experiments. Year 9 will also provide the pupils with the chance to look at the inspirational figures throughout history that led to the development of the modern day computer.

Latin

The purpose of KS3 Latin is to lay the foundations for later study of original Latin literature and to develop a knowledge of the culture of the Roman world. Whilst vocabulary and grammar have to be learned, the main emphasis is on reading the strong storyline of the Cambridge Latin Course.

Each year group studies the following sections of the Cambridge Latin Course:

Year 7	Year 8	Year 9
Unit 1, Stages 1-12	Unit 2, Stages 13-20	Unit 3, Stages 21-28
Pompeii in AD79	Roman Britain (part one)	Roman Britain (part two)

Mathematics

At Key Stage 3, we aim to build on the mathematical skills acquired at Key Stage 2, developing pupils' knowledge and understanding of the subject.

Pupils in Years 7, 8 and 9 will study a wide range of topics, enhancing their skills and understanding of Number, Algebra, Geometry & Measure and Statistics.

Year 7	
Number	+ - x ÷ and Bidmas Fractions, Percentages and Decimals Directed numbers Approximations. Sequences. Squares and square roots Metric and Imperial units
Algebra	Simplifying expressions Solving equations Substitution
Geometry & Measure	Angles. Angles and parallel lines. Symmetry Area and Perimeter. Volume. Nets Pythagoras' theorem
Statistics	Frequency tables. Bar charts. Pictograms. Pie charts Mean, Median, Mode and Range Probability

Year 8	
Number	Decimal places. Significant figures. Estimation Fractions, Percentages and Decimals Ratio Standard form
Algebra	Indices Simplifying expressions. Expanding brackets. Solving equations Substitution. Changing the subject of a formula. Factorisation Straight line graphs: $y = mx + c$
Geometry & Measure	Constructing triangles. Scale drawings Bearings. Angles and parallel lines. Angles of polygons Area and Volume Transformations Pythagoras' theorem Trigonometry Travel graphs
Statistics	Probability Frequency distributions. Mean, Median, Mode and Range Scatter diagrams Frequency polygons

Year 9	
Number	Percentages: Increase/decrease/finding original value Compound interest Ratio. Proportion
Algebra	Solving equations Expanding brackets. Factorisation (including quadratics) Solving quadratic equations Changing the subject of a formula Simultaneous equations Inequalities (algebraic and graphical) Graphs: straight line, quadratic, cubic and reciprocal Algebraic fractions
Geometry & Measure	Area (including circles and sectors) Volume. Dimensions of a formula Pythagoras' theorem (including 3D) Trigonometry Transformations (including enlargement) Similar figures Circle theorems Loci
Statistics	Probability Cumulative frequency curves. Median and quartiles. Box and whisker diagrams

Music

The Key Stage 3 curriculum builds on the foundations laid down at Key Stage 2. Topics are chosen to stimulate an awareness of the many types and styles of music throughout the world. Group music making and activities are actively encouraged and pupils are involved in as much practical work as possible: singing, playing instruments as well as composing.

The topics studied are:

Year 7	Year 8	Year 9
Musical elements	Musical forms	Ground Bass
Instruments of the orchestra	Time signatures	Motifs
Composing and performing projects	Chords / Band carousel	Music and the Media

Physical Education

At KS3 stage our pupils enjoy a smooth transition from KS2. Our focus at KS3 is to provide a broad, active, health centred curriculum, with participation and inclusion being key departmental goals. We strive for maximum participation and encourage personal development through a variety of sporting medium, within a stimulating, enjoyable and safe environment. Curriculum areas of study include: Hockey, Rugby, Football, Netball, Dance, Gymnastics, Personal Fitness, Cross Country Running, Tennis, Cricket, Rounders and Athletics.

Our curriculum and extended curriculum provides our pupils with a broad and diverse sporting experience, with the pathways to excellence in most sports. We meet Government National Strategic Targets in all areas and fulfil the government's PESSCLS Strategy Gold Standard criteria. Pupil performance has also been strong with a high winning return across competitive sports. We are also proud of the high number pupils achieving National representation in a variety of sporting areas.

Physics

Key Stage 3 Physics is designed to build upon the science lessons of the Junior School and to separate the Physics elements from the other two sciences.

Year 7	Year 8
<ul style="list-style-type: none">• Forces• Deformation of springs (Hooke's Law)• Moments• Pressure• Understanding the solar system• Energy• Electrical circuits	<ul style="list-style-type: none">• Forces• Centripetal force• Work done• Vehicle stopping distances• Heat flow: conduction, convection and radiation• Specific Heat Capacity• Static and current Electricity•

In Year 9 pupils begin the GCSE curriculum.

Religious Studies

The KS3 curriculum offers a study of themes within religion. During Key Stage 3, pupils will have the opportunity to study aspects of each of the six main world religions.

Year 7	Year 8	Year 9
Looking for God	The Journey of Life (religious birth ceremonies)	The family
Leaders (religious founders and inspirational people)	The Journey of Life (marriage in religion)	Religion and Medicine
Special places (religious buildings and worship)	The Journey of Life (death and the afterlife)	Prejudice and Discrimination

Spanish

Year 8	Year 9
Introducing yourself	Your house
Talking about your family and where you live	Holidays
School	Daily routine
Hobbies	Clubs and leisure activities

Spanish is the second most spoken language in the world and is an official language of both the United Nations and the European Union. Choosing Spanish for GCSE could be an unmissable opportunity to prepare our young adults for a successful future in an increasingly small world.

Although a relatively new subject at Rougemont School, having been taught for the first time in 2010, our curriculum has expanded to include Years 8 and 9. The current KS3 course makes use of original materials (newspaper articles, magazines, authentic listening materials etc.) alongside the 'Listos' series of textbooks in order to build the solid foundation each skill – listening, reading, speaking and writing – requires for further study at GCSE level.

The first sets of GCSE and GCE results have been extremely successful, evidencing the positives of the firm grounding given at KS3. As at higher levels, the KS3 course also permits pupils to gain an appreciation and awareness of the cultural aspects of the Hispanic world.