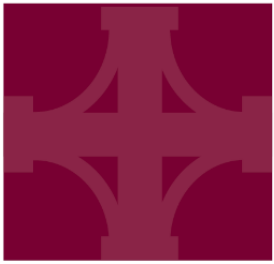


# KEY STAGE 3 LEARNING GUIDE



# 2022-2023

Caritas Excellence Together



**CARDINAL NEWMAN**  
**CATHOLIC SCHOOL**

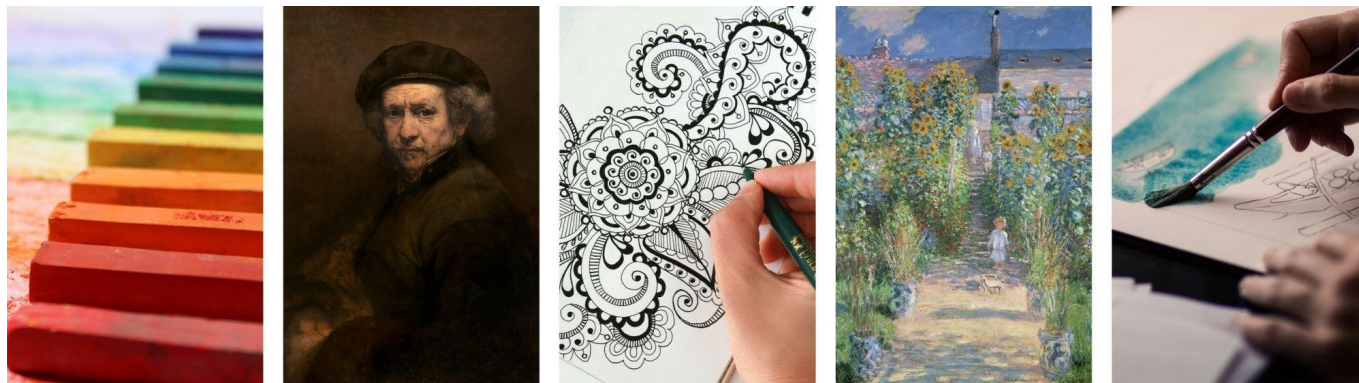
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*Please note: the details in this booklet are correct at the time of publication and may be subject to change. If you have any queries please contact your child's subject teacher in the first instance.*



## Art Department

**Subject Leader:** Ms K. Jones

**KS3 Curriculum Leader:** Mrs L. Airey ([l.airey@cncs.co.uk](mailto:l.airey@cncs.co.uk))

Our aim is to develop personal creativity through learning in art. Our units at Key Stage 3 are designed to deliver an exciting and diverse range of activities to learn new skills, expand knowledge, promote exploration and play and give students confidence in their abilities. As well as traditional art skills we allow the students to develop in problem solving, creative thinking and teamwork, which are valuable tools to help them into their GCSEs and beyond.

All the staff in the department are trained artists and share their great love and enthusiasm for the subject with the students they teach.

Over the course of Key Stage 3 students are given the opportunity to explore many different materials and techniques, including painting, drawing, collage, ceramics, printmaking, 3D sculpture, photography and ICT.

Artists and designers play a very important role in the development of skills and understanding of processes. We have strong links with Brighton and Hove Gallery and local museums and take part in workshops. We aim to give students a real sense of the different cultural, social and historical meanings of art, also looking forward to how contemporary art is evolving and how they can use personal expression to become a part of it.

### Year 7 Topics:

#### **Autumn Term: Portrait and Expressive drawing**

Students will explore their own identity through portraiture and mark making. They will learn how to draw and lay out a portrait using proportion. They will have the opportunity to experiment with a wide range of materials looking at expressive mark making and also look at artists who have used portraiture to express not just physical appearance but mood and emotions.

#### **Spring Term: Colour, movement and the Figure**

Students will work in a range of materials, with an emphasis on the organisation, use, care and mixing of paint and colours. Through their work the students will learn some simple colour theory, including primary/secondary/complementary related hot and cool colours. They will also explore colour in the natural and human environment, and will focus on the figure paintings of the Futurist and Cubist art movements to create a final piece which shows movement of a figure.

### **Spring Term: Still life - Decoration and pattern**

Students will look at the styles, colours, symbols and decoration used in art from different cultures. They will also look at the theme of Still life and its place in art history. They will use their research to produce a print and mixed media piece of still life work, adding a variety of media to embellish their design.

## **Year 8 Topics:**

### **Autumn Term: Illustration of stories and poetry**

Students will research illustration in art looking at the work of Chris Riddell, Arthur Rackham, Tony Ross, Quentin Blake and other contemporary artists. They will then respond by producing their own illustration using line and colour to respond to their source material.

### **Spring Term: The figure in 3D**

Students will work from the figure to produce a sculptural outcome using card, looking at the sculptural work of the Cubists and other artists who have sculpted the figure to gain inspiration.

### **Summer Term: Landscape and Environmental Art**

Students will recognise and appreciate textural qualities in their natural environment and find out how to describe the surface in landscape images. They will also explore the effects of light and texture in the landscape and think about their local environment and their relationship with it. Artists to research will include John Constable, Vincent Van Gogh, Paul Cezanne, George Seurat, John Piper, Claude Monet, David Hockney and Rowland Hilder. Students will also work outside sketching their surrounding environment.

## **Year 9 Topics:**

In Year 9 we try to really involve the students in the creation of their own artwork so as well as preparing for GCSE they can also learn how to express their personality, views and opinions and begin to address what part they play in society.

### **The subconscious and our imagination, clay sculpture project**

Students will study montage and drawing from monstrous and surreal images. Clay sculptures will be developed from preparatory work. Useful artists to research include Francisco Goya, Hieronymous Bosch, Rene Magritte, Salvador Dali, Gerald Scarfe, Ralph Steadman and Tim Burton.

### **Art and Music**

Students will research artists who have been inspired by music, they will then respond to music using lines, texture and colour to plan and produce a 3D response to their work.

### **Protest and topical issues in art**

Students study a range of artists who have used their artwork to express political or social opinions such as Banksy, Cold War Steve, Bob and Roberta Smith and Grayson Perry. Students will then decide on a personal theme and produce a piece of art work in a material discussed and planned with their teacher.

### **Surrealist Portrait project**

Students will create an image inspired by their research into Surrealism. Looking at the work of Salvador Dali, Rene magritte and Dorothea Tanning, students will then create their own individual take on a portrait in paint or print.

### **Assessment Opportunities**

Formal assessment will take place after each termly unit is complete. Students will also have the opportunity to engage in peer and self-assessment and will receive constructive verbal feedback on their work.

### **Helpful Hints for Parents/Carers**

- Encourage students to explore different aspects of art - line, form, depth and colour by observing the natural and human environment.
- Practise and extend skills learned in their art lessons.
- Develop an appreciation of art through independent research and visiting museums and art galleries. Art galleries also have web sites to explore at home when visits are not possible.



## Computing Department

**Subject Leaders:** Mrs J. Frampton and Mr S. O'Connor

**KS3 Curriculum Leader:** Mrs T. Brosnan ([t.brosnan@cncs.co.uk](mailto:t.brosnan@cncs.co.uk))

### Year 7 Topics:

All Year 7 students study computing once a week in form groups.

**Networks:** This unit gives students an introduction to using the school network, networks in general and cloud computing. Through practical activities, students learn about the difference between using G Suite and software on the school network, and how to organise their work. They will also get a better understanding of using Google Classroom, which is used for all their subjects.

**E-safety:** Teaching students about staying safe online is more important than ever. All students in Year 7 will not just learn about staying safe online, but also about identifying when social media influence is having a negative impact, how easily images can be manipulated and how these images can incorrectly affect our thoughts. Practical skills in graphics editing will be taught to help the students understand how easily fake images can be created and that they should not always believe what they see online.

**First Steps in Python Programming:** Most students will have encountered a visual programming language such as Scratch, Game Maker or Kodu in primary school. In Year 7 students will build upon any prior programming experience through the development of a variety of small projects to develop skills in algorithmic and computational thinking as well as the specifics of sequence, selection and iteration in Python. Python is a textual programming language widely used in education and beyond. For keen students to further their learning at home, the development environment for Python is available online as a free download and there are also many tutorial resources available.

**BAFTA Young Game Designer competition:** Students will be taught the skills required to design an original computer game. Students will then be given the opportunity to enter the annual Young Game Designer competition, run by BAFTA, for a "chance to win a BAFTA YGD Award, along with once-in-a-lifetime experiences with top game makers + industry professionals".

**Computer Game Development:** Students will learn to develop games using the game maker software GDevelop.

**Communication Project:** Students will undertake a project which will incorporate creating a presentation for The Big Brighton Festival, a promotional poster and produce an excel document to model the expenses for the festival. This ongoing project will teach the students the importance of consistency when it comes to brands and communication, and enhance their software skills in multiple software packages. These skills can then be transferred across to other subjects.

**Cryptography:** Students will look at reasons why data needs to be encrypted and how that applies to modern communications. They will then explore a selection of encryption methods.

## Year 8 Topics:

### **Autumn Term (1st half) - What is a Computer?**

Students will be looking at the history of computers and understanding how computing devices have developed over time. They will also be looking at various parts of a computer and understanding why each piece of hardware is important in order for a computer to function.

### **Autumn Term (2nd half) - Fireworks Animations**

Students will be using Adobe Fireworks to learn how to create animations. They will learn how to edit them and how to use the various features of Fireworks.

### **Spring Term (1st half) - Micro: Bits**

The micro: bit is a handheld, fully programmable computer. It's 70 times smaller and 18 times faster than the original BBC Micro computers used in schools in the early 1980s. During this short unit students will be introduced to the features of the micro: bit and will use its online code development environment to create short programs for it.

### **Spring Term (2nd half) - Sound**

Students will be using Audacity to create and edit their own sound files. Students will be experimenting trimming, cutting, effects and other manipulations of sound.

### **Summer Term (1st half) - Data Representation**

All data that computers work with is represented as binary data, that is, as patterns of 0s and 1s. So how does that work? Focusing on integer numbers and characters, students will learn the principles of binary data representation for these types of data.

### **Summer Term (2nd half) - Publisher & Excel**

Students will be using Excel to understand basic spreadsheet tools, to manipulate data and represent it in a professional manner. Students will also be using Publisher to design and create their own Top Trump cards and utilise the tools available within the software to make the cards look professional.

## Year 9 Topics:

**Adobe Fireworks:** Students will learn how to create logos and magazine covers, with the aim to teach the students how to use the software, but also think about marketing and design, and the impact this can have, whilst being creative.



**Python Programming:** Students will revisit the basic programming concepts of sequencing, selection and iteration and implement this in Python. They will create some basic applications and go through the process of designing, coding and then testing their work.

**Spreadsheets:** Specifically relating to ICT, this is a vital topic for those looking to take ICT at GCSE. Students will learn how to create and use a spreadsheet, whilst ensuring that it is formatted in a professional manner, and learn to use various functions.

**Google Sites:** Students will create a website, to display their research into how the BAME community (past and present) have had an impact on ICT and Computer Science.

**Thunkable (app building):** Students will create apps using Thunkable.

**Networks:** A great topic for students taking either ICT or Computer Science. Students will learn about networks as a whole and also understand what the different types of networks are, the hardware required and the role they play in our everyday lives.

**Algorithms:** Students will understand what an algorithm is, and how they apply to programming and computer science. Students will learn about searching and sorting algorithms, as well as looking at flow charts to design a solution to a problem.

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### Assessment Opportunities

Students will have their work regularly assessed and be given feedback on how to improve each project they are working on. They will use this to then improve their work further as part of lesson time or set as homework. In addition, students will have the chance to self-assess and peer-assess work throughout the course.

### Helpful Hints for Parents/Carers

- Students should practise any computing skills and software packages, especially software they haven't used before.
- Students should use Google Classroom to manage and access homework and other materials, and to submit completed work.
- Explore the role of computing in a constantly changing, globalised and technological world.





## Design & Technology Department

**Subject Leader:** Mr J. Wells

**Curriculum Lead:** Mr P. Baxter ([p.baxter@cncs.co.uk](mailto:p.baxter@cncs.co.uk))

Design & technology is an inspiring, rigorous and practical subject. Using creativity and imagination students can make products that solve real and relevant problems within a range of contexts, considering their own and others' needs, wants and values.

There are six key skills that underpin the study of design & technology, which we aim to embed throughout a student's time at Cardinal Newman:

1. Creativity
2. Drawing and sketching
3. Computer Aided Design
4. Making and prototyping
5. Presenting ideas
6. Conducting research

Furthermore, we aim to develop our students' understanding of a range of concepts and areas of knowledge including materials, making processes and sustainability.

### Year 7 Topics:

#### **Autumn Term: Mr Stika, ID Tags and Textile Key Ring**

**Product Design:** In groups, students will be given the opportunity to design and select a sticker that represents their class. This is a short two week classwork project that will introduce designing and computerised manufacture. Later in the term students will design and make ID tags which will be made from wood, metal and plastic. They will be shown how to cut, shape and decorate these materials in order to produce an individual design.

**Textiles:** Using a range of equipment, students will design and make a decorative denim key ring to show their ability in textiles.

#### **Spring Term: Smart Thermometer and Fabric British Bird**

**Product Design:** In this project students will design and make a graphical thermometer. The design of this product will be based around the theme of countries and cultures. The thermometer will be made using a flat smart material which changes colour with the change in temperature.

**Textiles:** Students will study the features and colours of British birds and create their own fabric cartoon version. They will use a range of decorative textile techniques and hand sewing skills to produce a fun felt padded bird.

## Summer Term: Student Planner Marker, Drawstring Bag

**Product Design:** In this project students will design and make a 3D printed piece of pixel art. This product will be designed using Computer Aided Design (CAD) and will be 3D printed on one of our four 3D printers.

### **Textiles:**

Students will design and make an Aboriginal art inspired drawstring bag, studying how surface patterns are created and how to construct a useful product.

## Year 8 Topics:

Each fortnight in Year 8, students will have two hours of DT (Product Design), and one hour each of textiles and food.

### **Product Design Projects**

**Ball Bearing Game:** Students will learn about the properties and characteristics of plastics. They will design and make a hand held ball bearing game for 6-12 year olds which will be encased in a clear acrylic dome with a graphic base.

**Aluminium Tealight:** Students will design and make a tealight from an aluminium sheet. Suggested products include a pen holder, wind chime, MP3/mobile phone holder, candlestick or jewellery items. The students will cut, fold, roll, drill and/or fix the aluminium sheet to make the final product.

**Levers and Linkages Project:** Students will design and make a souvenir that will promote Brighton and Hove and the surrounding area to tourists.

**Biomimicry:** This is a concept design project that asks students to explore the world of nature, looking for inspiration to design new products.

### **Textile Projects**

**Collaborative Poppy Display:** Students will be taught a range of textiles skills in order to create different styles of paper and fabric poppies. These will be used for display within the school around the time of Remembrance Day.

**Mindful Cushion:** Using a variety of print and stitch techniques and inspired by geometric shapes, students will design and make a cushion that focuses on the senses to help someone calm and focus.

**Woven Everyday Products:** Students will be taught different ways of weaving with yarn off-cuts and recycled materials to create decorative textiles pieces and make them into useful everyday products.

### **Food Technology**

Students will be given the opportunity to create a variety of recipes that increase in complexity as the term progresses. They will start by learning basic knife skills and safety in preparing a fruit salad. The ovens and hobs will be introduced along with new ingredients in making fruit crumbles, soups, bread, scones, bolognese and stir fries. Students will begin to explore good nutrition, food origins and how doughs work.

## Year 9 Topics:

Students will have the opportunity to select any or all of the three DT subjects in Year 9, and may have three, two or one lessons a fortnight of each subject depending on their choices.

### Product Design Projects

**Pewter Casting Jewellery Project:** Students will design a piece of jewellery suitable for a teenager. The wooden mould will be manufactured using CAD/CAM and the final product will be cast in pewter.

**Wood and Metal Project:** In this project students will develop their practical skills when making a coat hook from wood and metal. This entails the use of jigs and templates and requires students to show real attention to detail.

**Festival Branding:** Students will be asked to design a new corporate identity for a festival. They will need to design a logo, merchandise and a web page.

### Textiles Projects

**Biscuit Cushions:** Students will work in sketchbooks similar to the GCSE art-textiles course. The project will include observational drawing, artist research, sampling different textiles techniques and sewing machine work. The outcome will be a fun fabric cushion inspired by the great British biscuit.

**Fashion Project:** Students will learn about fashion design and illustration. Working to a given theme students will explore a range of textiles techniques to create an imaginative and original fashion accessory.

**Tie Dye Tote Bag:** Studying sustainability in textiles, students will design and make an upcycled tie dye, screen printed applique tote bag inspired by the work of Corita Kent to promote a strong message to the world.

### Food Technology

Students will study healthy eating with a focus on key nutrients, their functions in addition to using nutrition calculators to calculate nutrient quantities provided by ingredients. A project to develop a healthy and nutritious snack product will also be undertaken, incorporating a beans based filling, sauce, salad and bread. Providing new skills along with introducing new ingredients. Students will have the opportunity to tweak these recipes to meet the needs of certain groups of people in developing the product. Skills learnt will be further developed and practised with a variety of recipes that introduce key concepts studied at GCSE such as pastries and starches as a thickening agent.

### Assessment Opportunities

There will be regular opportunities throughout the year for assessment of assignments and homework.

### Helpful Hints for Parents/Carers

- Encourage students to show interest in the designed world, such as architecture, products, cars etc.
- Give students an opportunity to be creative and take their ideas seriously.
- Try to help with presentation skills; neatness, layout, detail, technical accuracy and use of colour.
- Investigate free 3D and 2D design software packages on computers and tablets.



## Drama Department

**Subject Leader:** Mr G. Hammett ([g.hammett@cncs.co.uk](mailto:g.hammett@cncs.co.uk))

Drama in Key Stage 3 is all about students becoming comfortable working practically together as individuals, in pairs and in groups. We introduce some basic drama techniques that will build firm foundations for GCSE Drama and also develop transferable skills for the students. They are encouraged to share their work and to be effective self-managers, participants and creative thinkers. There are Key Stage 3 Drama Clubs and also the opportunity to get involved in the annual School Production.

### Year 7 Topics:

*Students study Drama for two lessons per fortnight in Year 7.*

#### **Autumn Term: Introduction to Drama; Twisted Tales**

Students will be introduced to the basic skills used in drama, including working as part of a team, creating drama from stimuli and commenting on their work and that of others. They will then develop their storytelling and improvisation skills through the study of a unit called 'Twisted Tales', which explores basic narrative structural techniques.

#### **Spring Term: Mime and Mask**

Students will develop their movement skills using mime. They will be introduced to Greek Theatre, chorus work and masks. They will perform a Greek Myth using a mask they have designed and created.

#### **Summer Term: 'Animal Farm'**

Students will study a play version of George Orwell's Animal Farm. They will develop their voice and movement skills, as well as working in a wide variety of groups and teams. They will experiment with how actors can perform as animals on stage. Students will work in pairs and small groups on sections of the text. They will consider the role of the actor, director and designer.

### Year 8 Topics:

*Students study Drama for one lesson per fortnight in Year 8.*

#### **Autumn Term: 'War'**

Students will explore the theme of war and its impact upon people. They will look at extracts from a play called 'Kindertransport'. They will devise a play that uses drama skills of Cross-Cutting and monologues.

### **Spring Term: Commedia dell'arte**

Students will be introduced to the characters and scenarios of Commedia dell'arte. They will look at stock characters and typical storylines. Students will learn about specific drama terms and develop their movement and mime skills. They will also consider the role of the Costume Designer.

### **Summer Term: Red Shoes in the World of Black Shoes**

Students will explore prejudice, discrimination and segregation through the fictional world of Black Shoes. Students will respond to various images and explore how they relate to real life situations. Students will devise and perform a play based on how someone with red shoes is treated in the world of black shoes.

## **Year 9 Topics:**

*Drama in Year 9 is part of an option system. Students can choose to study Drama for two lessons per fortnight if they wish.*

### **Autumn Term: Devised Theatre – The Story of Lizzie Borden**

Students will study the story of Lizzie Borden and explore the tools for devising a piece of theatre. They will work in groups to develop an original interpretation of the story. They may learn about some theatre practitioners and apply this to their devising work.

### **Spring Term: From Page to Stage – working with a script**

These lessons will focus on Willy Russell's *Blood Brothers* and will look at how an actor or director approaches a text. Students will explore rehearsal techniques and ways of getting into and developing a role. They will also study theatre staging and set design, voice, physicality and how tension is created on stage.

### **Summer Term: Theatre in Education**

Students will be introduced to the concept of T.I.E. and will develop a piece of drama that could be performed to a targeted audience. They will look at how pieces are shaped and consider the influence of Augusto Boal.

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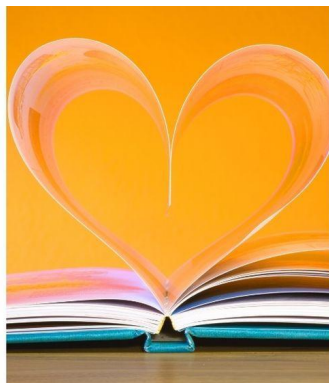
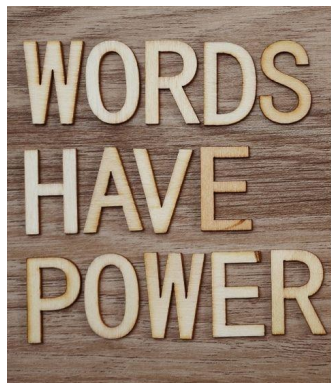
### **Assessment Opportunities**

There will be three main practical assessments throughout the year, one for each term's topic and also a baseline assessment at the beginning of the year. Student's written evaluation skills will also be assessed in response to each practical.

### **Helpful Hints for Parents/Carers**

- Encourage students to analyse what they see, on television, in films or at the theatre.
- Help develop listening and communication skills by asking your child to recall a story.
- Visit local and London theatres to develop an appreciation of the arts.





## English Department

**Subject Leader:** Miss S. Hone

**KS3 Curriculum Leader (Year 7):** Mrs. A. Hett ([a.hett@cncs.co.uk](mailto:a.hett@cncs.co.uk))

**KS3 Curriculum Leader (Years 8 & 9):** Mr. A. Harmer ([a.harmer@cncs.co.uk](mailto:a.harmer@cncs.co.uk))

### Year 7:

In English we develop the essential skills needed to face the world! Written and spoken communication is crucial to human relationships. We aim to help students become independent and objective thinkers through their study of language and literature.

We facilitate progression from Year 6 to Year 7 by building on skills and teaching methods that students have become familiar with in primary schools. Our new schemes of work are specifically structured around the new literacy model. Our main priorities are to stimulate creativity and curiosity, as well as seeking to improve technical accuracy. The three core areas of study are as follows:

**Reading:** We aim to extend the students' reading experience through the study of class novels, plays, poetry and non-fiction, encouraging them to grow as independent discerning readers. Our focus is on developing understanding of meaning within texts alongside the ability to analyse how writer's use language for different effects.

**Writing:** Our focus is on improving accuracy in writing whilst at the same time encouraging students to use writing to express themselves creatively. We teach students to write extended pieces in both fiction and non-fiction.

**Speaking and Listening:** Oral work is aimed at developing individual students' confidence in a range of situations. This includes group presentations, play reading, individual speeches, debates and class discussion.

Students are taught in mixed ability groups in Year 7. The department is always delighted and impressed with the originality, creativity and enthusiastic response to this subject.

### Topics Covered:

#### Unit 1: Short Stories

Students in Year 7 will have the opportunity to explore a range of engaging short stories. We aim to cover a number of skills and approaches to reading.

Students will study a variety of short stories, each with a different focus on reading and writing.

**Key Tasks:**

Reading – comprehension to check understanding of meaning in a fiction text.

Writing – a piece of creative writing based on one of the short stories studied.

**Unit 2: Poetry**

In the second term, students' skills of analysis will be stretched with exploration of a range of poetry. They then cover a range of poetry on this theme, by poets exploring identity and culture. They will learn to consider the effects of rhyme, structure, themes and imagery. The unit will also allow students to create their own poetry and experiment with a range of techniques.

**Key Tasks:**

Reading – Checking understanding, meaning and exploring how writers use language and structure for effect.

Writing – a piece of fiction inspired by a poem.

**Unit 3: Shakespeare**

In the final term, Year 7 will complete a unit called 'Shakespeare's World'. This unit introduces students to some of Shakespeare's greatest speeches. They will also gain a deeper understanding of the times in which Shakespeare lived and The Globe Theatre.

**Key Tasks:**

Reading - Students complete a series of questions relating to the Shakespearean play *Much Ado About Nothing*.

Writing - a piece of creative writing inspired by the times in which Shakespeare lived.

**Reading**

Students should continue their reading routines that have been established at primary school. Parents/carers are encouraged to support students with their wider reading at home. Research indicates that 20 minutes per night helps KS3 students make good progress in their reading. We use the Accelerated Reader program to motivate students to read and to monitor their independent reading.

## **Year 8:**

Students in Year 8 are taught in mixed-ability groups. The English Department has chosen texts for Year 8 that are challenging, exciting and explore frank and honest themes that appeal to the students. The focus is engagement and enjoyment for all, embedding the skills acquired at Year 7 and stretching students as they become more mature readers.

**Topics Covered** (Classes will cover the three units in rotation)

**Unit 1: Myths and Legends; American short stories**

Students are given the opportunity to jump into a range of unusual and interesting modern American short stories from a diverse range of authors. This unit lays strong foundations in reading skills and strategies thus preparing students for the demands of GCSE English Language.

Students will also be given the opportunity to study a variety of myths and legends from different cultures and eras. This unit will aim to improve the cultural capital of students, while also providing opportunities for exploring allegory and morality.

**Key Tasks:**

Reading – A comparative essay looking at language and presentation of relationships in the class novel and an unseen fiction extract.

Writing – A persuasive letter on a topical issue.



## Unit 2: Modern Novel

In Year 8, students will study *Becoming Dinah* by Kit De Waal. The modern, coming-of-age novel features the themes of identity, love and going on a journey of self discovery. In addition to this, it is inspired by Herman Melville's *Moby Dick*.

In order to prepare them for the future demands of GCSE English Language, students will study a range of non-fiction texts alongside the novel that relate to the themes and issues explored.

### Key Tasks:

Students complete an essay related to a theme from the novel.

## Unit 3: Modern Play

Students in Year 8 have the opportunity to experience the Royal Shakespeare Company (RSC) play version of Malorie Blackman's hard-hitting novel *Noughts and Crosses*. This gripping play explores themes of prejudice, growing up and relationships.

To support understanding of the issues in *Noughts and Crosses* and to embed reading skills and strategies, students will also study a range of non-fiction texts.

### Key Tasks:

Reading – An essay exploring language and dramatic techniques.

Writing – A persuasive piece of writing.

### Reading

Students should continue the reading routines embedded at Year 7. Parents/carers are encouraged to support students with their wider reading at home. Research indicates that twenty minutes per night helps KS3 students make good progress in their reading. We use the Accelerated Reader program to motivate students to read and to monitor their independent reading.

## Year 9:

In Year 9 students are loosely grouped into three ability bands however groups still include a range of abilities and interests. The focus in Year 9 is to prepare students for the challenges of GCSE English Language and Literature and to give them experience with a range of high quality fiction and non-fiction.

### Topics Covered:

## Unit 1: Romeo and Juliet & Creative Writing Literature Festival

Students' skills of analysis will be stretched with exploration of a Shakespearean play in preparation for English Literature in Year 11. Year 9 students study Shakespeare's *Romeo and Juliet* and are expected to produce a more sophisticated essay looking at language and structure; again this is alongside a range of non-fiction texts as well as classic and modern poetry on the theme of Relationships.

*Introducing: The Creative Writing Literature Festival – all Year 9s will take part in drafting and writing a first person narrative that will be entered into a whole-year competition with prizes and awards. This unit will aim to teach explicit writing skills that will benefit all students into their GCSE years and beyond.*

### Key Tasks:

Reading – A critical response to Shakespeare's portrayal of a character or exploration of a theme.

Writing – A piece of persuasive writing.

## Unit 2: Modern Novel

In Year 9, students will study *My Name is Leon* by Kit De Waal: set in the 1970s, the novel is about a young black boy's quest to reunite with his beloved white half-brother after they are separated in foster care.

In order to prepare them for the demands of GCSE English Language, students will study a range of non-fiction texts alongside the novel that relate to the themes and issues explored within that particular novel.

### Key Tasks:

Reading – An essay exploring the methods a writer uses to present character in the novel.

Writing – A character description inspired by the writer's techniques in the novel.

## Unit 3: Victorian Worlds

We continue to stretch students' reading and writing skills in this unit that exposes them to a range of Victorian writers and ideas. Students are introduced to the work of writers such as Charles Dickens and Charlotte Bronte as well as some Victorian non-fiction by Emmeline Pankhurst, Charles Darwin and Mary Seacole. Having a sound understanding of Victorian attitudes, ideas and beliefs as well as being able to grapple with Victorian vocabulary and writing styles helps to prepare students for the challenges of reading a Victorian novel and Language Paper 2 at GCSE.

This unit also includes a 'Rapid Read' of a high quality classic text at the very end of the summer term, so that students have the opportunity to enjoy a quality novel from start to finish.

### Key Tasks:

Students complete an exam 'Explorations in Creative Reading and Writing' in class, supported by their teacher. The exam is prepared by AQA specifically for Year 9.

### Reading

Students should continue the reading routines that have been fostered at primary school and here at CNCS with the Accelerated Reader in Year 7 and 8. Parents/carers are encouraged to support students with their wider reading at home. Research indicates that 20 minutes per night helps KS3 students make good progress in their reading. We have noticed a trend in Year 8 and 9 for students to read less than in KS2 and Year 7. Parents/carers can support their child's reading and English levels by actively encouraging reading for pleasure and by limiting screen or phone time.

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## Feedback and Assessment

Students are assessed in Reading and Writing each half term. Students have the opportunity to respond to their teacher's feedback in Dedicated Improvement and Reflection Time (DIRT). Students are also given verbal and written feedback in lessons. We encourage students to use feedback as an opportunity to make excellent progress and expect them to act on any feedback their teacher gives them.

## Helpful Hints for Parents/Carers

- Support and encourage your child to read regularly, ideally for at least twenty minutes a day.
- Encourage discussion about good books through visits to the local library and bookshops.
- Students' work in English will also improve if they are supported in reading quality articles from broadsheet newspapers. Encourage discussion about informative and entertaining pieces by reading a paper with them once a week.
- Support your child in improving accuracy in their writing – ensure all written work is checked for accuracy of spelling, punctuation and grammar (SPaG).
- Ensure that your child is aware of the ways that they can improve their reading and writing.

- Support students by taking them to see a Shakespeare play.
- We encourage children to be exploring a wide range of texts at home. These are a mixture of commercial and non-commercial sites to explore with your children and will hopefully help prompt enthusiastic reading.
  - [www.readingzone.com/?zone=pz](http://www.readingzone.com/?zone=pz)
  - [www.readingmatters.co.uk](http://www.readingmatters.co.uk)
  - [www.booktrust.org.uk](http://www.booktrust.org.uk)



## Geography Department

**Subject Leader:** Mrs O. Field ([o.field@cncs.co.uk](mailto:o.field@cncs.co.uk))

The study of geography helps make sense of the beautiful, complex and dynamic world, and prepares you for roles as global citizens in the 21st century. Geography stimulates an interest in and a sense of wonder about places. It explains how places and landscapes are formed, how people and the environment interact and how a diverse range of economies and societies are interconnected.

### Year 7 Topics:

#### **Autumn Term – Local action: global effects *and* Between the Downs and the Sea**

Students will be introduced to geography through exercises related to the environmental impact that humans are having on the world. They will begin to extend their geographical questioning and writing skills and explore issues such as climate change, carbon footprints and the importance of the three 'R's. Students will then complete a project-based series of lessons examining the building of the Rampion wind farm off the Sussex coastline.

In the second half term, students will develop their knowledge of local geography by studying Brighton and Hove, the Sussex coast and the South Downs. Student's understanding will be further consolidated through learning OS map skills and through the use of local Ordnance Survey maps and GIS.

#### **Spring Term – 'Africa is not a country!' *and* Water on the land**

This topic seeks to break down the common misconception amongst younger students that Africa is a country and helps them to recognise the scale and diversity of the continent of Africa, setting the continent within its global context and exploring the range of climates, environments, landscapes, populations and cultures that exist within its countries. The later lessons then look at our connections with certain African nations thinking specifically about trade and fairtrade.

In the second half term, students will learn the mechanics of the Water Cycle (including fieldwork in the school grounds). They will then study the natural processes involved in the way water flows across the land and the fluvial features created by rivers. They will also examine case studies of recent flood events and research the causes and effects of and management solutions to river flooding.

#### **Summer Term – Researching Russia *and* Ecosystems.**

Students will continue to develop their understanding of places on a global scale by gaining knowledge of the Earth's continents, oceans and countries. Following on from this the students will study the country of Russia. This unit will look at how Russia is a globally significant place which is home to a diverse range of landscapes and environments. In later lessons, the

emphasis is on Russia's role in the world as a so-called 'BRIC' economy. Fossil fuel sales to neighbour countries in Europe, as well as China, provide Russia with wealth, power and influence. Students will look at these relationships and also analyse Russia's current social and economic development.

In the latter part of this term, students will have the opportunity to study ecosystems at different scales; both local (within the school grounds) and global (the Sahara Desert Ecosystem). Students will explore the physical characteristics of each ecosystem, the plants and animals living there and ways in which ecosystems are used and managed by people.

## Year 8 Topics:

### **Autumn Term – Population and Migration *and* Resource Management**

Students will look at the UK census and examine the changing nature of the UK population. They will study global population growth and population distribution including the reasons behind why people choose to live in a certain location. Students will also study the reasons for and the issues around migration in both the UK and around the world.

In the second half term students will investigate different rock types and how they are used by humans, including the extraction of shale gas and the resulting issues and conflicts. Students will study how earth's resources are extracted, used and managed by people thinking specifically about the sustainability of resource management on a range of scales.

### **Spring Term – Geography of Crime *and* Weather and Climate**

This topic gives students the opportunity to explore the patterns of crime such as patterns of deprivation, urban decline, rebranding and regeneration initiatives. They will make effective use of a wealth of data to look at where crime happens and the impact that this then has on the people involved and the area in which the crime takes place.

In the second half term students will learn about the different types of extreme weather and the effects on people and the environment. They will investigate whether these events can be predicted and using specific case studies compare the effects of these hazards between higher income and lower income countries.

### **Summer Term – Intriguing India *and* Cracking Coastlines**

In the first half term students will study the country of India; firstly its physical geography including landscape and climate, and then the human geography with the issues of population and inequality and investigating India's changing economy.

During the latter part of the term, students will investigate the importance of coastlines and how they are formed and constantly changed by natural forces. They will learn the landforms of the coast and the physical processes at work. Using local and national case studies students will also look at how and why people manage coastlines. This unit of work will include a field trip to Birling Gap to see how the erosion has changed this local area. Students will also be recording key information from beach surveys and will analyse this data in the classroom.

## Year 9 Topics:

### **Autumn Term – Going Global *and* Oceans and Coral Reefs**

In the first half term students will investigate the issues surrounding Globalisation. They will learn how the fashion industry operates on a global scale and discover where and how our clothes are produced. Students will look at exploitation in this industry and how Fair Trade addresses some of these issues and makes the clothing industry more sustainable.

In the second half term students will develop their understanding of how the World's oceans are exploited and will focus in detail on coral reefs. Students will learn where coral reefs are

located, why they are fragile and why they are important ecosystems. Using case studies students will investigate how the reefs are being affected by human factors and how they can be managed more effectively.

### **Spring Term – Time ticking Tectonics *and* the Geography of Health**

In the first half of this term students will learn how the structure of the Earth leads to dramatic natural events occurring in the form of volcanic eruptions, earthquakes and tsunamis. Using recent case studies students will learn the theories of plate tectonics and investigate the cause and effects of particular seismic events. They will also look at how people responded to these situations and consider how communities can prepare for future seismic activity.

In the second half of this term, students will look at the spatial distribution of different diseases. They will look at how globalisation has brought changes in the connectivity between pathogens, lifestyles, migration, technology, health care provision and social movements. They will explore regional variations in health and morbidity in the UK and the factors affecting regional variations in health and morbidity such as age structure, income and occupation type, education, environment and pollution. Students will study contrasting health care approaches in countries at different stages of development.

### **Summer Term – Challenges of China *and* Climate Change**

Students will look at the rise of China and the reasons its economy has grown so dramatically. Students will examine Chinese demographics and the effects of the one child policy. Furthermore, students will learn how China has built relationships with Africa and South America in order to secure the resources needed for its continued growth.

Students choosing to study GCSE Geography as an option in Year 10 will be starting their course at this point. Those not choosing geography will still be interested in this contemporary issue. Students will learn about humanity's current reliance on fossil fuels and investigate the link with Climate Change (global warming and the greenhouse effect). Students will look at the government's attempts to tackle global warming and consider the solutions for future energy needs, including renewable energy sources as part of an 'energy mix'.

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### **Assessment Opportunities**

There will be regular opportunities throughout the year through Key Stage 3 assignments and homework.

### **Helpful Hints for Parents/Carers**

- Encourage students to explore the contemporary world through newspapers, media and documentaries.
- Take students on real and virtual geographical journeys to explore different landscapes both locally and further afield.
- Support students with their research and ideas and discuss the topics being studied at home.





## History Department

**Subject Leader:** Mr M. Conneely ([m.conneely@cncs.co.uk](mailto:m.conneely@cncs.co.uk))

History at Cardinal Newman is about equipping students with the important cultural capital and knowledge from the last 1000 years (as well as the skills to make use of this knowledge) that they need to understand local, national and global issues today. There is a strong emphasis on why we are learning history: in order to better understand the present and the future.

### Year 7 Topics:

In Year 7 there is a focus on establishing a chronological understanding of the key events and time periods between 1066-1900: balancing the social history of what it was like to live in these times with some of the most significant events that took place during these years. Whilst there are important European and global dimensions, a large amount of the Year 7 curriculum is focused on the United Kingdom.

#### Autumn Term: The Middle Ages c1066-1500

Enquiry questions include:

- Why did William win the Battle of Hastings?
- How did the Normans conquer and change England?
- What do castles tell us about history?
- How big were the differences between rich and poor in the Middle Ages?
- Why was religion so important?
- What can we learn about the status of women from the life of Empress Matilda?
- Did the Magna Carta create Britain's modern democracy?
- What impact did the Crusades have on Britain and the rest of the world?
- How did people attempt to explain the Black Death?
- What caused the Peasants Revolt?
- How did the Wars of the Roses begin and end?

#### Spring Term: The Renaissance c1500-1700

Enquiry questions include:

- Why was there religious conflict in Europe at this time, and how did it affect England?
- Why did Henry VIII break from Catholicism?
- Why was Elizabeth I able to rule successfully for 45 years?
- What caused the English Civil War?
- Why are there such different interpretations of Oliver Cromwell?
- Did the "Glorious Revolution" help create Britain's modern democracy?
- Did people deal with the 1665 Great Plague of London better than the Black Death?



### **Summer Term (1): The Industrial Revolution c1700-1900**

Enquiry questions include:

- How did Britain change between 1700-1900?
- What was life like in cities in the 19th Century?
- How unfair was the Victorian Poor Law?
- What was life like for children/teenagers during the Industrial Revolution?
- How does Brighton's development differ from other cities in Britain?

### **Summer Term (2): The British Empire and Migration**

Enquiry questions include:

- How and why did Britain build such a large Empire?
- How did people around the world feel about being ruled by the British?
- What impact did the Empire have on the places it ruled?
- How did the British Empire impact Britain?
- Who has migrated to Britain, and what have their contributions been?

## **Year 8 Topics:**

In Year 8 we build on the chronological framework students gained in Year 7. We study key events - these often have a much more European and global perspective. Students will also consider modern political debates, discussions and ideas - using historical case studies to explore and understand them.

### **Autumn Term (1): The French Revolution**

Enquiry questions include:

- What were the problems with French society and government before the 1780s?
- How did the French Revolution take place?
- Did Louis XVI deserve to be guillotined?
- Why was the French Revolution a globally significant event at the time?
- What is meant by the political idea of liberalism?

### **Autumn Term (2): The Development of the USA**

Enquiry questions include:

- How did different groups of native Americans live?
- Why did Europeans move to America in the 17th Century?
- What impact did European colonists have on native Americans?
- Why did the USA want to become an independent country in the 18th Century?
- How did the USA become a global superpower by 1900?

### **Spring Term (1): The Slave Trade and experiences of enslaved people**

Enquiry questions include:

- How did the triangular slave trade work, and why did it benefit Britain/other European nations?
- What was the experience of enslaved peoples (including capture, the Middle Passage, life on plantations)?
- How successful was slave resistance and rebellions?
- Why is Olaudah Equiano such a significant historical figure?
- What factors led to the abolition of the slave trade by Britain in 1806?

### **Spring Term (2): The Civil Rights Movement in the USA**

Enquiry questions include:

- What were the factors that made life so difficult for Black Americans in the 1950s?
- What different groups campaigned for Civil Rights, and what methods did they use?
- How important was Martin Luther King Jr as opposed to grassroots movements and other leaders?
- How far have African Americans achieved equality today?

### **Summer Term (1): How did Britain become a democracy c1800-1919?**

Enquiry questions include:

- What was wrong with British democracy in the 1800s compared to today?
- Who were the Chartists and did they have any successes?
- How did the Suffragettes campaign for the vote?
- Why did women win the vote?
- What key political changes might be useful today?
- Should 16 year olds be able to vote?

### **Summer Term (2): Russia and China - global superpowers?**

Enquiry questions include:

- What are left/right wing ideas, and what is communism?
- What were the problems in Russia c1900?
- How did the Tsar's government get replaced by communist rule in 1917?
- What impact did communist rule have on Russia?
- Why is China called the world's oldest country?
- What changes did communism bring to China?
- What happened at Tiananmen Square in 1989?
- To what extent are Russia and China global superpowers today?

## **Year 9 Topics:**

The main focus of Year 9 is international history and politics in the 20th Century - which means making constant links to global political issues and debates today!

### **Autumn Term (1): The First World War 1914-1918**

Enquiry questions include:

- Whose fault was the outbreak of WW1?
- Why did people sign up to fight?
- How hard was it to survive in the trenches?
- Why did the first day of the Battle of the Somme go so wrong?
- What impacts did WW1 have on British society (including the role of women)?
- Why did WW1 end in an Allied victory in 1918?

### **Autumn Term (2): Germany 1918-1945**

Enquiry questions include:

- Was the Treaty of Versailles a fair outcome?
- What problems did Germany face in the 1920s?
- How did the Great Depression affect the world and Germany?
- Why did Germans vote for the Nazis after 1930?
- Why did Germans do what Hitler and the Nazis wanted?
- Can we use life in Nazi Germany to learn about life in dictatorships today?

### **Spring Term (1): The Holocaust**

Enquiry questions include:

- What examples of antisemitism are there in History?
- What was life like for Jewish communities in Europe at the start of the 20th Century?
- How did the Nazis start to persecute Jews in Germany?
- How was the extermination of 6 million Jews carried out?
- What other groups were persecuted by the Nazis (e.g. homosexuals, people with disabilities, political groups etc)?
- What other genocides have taken place in history?

### **Spring Term (2): The Second World War**

Enquiry questions include:

- What were the problems with the League of Nations?
- How did war break out by 1939? Was appeasement a bad idea?
- What was it like to live in Britain during the second world war (evacuation, rationing, air raids etc)?
- Why was the war in the Pacific (against Japan) so tough?
- Was the dropping of the atomic bombs on Japan justified?

### **Summer Term (1): The Cold War c1945-1990**

Enquiry questions include:

- What impact did the Berlin Wall have on the citizens of Berlin?
- What was it like to live in East Germany?
- Does the Cuban Missile Crisis show that nuclear weapons were useful, or dangerous?
- Why could the USA not win the Vietnam War?
- How did the Cold War come to an end?

### **Summer Term (2): The World Since 1990**

Enquiry questions include:

- Why is there conflict in the Middle East?
- Why was peace in Northern Ireland such a big achievement?
- What were the consequences of September 11th 2001?
- Was the invasion of Iraq justified?
- Why have climate change agreements achieved little?
- Who is the most powerful state in the world today?

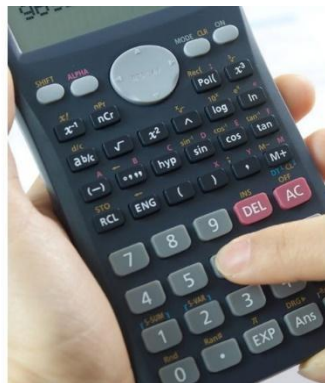
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### **Assessment Opportunities**

As well as studying key historical events and time periods, students will develop critical historical skills such as explaining and analysing causes, evaluating sources and comparing the interpretations of different historians. Each term, students will be set one extended reading homework to encourage independent learning and enquiry, and one knowledge test. Assessments are a mixture of knowledge, and introducing exam skills such as essays and using sources.

### **Helpful Hints for Parents/Carers**

- Encourage students to explore books, documentaries and media around the topics under study. Where possible take students on visits to places of interest related to the topics under study.
- Discuss politics and current affairs with your children - this has a huge impact on their understanding of the link between historical events and today!
- Make use of knowledge organisers and information on key skills - available on Google Classroom or from your child's history teacher.



## Mathematics Department

**Subject Leader:** Ms J. Logan

**KS3 Curriculum Leader:** Teacher K. Davyson ([k.davyson@cncs.co.uk](mailto:k.davyson@cncs.co.uk))

The National Curriculum for mathematics is now well established and our programme of study is designed to enable all students to learn through enjoyment.

The National Curriculum aims to ensure that all students:

- Become fluent in the fundamentals of mathematics.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programme of study for Key Stage 3 is organised into apparently distinct domains, but students should build on Key Stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

The Programme of Study for Key Stage 3 is broken down into the following areas:

### Working Mathematically

- Making and monitoring decisions to solve problems
- Communicating mathematically
- Developing skills of mathematical reasoning and fluency

### Number

- Understanding place value and extending the number system
- Understanding and using relationships between numbers and developing methods of computation
- Solving numerical problems
- Using indices and index laws
- Understanding surds and manipulating expressions involving surds

### Algebra

- Understanding and using functional relationships
- Understanding and using equations and formulae
- Understanding and applying laws of indices to simplify expressions
- Using algebra to represent sequences of numbers

## Geometry and Measures

- Understanding and using properties of shape
- Understanding and applying angle facts and solving problems involving angles
- Understanding and using measures
- Using algebra to solve problems involving area and perimeter

## Statistics

- Processing, interpreting and evaluating data
- Analysing and representing data

Through the attainment targets noted, students will have opportunities to:

- develop confidence in an increasing range of methods and techniques
- work on sequences of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts, or increasingly demanding mathematics in similar contexts
- work on open and closed tasks in a variety of real and abstract contexts that allow them to select the mathematics to use
- work on problems that arise in other subjects and in contexts beyond the school
- work collaboratively as well as independently in a range of contexts

Learning mathematics is a continuous process and the work carried out during KS3 is a vital part of this continuum. We aim to build on the rich and varied experiences which every student brings from their previous study of the subject, and from the world outside. We also aim to help and build up the confidence of those who find mathematics difficult and to extend the horizons of those who have experienced an easier passage.

Throughout their school career this support and guidance will enable all students to grow in mathematical stature at their own best pace and provide a firm foundation for the future.

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## Homework

Students are expected to complete one hour of independent maths at home per week - ideally in three twenty minute sessions. This will be from a choice of activities set by their teacher via Google Classroom. Students will be trained in how to mark their own work - this work will then be checked over by their teacher.

## Assessment Opportunities

Throughout the year all students will undertake different types of assessment. There will be a whole year written assessment each term and regular quizzes to check understanding.

## Helpful Hints for Parents/Carers

- Encourage students to practise skills online using MrCarterMaths ([www.mrcartermaths.com](http://www.mrcartermaths.com)), CorbettMaths ([www.corbettmaths.com](http://www.corbettmaths.com)), and MathsGenie ([www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)) for GCSE revision.
- Ensure students have a scientific calculator with them for all mathematics lessons, such as the CASIO FX-85GTPlus which is permitted for use in public examinations. If your child is looking to go on to do A level maths then the CASIO FX-991 EX is a good choice of calculator.
- Encourage your child to be numerate – ask them to do sums in their heads at odd times, talk to them about quantity calculations that you are doing when you are cooking, doing DIY or out shopping.

LEARN  
A NEW  
LANGUAGE



## Modern Foreign Languages Department

**Subject Leader:** Ms C. Marsh

**KS3 Curriculum Leader:** Mr J. Greenwood ([j.greenwood@cncs.co.uk](mailto:j.greenwood@cncs.co.uk))

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."* **Nelson Mandela**

### German, French and Spanish:

All students in Year 7 have the unique and exciting opportunity to experience three languages - French, German and Spanish.

In Year 8 students can pick two of these foreign languages to continue at three lessons per fortnight each, or just one language at five lessons per fortnight with an additional lesson of R.E.

Languages develop students to be 'world ready'. The link between language and culture enables students to access greater understanding of those around us and an awareness of opportunities offered abroad. Students have the opportunity to participate in exchange trips to Munich, La Rioja and Dieppe to experience the language and culture first hand.

*Setting: Students are taught in mixed ability groups in Year 7.*

#### The Course

Year 7 follows the National Curriculum using the four skills of Listening, Speaking, Reading and Writing. We place a lot of importance on speaking and listening during this year, with lots of pair work and interactive activities.

### Year 7 Topics:

Students will learn to communicate and understand basic information about themselves, their families and activities. Students will study: introductions, numbers, alphabet, German / French / Spanish countries, birthdays and classroom language. Later in the year, they will learn to describe family, pets, and free time activities.



## Year 8 Topics:

### French

**Autumn Term:** Students will be developing and extending their communication skills and understanding of basic information about themselves, their families and their daily activities. During this term students will study: self and family, jobs, neighbourhood, weather, leisure activities and television. They will also develop and practise the past tense.

**Spring Term:** Students will study: invitations and excuses, clothes, town, food and drink, meals, celebrations, shopping for food and eating out. They will continue to study the past tense.

**Summer Term:** Students will study: travel, holidays, countries, languages, friends, future plans and dreams. They will develop their vocabulary and conversation skills around these topics.

### German

**Autumn Term:** Students will revise the questions and answers from Year 7. They will focus on the key infinitive verbs and use them confidently in the present tense with opinions. Topics covered will include free time, the weather and food.

**Spring Term:** Students will start to learn the future tense through topics such as shopping and holidays.

**Summer Term:** Students will consolidate and increase their knowledge of key verbs, nouns, adjectives, time phrases and opinions so that they leave Year 8 secure in German. Topics covered will include foreign exchanges and media.

### Spanish

**Autumn Term:** Students will continue to develop and extend their communication skills and understanding of basic information about themselves and free time activities. During this term they will study how to describe what they do for leisure and why. They will learn the future tense, which will allow them to describe their plans for a dream weekend.

**Spring Term:** Students will study how to describe the weather, and revise opinions extending their answers by including a variety of activity verbs.

**Summer Term:** Students will learn daily routines and how to tell the time.

## Year 9 Topics:

### French

**Autumn Term:** Students will continue to develop and extend their communication skills and understanding of basic information about themselves, their families and their daily activities. They will talk about media and cinema and will have the opportunity to study a French film.

**Spring Term:** Students will talk about their plans and predictions for the future. They will also talk about their town and study a town/city from a French speaking country.

**Summer Term:** Students will study illnesses and problems related to health. They will also talk about healthy living and what to do to keep fit.



## German

**Autumn Term:** Students will further develop their communication and revision skills as well as an understanding of tenses and verbs in preparation for GCSE. During this term students will study technology and media such as German music and television, with a strong focus on using past, present and future tenses.

**Spring Term:** Students expand their ability to justify opinions with a wide range of adjectives and structures. We explore these skills while covering school life and future plans for jobs.

**Summer Term:** The course will explore family and relationships, linking with free time and German culture. Year 9 will also introduce Berlin's tourist attractions, planning a holiday there and also an introduction of the environment and its protection.

## Spanish

**Autumn Term:** Students will continue to develop and extend their communication skills and understanding of basic information about themselves, their families and some free time activities.

**Spring Term:** During this term students will study how to describe holiday activities and their dream holidays; they will learn the past tense, revise future plans and talk about why they learn languages.

**Summer Term:** Students will study the topic of media - television programmes and cinema. They will be able to discuss and describe what programmes and films they watch and whether they like/dislike them and why. Students will revise the future tense and past tense.

### Assessment Opportunities

Students have three major 'Milestone Assessments' across the year, one per term. There may be end of unit and vocabulary tests in addition to these. The main emphasis is on oral communication; asking and responding to questions. However, comprehension skills, both listening and reading, as well as written work and simple dialogue and conversation will also be developed.

### Helpful Hints for Parents/Carers

- Ensure that students have the correct resources before undertaking tasks. These may include notes, vocabulary lists from lessons, help sheets/worksheets and a dictionary.
- Encourage them to teach you what they have been learning in lessons, speak to you and visit Internet sites recommended by their teachers.
- Learning vocabulary regularly and thoroughly (little and often) is of primary importance. 5–10 minutes should be spent every day going over vocabulary they have learned in lessons and learning it. New words should be checked in dictionaries. However, avoid Internet translation sites which teach them very little and do not show that they have understood and processed what they are learning in lessons.
  - Students will be given a login to Vocab Express for French, Spanish and German where they can practise vocabulary.
  - Encourage regular use of 'Linguascope' for languages (students have their own passwords).
- Show a positive attitude towards learning languages and kindle their curiosity about other cultures.



## Music Department

**Director of Music:** Mrs C. Lane

**KS3 Curriculum Leader:** Mr A. Webb ([a.webb@cncs.co.uk](mailto:a.webb@cncs.co.uk))

### Year 7 Topics:

In Year 7 students will focus on the core elements of music – pitch and rhythm - and will develop their ability to both perform and compose as they encounter a range of musical styles. Students can expect to both perform and compose as soloists and within small groups, using keyboards, tuned and untuned percussion, the voice and ukuleles, and software programmes such as Garageband to record and extend composition ideas. The focus in Year 7 will be on practical music and students will be asked to participate in a wide range of music making, whilst also developing their listening and musical understanding as they explore the music we are studying.

Performing and Composing Music	Rhythm	Melody
Students will gain a good foundation of musical skills as they explore rhythm, notation, Music Technology, singing and instrumental work.	Students will gain a further understanding of rhythm through class workshops and small group composition.	Students will explore the principles of a good melody through performing and composing.

### Year 8 Topics:

In Year 8 students build on the principles of music that they learnt in Year 7 as they begin to explore more detailed elements of music. Students will learn about the musical conventions of scales, harmony and tonality, and begin to explore the musical elements as they consider how music can describe a visual image. They will continue to explore a wide range of musical styles, and develop their skills of performing as a soloist and part of a small group and composing on both instruments and using computer software. They will develop their ability to listen to and appraise music, demonstrating their musical understanding and using musical language.

Scales	Descriptive Music	Harmony
Students will look at how scales form the basis of melody and harmony in music from a range of different cultures.	Students will consider how music can successfully portray an image – developing their ability to describe music and compose to a brief.	Students will develop their understanding of harmony, looking at primary chords, and perform and compose songs.

## Year 9 Topics:

Students who have opted to study Music in Year 9 will gain greater depth in the areas of performing, composing and listening as we continue to prepare students for the kinds of study required in music at KS4. Students will use a range of musical styles to explore more technical musical elements such as texture, develop their ability to compose to a brief, and focus on the ability to describe music using correct musical terminology. They will develop their music technology skills as they record, sequence and arrange material. They will also continue to develop their skills as performers and will work in small groups to rehearse and perform music of their choice. In Year 10 we offer three pathways that students may like to consider when making their options in Year 9: GCSE Music, Express GCSE Music and BTEC Music Technology. All students are able to take GCSE Music as long as they either enjoy singing or can play a musical instrument (which can be keyboard). Students who have achieved grade 4 on their instrument or voice are invited to apply for the Express GCSE pathway which takes place as a twilight class with students achieving their GCSE in Year 10. The BTEC is open to all students with an interest in learning about the music business and how to compose and record music.

Students who major in Music will gain greater depth and those with only one lesson a fortnight will not cover all topics.

Film Music	Songwriting	Arranging
Students will develop their ability to describe music as it relates to a visual image, and compose suitable music for a short film.	Students will build on their knowledge of melody and harmony to write and perform songs.	Students will learn and sequence a famous melody, before exploring ways in which it can be developed.

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### Assessment:

Students will prepare in class for regular assessment opportunities in both performing and composing, as both an individual and part of a small group. There will also be regular short listening assessments which students will complete individually, asking students to describe and demonstrate an understanding of music they encounter.

### Extra Instrumental Lessons

Learning a musical instrument can benefit student performance across the curriculum as research suggests it has a positive impact on brain development and skills such as self-discipline and concentration. Most of all, playing an instrument can bring joy and friendship and open a door to what can become for some a lifelong hobby. At Newman large numbers of students choose to continue to learn a musical instrument. These lessons are in addition to

classroom music lessons, but do take place during the school day. Lessons are provided by teachers from the Brighton & Hove Music Service who visit Cardinal Newman each week. There is a termly charge for group lessons. Some students are entitled to 30%, 70% or 100% subsidies enabling them to have free lessons. The school or music hub may be able to support by loaning an instrument. You can apply online for instrumental and vocal lessons at [www.bhma.org.uk](http://www.bhma.org.uk) or contact Mrs Lane, Director of Music by email for more information about financial support. Lessons are provided on:

violin	viola	cello	double bass	drums	guitar	classical guitar
flute	oboe	clarinet	saxophone	bassoon	voice	bass guitar
trumpet	trombone	tuba	euphonium	french horn	keyboard	piano

### Music Groups and Activities

A wide-ranging programme of free musical activities is available for all students, regardless of whether or not they have additional instrumental or vocal lessons. Students who attend our clubs are invited to perform at concerts and events and to go on the Music Tour. Students should look out for details on these groups including times and venues at the start of term.

- **Newman Voices:** Open to all students who enjoy singing
- **Music Tech Club:** Open to all students who want to learn how to use Garageband
- **Keyboard Group:** Open to all piano/keyboard players of any level
- **Ukulele Group:** Open to all students who want to learn ukulele or who already learn ukulele or guitar
- **String Orchestra:** Open to all students who learn violin, viola, cello or double bass
- **Woodwind Ensemble:** Open to all students who learn a woodwind instrument
- **Brass Ensemble:** Open to all students who learn a brass instrument
- **KS3 Band:** Open to all singers and instrumentalists in Years 7-9
- **Band Workshop:** Open to all singers and instrumentalists who would like to join a student band - this opportunity differs from other groups in that it is organised through a music teacher but rehearsals are student led.



## PE Department

**Subject Leader:** Mr L. Murphy

**Curriculum Leader:** Miss A. Pavey ([a.pavey@cncs.co.uk](mailto:a.pavey@cncs.co.uk))

All students follow a common Physical Education programme for the first two years of their schooling. This includes a large variety of team games and movement-based activities. The students are taught in co-educational groups for all activities, offering equal opportunities for boys and girls.

When studying the major team games students are initially taught basic skills to allow them to participate in small-sided games successfully. The Physical Education Department strongly recommends the use of mouth guards when students are participating in rugby and hockey lessons. They are required for competitive fixtures.

Aesthetic activities such as gymnastics, trampolining and dance are taught to boys and girls, they play a major role in the development of fundamental skills such as balance, co-ordination, aesthetic awareness and the control of bodily movement. In these lessons emphasis is placed upon developing the student's ability to plan, perform and evaluate their work.

### Year 7 and 8:

At the beginning and middle of Year 7 students participate in PE baseline testing, students are tested with a 75m sprint, 600m race, vortex throw and long jump. Students' scores are ranked from gold, silver, bronze, level 2 and level 1. This gives us a well rounded picture of their sporting attributes, and aids tracking of progress. Throughout Year 7 students are introduced to a vast range of activities delivered in 4-5 week blocks, which equates to 16-20 learning hours per activity.

These are as follows:	invasion games	racket sports	health related fitness
	striking and fielding games	athletics	gymnastics and dance

All students will have covered all activities by the end of the academic year to ensure they receive a fair mixture of all types of activities. Students' end of year assessment grades will determine if they will be in our 'performance' or 'developing' set when they return in Year 8.

In Year 8 students study in a similar format to Year 7, however their learning is built upon even further. Year 8 students also commence the year with PE baseline testing in the same four tests mentioned above, however in Year 8 a platinum score is also available for students to strive towards. Students are organised into co-educational classes and set by ability. Our 'developing' set supports students to enable further progress in learning core skills required in the range of



activities we offer. Whilst, our 'performance' set stretches and challenges students with more advanced skills and the concept of tactical awareness.

### Year 9:

In the Year 9 curriculum offer, we enable students to take some ownership of their PE lessons by choosing a 'pathway' which best suits them and what they want to get out of PE. These pathways are designed to ensure a smooth transition into Years 10 and 11.

The different pathways are as follows:

**Performance** - is for those students who have been in the 'performance' set in Year 8 and have demonstrated great practical ability in a range of sports and activities. This pathway is designed to stretch and challenge students even further, and prepare them for taking GCSE PE or BTEC sport in Years 10 and 11.

**Competitive** - is for those students who like the competitive aspect of PE, playing against their peers in a range of sports with the desire to win and be active.

**Dance** - is for those students who have a real passion and interest in dance, this pathway will be brilliant to get a headstart in practical and theoretical knowledge that is needed in GCSE Dance in Years 10 and 11.

**Recreational** - is for those students who like being active and playing a range of sports. They may find 4-5 weeks on the same activity tedious, and prefer more flexible weekly activity rotation.

**Health and Fitness** - is for those who want to work on developing their health and fitness levels by participating in different types of training activities. These activities change weekly and take place in the newly renovated fitness suite, alongside other workouts outside, and can even feature yoga sessions in Newman gym.

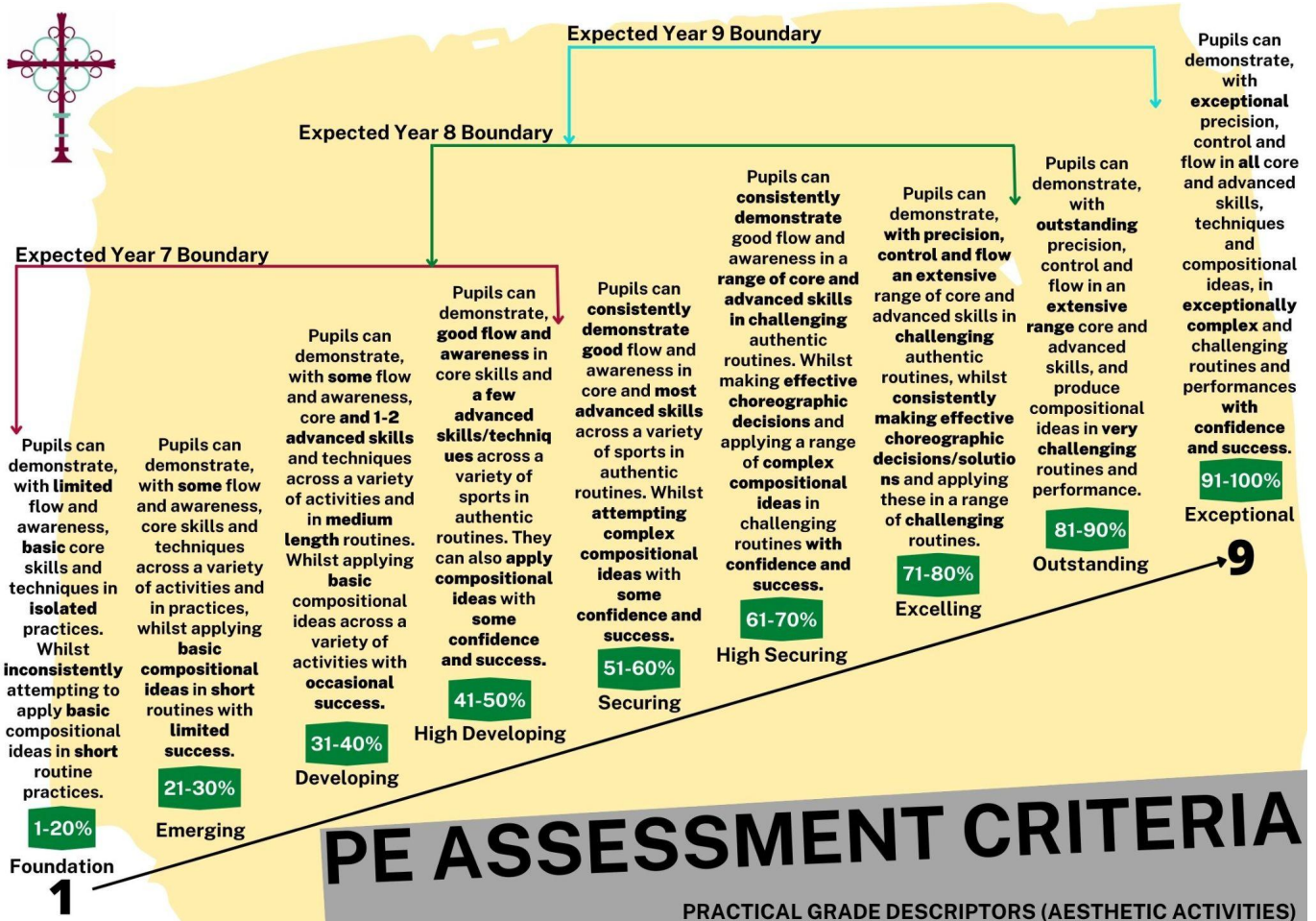
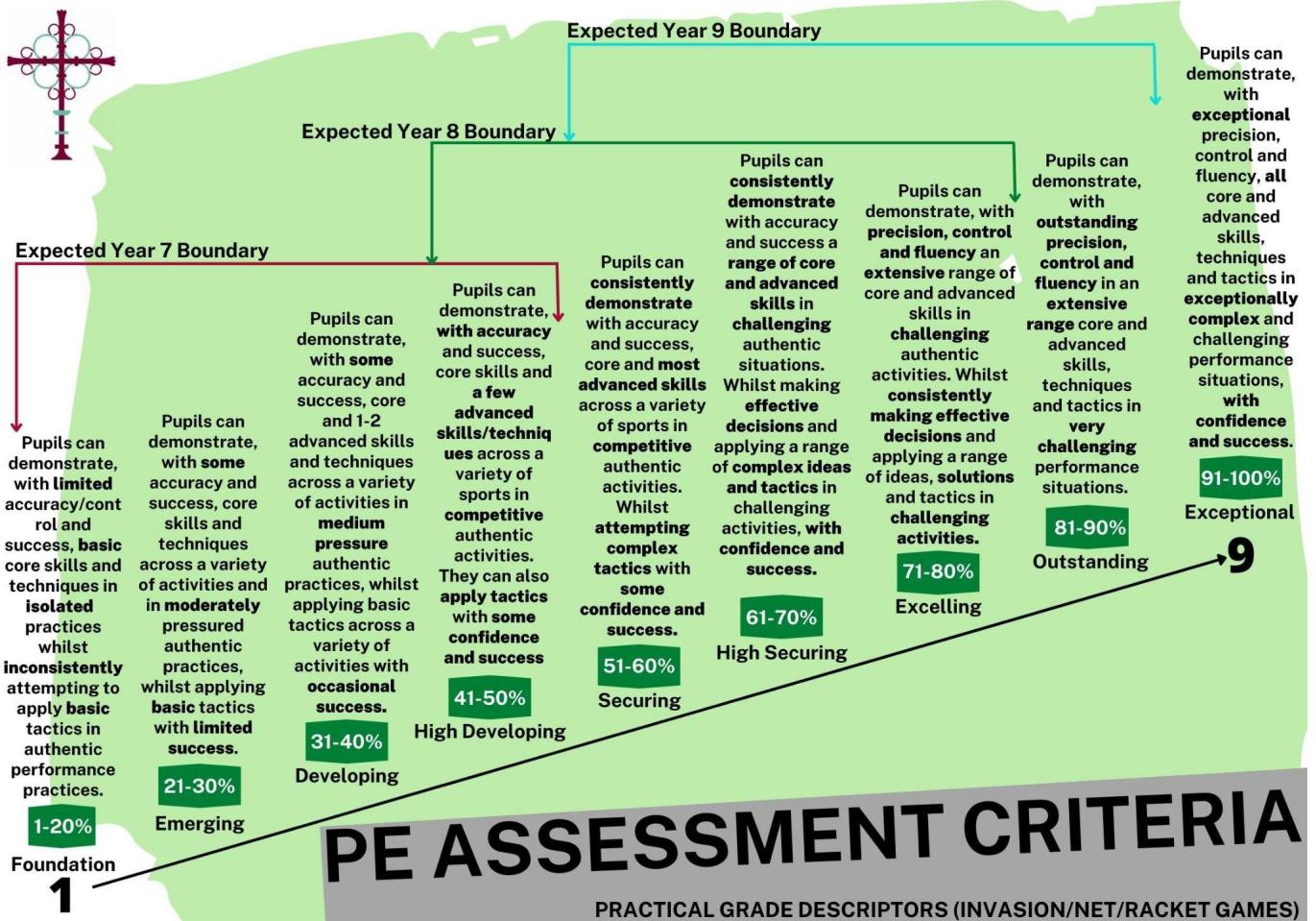
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### Assessment

In Years 7-9 students end of year grade is formulated by combining their average practical percentages across all sports covered during the year, alongside a small theoretical assessment. Therefore, 80% of their grade is based on their practical performance and 20% is based on theoretical knowledge, which is embedded into lessons on a daily basis through specific terminology and questioning.

Formal practical assessments take place at the end of each activity using the grading criteria shown below. This provides a detailed description of where students are currently working at and where they need to progress towards.

The theoretical assessment will take place in three short online Google form quizzes set throughout the year. This theory element will provide students with further insight into topics which are included in GCSE PE or BTEC Sport in KS4, and provide students with in-depth knowledge of how their body works.





**Extra-Curricular P.E.**

The Physical Education Department runs an extensive extra-curricular programme that includes recreationally-based activities as well as a competitive school fixture list. Teams are entered in District, County and National Schools' competitions. These PE clubs build upon the work covered in PE lessons and all students are encouraged to participate irrespective of ability.

*Clubs include:*

Basketball	Cricket	Cross Country
Dance	Football	Gymnastics
Health Related Fitness	Hockey	Netball
Rounders	Rugby	Table Tennis
Tennis		
Boxing		



## PSHEE Department

**Subject Leader:** Ms L. Marsh ([l.marsh@cncs.co.uk](mailto:l.marsh@cncs.co.uk))

At Cardinal Newman Catholic School, PSHE education is a central part of our curriculum as it enables our students to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future.

The PSHE education curriculum supports personal development, behaviour for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to give all students the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline.

### Year 7 Topics

#### Transition and resilience

In this topic students will look at:

- Personal strengths, building self-confidence and self esteem
- Developing strategies to help build resilience, dealing with disappointment and setbacks
- Identifying emotions
- Recognising when they or their peers might need help with their mental health and wellbeing
- Sources of help and support for accessing what they need
- Developing team working skills
- Developing skills of active listening, communication and negotiation
- Developing conflict management skills

#### Anti-bullying and Anti-racism

In this topic students will look at:

- Recognising bullying and its impact
- Skills and strategies to manage being targeted or witnessing others being bullied
- The unacceptability of prejudice-based language and behaviour including sexism, homophobia, racism, ableism and faith-based prejudice
- The need to promote inclusion and challenge discrimination in a safe way (online and offline)
- To recognise the importance of seeking a variety of perspectives on an issue

#### Social Media - staying safe online

In this topic students will look at:

- The impact that media and social media can have on how people feel about themselves

- Identifying risk and managing personal safety (online and in everyday life as students become more independent)
- How the media portrays relationships and how this can create false perceptions
- The qualities and behaviours they should expect and exhibit in their friendships and relationships (online and offline)
- To recognise peer influence and develop strategies for managing it (online and offline)
- The benefits and positive aspects of social media
- Understanding that the ways people present themselves online can have both positive and negative effects on them
- Making informed decisions about whether different media and content are appropriate to view

### **Relationship and sex education**

In this topic students will look at:

- The physical and mental changes that are a typical part of growing up (including puberty and menstrual wellbeing)
- How to form positive friendships and relationships (including online)
- The similarities, differences and diversity among people of different race, culture, ability, sex, gender, age and sexual orientation
- Understanding the difference between biological sex, gender identity and sexual orientation
- Discussion about marriage and the importance of stable, long-term relationships
- Discussion about the roles and responsibilities of parents, carers and children in families

### **Healthy living – including the risks of smoking**

In this topic students will look at:

- The importance of maintaining a balance between school, work, leisure, exercise and online activities
- The benefits of physical activity and exercise for physical and mental wellbeing
- The importance of establishing and maintaining good sleep patterns and routines
- Recognising what influences their choices about physical activity
- The role of a balanced, healthy diet and the impact of unhealthy food choices
- How to get help in an emergency and perform basic first aid skills including CPR
- The effects of smoking on the body and the law on smoking in the UK

## **Year 8 Topics**

### **Mental Health – tool kit**

In this topic students will look at:

- Understanding what can affect wellbeing and resilience (life changes, relationships etc.)
- Recognising and managing influences on decisions which affect health and wellbeing
- The characteristics of mental and emotional health and strategies for managing these
- The link between language and mental health stigma and how to challenge stigma, myths and misconceptions
- Strategies to understand and build resilience
- Recognising when others need help with their mental health and wellbeing – how to access support
- How to manage the breakdown of a relationship and how this can impact mental health

### **Digital literacy**

In this topic students will look at:

- How to manage pressures to share images of themselves online (including sexual images)

- The characteristics of abusive behaviours like grooming, sexual harassment, emotional abuse, violence and exploitation – how to recognise the warning signs (online and offline)
- The features of the internet that can amplify risks (e.g. having public rather than private settings)
- Establishing clear boundaries about private life and managing personal information online
- Recognising the potential influence of extreme views and behaviours online and how to manage this
- How to respond when things go wrong online – accessing support, reporting to authorities and platforms

### **Relationship and sex education**

In this topic students will look at:

- Indicators of positive, healthy relationships and unhealthy relationships (including online)
- Establishing positive personal values and boundaries in friendships, love and sexual relationships
- The importance of building trust in relationships and behaviours that can undermine or build trust
- Evaluating expectations about gender roles, behaviour and intimacy within romantic relationships
- Being clear that everyone has a choice to delay sex
- That consent is freely given and that being pressured to agree to something is not consent
- The law relating to sexual consent and how to seek, give/not give and withdraw consent
- That decisions around consent should always be respected
- The effects of change, including loss, separation, divorce and bereavement. Strategies and support for this
- The services available to support healthy relationships and manage unhealthy relationships

### **Healthy living – including the risks of alcohol**

In this topic students will look at:

- The importance of taking increased responsibility for physical health including dental check-ups, sun safety, self-examination and the purpose of vaccinations
- Strategies for maintaining personal hygiene including oral health and prevention of infection
- How to access health services when appropriate
- The risks and myths associated with FGM

### **Personal finance**

In this topic students will look at:

- Young people's employment rights and responsibilities
- Managing emotions about future employment and managing money
- Assessing and managing risk in relation to financial decisions that young people might make
- Values and attitudes relating to finance (including debt)
- Evaluating the social and moral dilemmas about the use of money (including advertising)
- The risks associated with gambling

## **Year 9 Topics**

### **Gender stereotypes and Anti-racism**

In this topic students will look at:

- Recognising bullying and its impact
- The impact of stereotyping, prejudice and discrimination on individual and relationships

- The unacceptability of prejudice-based language and behaviour including sexism, homophobia, biphobia, racism, ableism and faith-based prejudice
- The need to promote inclusion and challenge discrimination

### **Relationships and sex education**

In this topic students will look at:

- The purpose of contraception
- How certain infections can be spread through STIs
- How the portrayal of sex in the media/social media (including pornography) can affect people's expectations of relationships and sex
- Managing feelings in relationships and managing the influence of drugs and alcohol on decision making within relationships
- The risks relating to unprotected sex, the consequences of unintended pregnancy, clear communication
- Sources of support

### **Healthy living – including drug education**

In this topic students will look at:

- The positive and negative uses of drugs in society (including prescribed drugs)
- Evaluating the myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
- Information about alcohol, nicotine and other legal and illegal substances (including short/long term health risks)
- Strategies to manage influences on drug, alcohol and tobacco use (including peer pressure)
- The risks of substance misuse; the concept of dependence and addiction and how to get support
- Recognising financial exploitation (e.g. drugs and money mules, online scams)

### **Option choices and careers**

In this topic students will look at:

- Study, organisational research and presentation skills (personal strengths and how to develop them)
- The importance of being a lifelong learner
- Realistic goal setting, the skills and attributes that employers' value
- Options available to them at the end of KS3, accessing support and advice with this
- Routes into work, training and other opportunities. Different types and patterns of work (self-employed, voluntary work etc.)
- The benefits of setting ambitious goals and being open to opportunities in all aspects of life
- Recognising and challenging stereotypes and family or cultural expectations that might limit aspirations
- Different work roles and career pathways and their own aspirations

### **Mental health awareness**

In this topic students will look at:

- The causes and triggers for unhealthy coping strategies such as self harm and eating disorders
- Recognising when someone needs help with their mental health and where they can go for this
- Understanding the pressures of peers and how these can lead to risk taking – strategies to manage this



## RE Department

**Subject Leader:** Miss C. McManus

**KS3 Curriculum Leader:** Miss F. Carbone ([f.carbone@cncs.co.uk](mailto:f.carbone@cncs.co.uk))

In a Roman Catholic Christian school the role of religious education as a subject is a very special one. As a school and a department, and in line with the school's Mission Statement, we see each student as an individual child of God in search of meaning and fulfilment in their life, and we believe as Christians that Jesus Christ is the key to that meaning and fulfilment. As a school and a department we are called to aid each student on their own spiritual journey as much as we are able. For some this may be an introduction to some of the beliefs and practices of our faith. To others this may be a deepening of their knowledge, understanding and the experience of God in their lives. To others it may be clearing away misconceptions and obstacles in their understanding or helping them to explore and discuss areas that they have not explored before. We work closely with the Chaplaincy team and look to work with the home and Parish, inviting and equipping each child to enter into a deeper relationship with God.

Religious education is an academically rigorous subject with the same expectations and time allocation as other core subjects. Our course is based on the Curriculum Directory approved by the Bishops of England and Wales and adapted for the needs and experiences of our students.

Students come to the school from a wide number of school experiences of religious education. Our Catholic primary feeder schools will all have used the Diocesan approved programme whilst other schools will have been using the locally agreed syllabus or a syllabus agreed by their faith community. Students will also come to us with differing liturgical and faith traditions and varying experiences of participation in their local church communities. With this in mind the first module of Year 7 is aimed at trying to explore student's understanding of the main Christian beliefs and practices.

Linked with this all Year 7 form groups will have a Focus Day with their form teacher where they will also be able to explore and respond to aspects of Christian beliefs and practices.

### **Religious education is a skills based approach**

Whilst there must be content in all educational activities, the Catholic Directory of England and Wales that governs the teaching of religious education has a skills based approach, which tries to equip students to unpack religious beliefs and practices and to become religiously literate. In order to do this the Key Stage 3 programme helps students to be able to explain, link beliefs and practice to their sources of authority, to assess various impacts of beliefs and practices, express and justify their own opinions and the opinions of others, find and explore links with their own experiences and to explore the benefits and challenges of following various beliefs and practices. By developing these skills students become better equipped to explore the



variety of beliefs and practices that are present in the world and also to gain a deeper understanding and appreciation of the faith community that they are part of.

## Year 7 Topics:

### **Autumn Term: Foundations of Faith**

Students will begin by exploring some basic elements of the Christian faith. They will be given the opportunity to explore the Church and how it has developed. They will learn about the importance of the Last Supper and the meaning and significance of the celebration of the Eucharist.

### **Autumn Term: Creation and and Covenant**

Students will look at different ways of reading scripture and will look at a selection of stories from the Book of Genesis before considering the development of God's covenant with man. Students will also explore the important roles that the prophets had and have, through the study of some key biblical prophets.

### **Spring Term: Prophecy and Promise**

Students will explore the Bible. They will learn about the relationship between scripture and the tradition of the Church. Students will explore the different types of texts in the Bible, who wrote them and how we should read and interpret scripture. They will learn that God is revealed to us through Scripture.

### **Spring Term: From Galilee to Jerusalem**

Students will learn about the life of Jesus. They will learn how Jesus' life and teachings give us guidelines on how to live today. Students will focus on how Jesus reaches out to all people in society and explore how this should influence Christians to serve those in need.

### **Summer Term: From Desert to Garden**

Students will explore Jesus' journey to the Cross. They will understand that Jesus fulfilled the prophecies in the Old Testament. Students will explore how Jesus' life is remembered by Christians during Lent. This module will focus on understanding the concepts of repentance, forgiveness and mercy.

### **Summer Term: Judaism**

Students will study Judaism as an example of a world religion. It is important for students to be able to explore different world faiths, looking at their practices and beliefs and what we have in common. Students will also look at how Christianity has developed from Judaism.

## Year 8 Topics:

In Year 8 students will look at how Christianity has developed after exploring its roots in Year 7. They will explore the person of Jesus and the importance of his teachings and the importance of his suffering, death and resurrection for Christians. They will reflect on the impact of Christianity in the wider world and their role within the community.

### **Autumn Term: Hinduism**

Students will continue to explore different world faiths by looking at their different practices and beliefs and also what we share in common.

### **Autumn Term: Life of Christ 1**

Students will explore and reflect on the importance of Jesus for Christians today by looking at the incarnation, identity, person and teachings of Jesus.

### **Spring Term: Buddhism**

Students will continue to explore different world faiths by looking at their different practices and beliefs and also what we share in common.

### **Spring Term: Life of Christ II**

Students will explore and reflect on the importance of Jesus for Christians today by looking at his suffering, death and resurrection.

### **Summer Term: Discipleship (Mark's Gospel)**

Students will explore themes within Mark's Gospel focusing on discipleship. They will use Mark's Gospel to explain the importance of discipleship and reflect on the impact for Christians today.

### **Summer Term: Revolutionary Christians**

Students will develop their understanding of how people respond to a call from God through studying examples of different Christians throughout history. Students will explore the lives of Christians and reflect on their impact for Christians today.

## **Year 9 Topics:**

In Year 9 students will have an opportunity to continue reflecting on and developing their understanding of Christianity and its role. They will be given the opportunity to look at, reflect upon and evaluate their own spiritual journey.

### **Autumn Term: Islam**

Students will consider the role of Islam, another world faith, examining its shared and differing beliefs and practices. They will examine how these beliefs and practices compare and contrast to other religions that they have already studied.

### **Autumn Term: Philosophy and Ethics**

Students will explore philosophy and ethics. They will look at arguments for and against belief in God as well as getting the opportunity to explore ethical issues.

### **Spring Term: Relationships and Sex Education**

Students will continue to be given the opportunity to explore different elements of personal relationships from the perspective of the importance of love.

### **Spring Term: GCSE - Creation**

Students will study the Creation module which is the first module of the GCSE course. They will begin to look at GCSE questions in preparation for their transition into Year 10.

### **Summer Term: GCSE - Kingdom of God**

Students will study the Kingdom of God module which is a module of the GCSE course and continue to look at GCSE questions in preparation for their transition into Year 10.

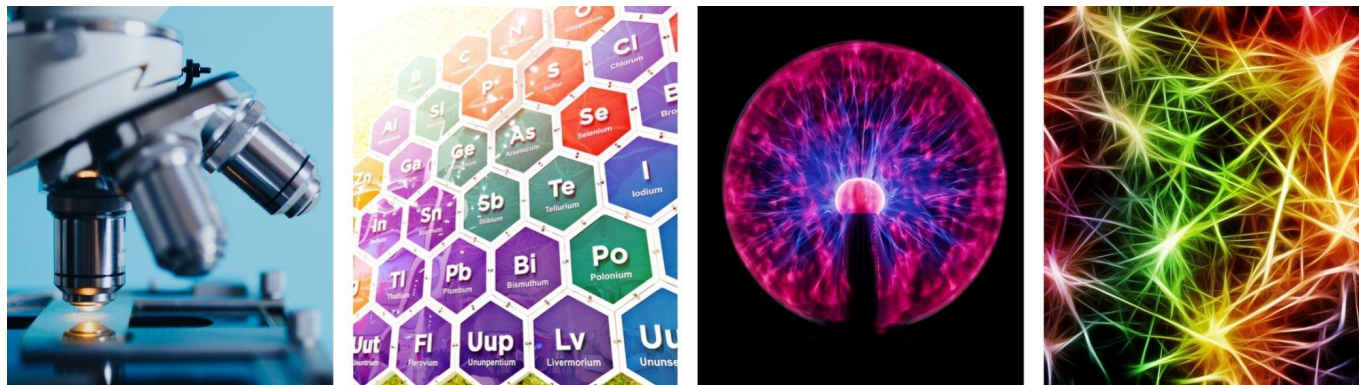
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### **Assessment Opportunities**

Assessment will take place throughout the year by means of written assessments that will be done in one lesson. Students will be given one week notification of the assessment and will be expected to prepare for the assessment in that week. Students are not permitted to take notes into the assessment. For Year 7 students this is a substantial step up from primary school assessments and students will be aided by their teachers in terms of structure and content, but they may need additional parental support with organisation and learning material at home. In Year 9 students will be transitioning to more GCSE style assessments.

**Helpful Hints for Parents/Carers**

- Look at the R.E. books and have conversations about what is being studied.
- Check homework on Google Classroom.
- Keep an eye out for assessments so that you can help in their preparation.
- Engage students in conversations about the topics where they can develop their powers of articulation and evaluation which will help inform their writing, especially arguments/reasons for and against issues. The better they can structure and evidence arguments the more successful they will be.
- Take students to places of religious significance for example churches, cathedrals or temples.
- Encourage students to explore religious, spiritual and ethical issues through newspapers, media and documentaries.



## Science Department

**Subject Leader:** Mr R. Palmer

**KS3 Curriculum Leader:** Ms D. Heyns ([d.heyns@cncs.co.uk](mailto:d.heyns@cncs.co.uk))

**Year 9 Curriculum Leader:** Ms M Kerrigan ([m.kerrigan@cncs.co.uk](mailto:m.kerrigan@cncs.co.uk))

In line with the national Key Stage 3 curriculum changes science has undergone major modifications to its programme of study. The new science curriculum has become more innovative, more exciting and more applicable to the world around us.

Science from Year 7 to Year 8 builds on experience gained in Key Stage 2 and leads into the GCSE course started in Year 9. Students are expected to make considerable gains not only in their understanding of the subject but in their personal development and appreciation of the skills necessary to use science. The course provides students with a background suitable for both careers in science and for the general understanding necessary to be an informed citizen.

Students study in mixed ability groups during Year 7.

### Features of Key Stage 3 Science

Lessons cater to a wide range of learning styles and abilities. Collaborative learning is strongly encouraged. The department prides themselves on striving to achieve challenging and profound learning experiences. There are many opportunities for practical work in science. Throughout the course, students will be focusing on practising key science skills including asking scientific questions, planning investigations, recording data and evaluating data.

## Year 7 Topics:

**Autumn Term:** Students will start the term becoming familiar with the science lab and equipment. The topics we then cover are Particles and mixtures and then Exploring space and the Earth.

**Spring Term:** Students will study the structure and function of living organisms before moving onto Atoms, elements, compounds and the periodic table.

**Summer Term:** Students will study the human body and Forces.

## Year 8 Topics:

Each term students will study a mixture of topics from biology, chemistry and physics. Students study in mixed ability groups during Year 8. Emphasis in lessons and assessment remains on practising key science skills including asking scientific questions, planning investigations, recording data and evaluating data.

**Autumn Term:** In biology, students will study ecosystems. They will then look at the science of the earth, and in physics they will investigate Energy going into the next term.

**Spring Term:** Students will begin the term with a biology module on genes and reproduction. This is followed by some chemistry with a focus on chemical reactions.

**Summer Term:** During the summer term students complete their work on chemical reactions and will move on to electricity.

## Year 9 Topics:

Students will start covering GCSE content in Year 9. A lot of topics in the new GCSE specification have been previously taught in Year 9, and this gives students more time for revision and consolidation throughout the three year program.

**Autumn Term:** Students will start by studying Cells, they will learn what sub-cellular structures are found in prokaryotic and eukaryotic cells. Students will move onto studying chemistry, covering basic atomic structure, bonding between atoms, properties of molecules and the periodic table. Then they will explore physics with the particle model and complete the required practical of calculating density. We'll look at the processes of Photosynthesis and Respiration and finish with a Chemistry topic looking at the Chemistry of the Atmosphere.

**Spring Term:** Students will start the term covering physics, they will begin by looking at different energy, introduction to equations, power and power stations. They will then move back to biology, where they will look at how substances can be transported across cell membranes via osmosis, active transport and diffusion. Next is a chemistry topic of structure and bonding, starting with the foundations of ionic, covalent and metallic bonding. This term will end with a physics topic of Motion and the biology organisation topic, concentrating on the process of digestion in the body and the importance of enzymes.

**Summer Term:** During this term students will be looking at the difference between contact and non-contact forces, calculating weight, elastic deformation and Hooke's law. Students will then move onto a chemistry topic about the atmosphere, studying greenhouse gases, atmospheric pollutants and water. Finally after half term students will move onto studying the last biology topics; adaptations and ecosystems. During these they will look at how to sample populations and how animals and plants adapt to their surrounding conditions.

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### Assessment Opportunities

All our students are regularly assessed in order to both monitor their progress and to build upon prior learning. Assessment will consist of three summative assessments made up of the content they have studied up to that time. These will be completed in October, January and June.

### Helpful Hints for Parents/Carers

- Encourage engagement with science in the media, for example watching science based television programmes, looking at scientific websites and reading articles about science in newspapers.
- Encourage the use of websites, such as: <http://www.docbrown.info/index.htm>, <http://www.ntsscience.co.uk/>, <http://www.bbc.co.uk/education/subjects/zng4d2p>, <https://cognitoresources.org/>
- Encourage students to use revision resources to prepare for termly assessments that are available on their Google Classroom.

- Year 9: Purchase suitable Key Stage 4 revision guides, such as those from: <http://www.cgpbooks.co.uk/>
- Use kerboodle.com to practise exam style questions and revision techniques.
- Visit museums and scientific based exhibitions, e.g. the Science Museum.
  - **GCSE Bitesize:** <https://www.bbc.com/bitesize/examspecs/z8r997h>
  - **GCSE Specification:** <https://www.aqa.org.uk/subjects/science/gcse>
  - **Kerboodle:** Allows access to the textbook, students have their own login. If their login does not work students should speak to their teacher.
  - **Quizlet:** Access to online revision cards by topic:
    - o Chemistry: <https://quizlet.com/join/rj2NfVCnp>
    - o Biology: <https://quizlet.com/class/6953963/>
    - o Physics: <https://quizlet.com/subject/physics-gcse-aqa/>
  - **Youtube tutorials:** Freesciencelessons, Primrose Kitten
  - **Google drive:** Students will receive a link to Google Classroom resources that contain different levelled practice questions, knowledge organisers, revision activity mats and student checklists for each topic in each subject.
  - **Cognito:** This resource contains free past papers, questions per topic and videos <https://cognitoresources.org/>



# Learning Support Department

**Enquiries:** [SENDTeam@cncs.co.uk](mailto:SENDTeam@cncs.co.uk)

A range of help and support is available for students who may experience difficulties in particular areas of learning.

In the first instance, the class teacher has a commitment to make appropriate provision for students' needs within their lessons, delivering Quality First Teaching by planning for individuals to make some advances from whatever point on their learning journey they have reached.

Beyond that, the Learning Support team, which includes three colleagues with a Level 7 Specialist qualification in teaching students with a specific learning difficulty, may arrange extra provision for certain individuals. This will result in a Progress Plan being written and circulated for those students who require extra intervention that can be delivered in class (this used to be known as an Individual Education Plan). These plans detail specific needs and short term targets, and this may involve support from a Teaching Assistant in lessons, and/or literacy/speech and language, booster reading sessions, working memory intervention or other skills tuition in small groups.

Immediate short term help can be obtained by any student who is invited to attend Homework Club, which is open two afternoons a week after school and is staffed by members of the Learning Support team.

The Learning Support team and Pastoral staff co-operate closely in attending to the needs of those with emotional, social or behavioural problems. The help of outside agencies may be called on in some cases. The school has its own Medical Centre and counselling services.

We have found partnership with parents/carers to be a vital ingredient in our attempts both to identify learning needs and to support students with SEND (special educational needs and/or disability). Please do not hesitate to contact the team if you have any queries.

## YEAR 7

Shortly after joining Cardinal Newman, all Year 7 students complete reading and spelling tests, which gives us a standardised score, showing students' current scores compared to their chronological age. This, together with CAT (Cognitive Ability Tests) results, allows us to identify any students who are working below what is expected for their age. These students attend one or more of a number of targeted interventions, aimed specifically at boosting their ability to read, spell and communicate confidently and accurately. Students who qualify for a specific intervention are allocated a Key Worker. Their names are added to the Special Educational Needs and Disabilities Record (SEND Record) and a Progress Plan (PP) is issued.

## YEAR 8

As they progress to Year 8, students who attended support groups in Year 7 will be re-tested in reading and spelling. Many will now attain scores in line with their chronological age and will no longer require a focused intervention. On-going support and monitoring is then delivered by subject teachers and/or by allocating a Teaching Assistant to support a number of students within normal, subject specific lessons. Where a focused intervention is still required, this will be reviewed regularly throughout Year 8.

## YEAR 9

This is a pivotal year, in terms of guiding students to choose their KS4 subjects. Literacy withdrawal groups continue, where this support is still required, giving students the best possible chance of achieving optimum grades at KS4. Students who are on the SEND Record and/or who gained CATS scores in the lower than average category for their age are screened for eligibility for Access Arrangements. This is a formal process that, if students qualify, allows provision such as extra time in exams/assessments and/or a scribe and/or a reader or prompt, according to individual need.

Cardinal Newman Local Offer can be found at:

<https://www.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-support/cardinal-newman-catholic-school>