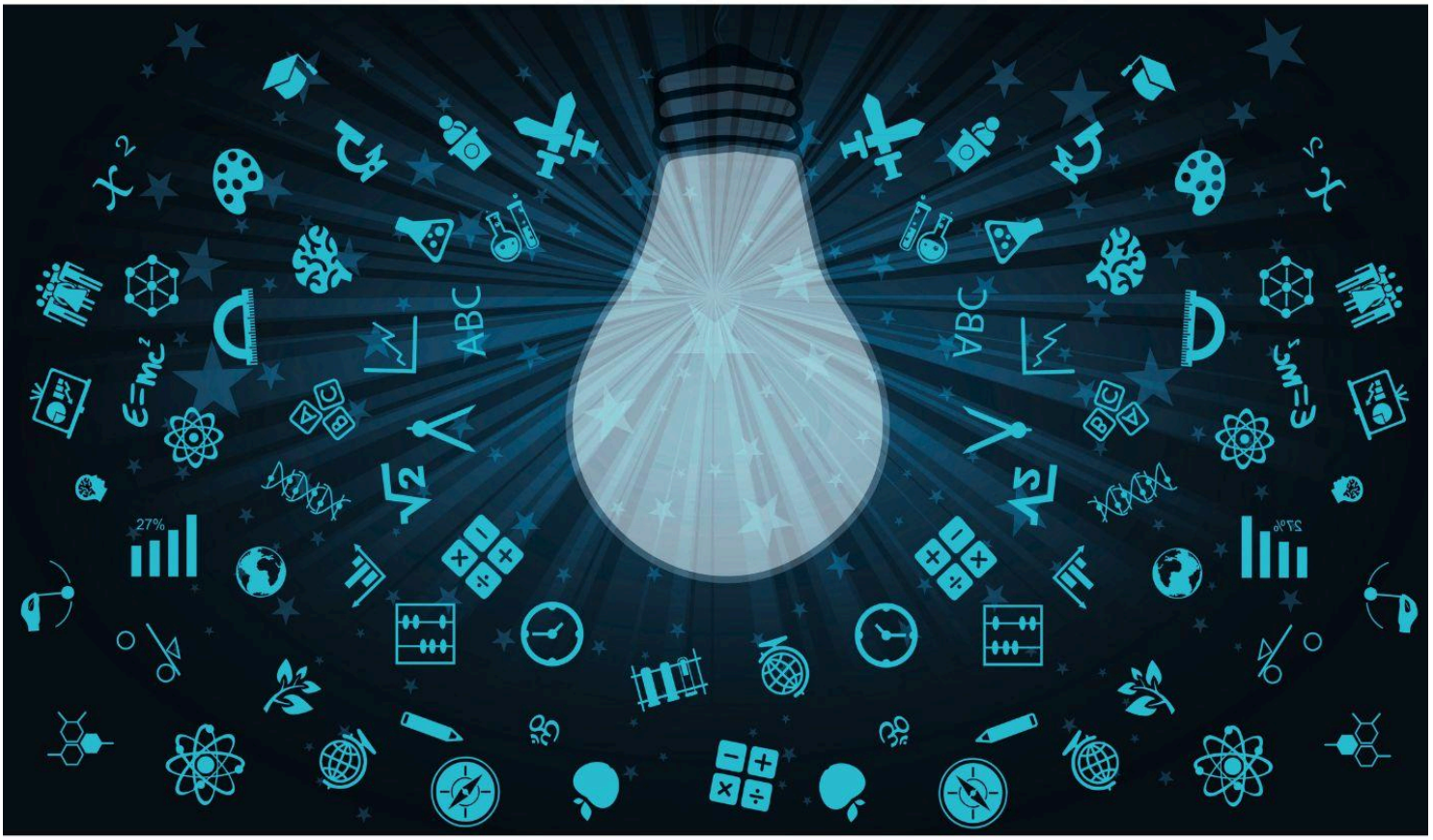
KEY STAGE 3 LEARNING GUIDE

2026-2027



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: Miss K. Jones

KS3 Curriculum Leader: Mrs L. Airey (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. Students 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: Still life and print
Students will work from first hand observation on a still life painting learning about proportion and perspective and looking at a range of still life painters, they will then create a press print based on natural forms and present their work with this as a background.

Summer 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.

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 drawings and then a sculptural outcome using card. They will look 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.

Surrealist Portrait project
Students will create an image inspired by their research into Surrealism. Looking at the work of Salavador Dali, Rene Magritte and Dorothea Tanning, students will 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 Leader: Mrs T. Brosnan (t.brosnan@cncs.co.uk)

Subject Specialist Computer Science: Teacher H. Burdick

Year 7 Topics:

All Year 7 students study Computing once a week. Throughout the year, students develop the digital skills and confidence needed to use technology effectively across the curriculum while beginning to explore programming, digital media and responsible use of technology.

Getting Started with the School Network
This unit introduces students to the school's digital learning environment. Through practical activities, students will learn how to use the school network, understand the difference between cloud-based applications such as Google Workspace and software installed on the school computers, organise their files effectively and use Google Classroom to access learning resources, submit homework and communicate with their teachers.

Digital Safety & Creative Graphics
Teaching students how to stay safe online is more important than ever. In this unit, students will develop the knowledge and skills needed to use technology safely, responsibly and critically. They will explore topics such as online safety, responsible use of artificial intelligence, social media influence and the ways in which digital images can be manipulated. Through practical graphics-editing activities, students will discover how easily convincing fake images can be created, helping them become more informed and critical users of digital media.

Game Design
Students will develop their creativity by designing an original computer game. They will explore how successful games are planned, considering game mechanics, characters, levels and target audiences before producing their own professional game design. Students will also have the opportunity to enter the BAFTA Young Game Designers Competition, giving them the chance to showcase their ideas and gain an insight into careers within the games industry.

First Steps in Python Programming
Many students will have encountered visual programming languages such as Scratch or Kodu in primary school. In Year 7, they will build on this experience by learning Python, one of the world's most widely used programming languages. Using EduBlocks, students can choose between block-based and text-based coding while developing their understanding of algorithms, computational thinking, sequence, selection and iteration through a series of engaging programming challenges.

Digital Media Project
Students will undertake a creative project to produce promotional material for the Big Brighton Festival, including a slideshow, poster and website. Throughout the project, they will learn how to communicate effectively with a target audience, apply consistent branding and develop their skills using a range of industry-standard software. These transferable digital media skills will support learning across many other curriculum areas.

Year 8 Topics

All Year 8 students study Computing once a week. Throughout the year, students build upon the digital skills developed in Year 7 while gaining a deeper understanding of how computers work, the impact of emerging technologies and the role of programming and web development.

Inside the Computer
Students begin the year by developing a deeper understanding of how computers work. They will learn about the different hardware components found inside a computer, the purpose of input, output and storage devices, and how hardware affects the performance of digital devices. Students

will also explore the environmental impact of technology through the issue of e-waste and responsible recycling. Building on this knowledge, they will investigate how computers represent data using binary, understand storage units such as kilobytes and gigabytes, perform binary calculations and discover how images are stored digitally using pixels and colour depth.

Artificial Intelligence: Opportunities and Challenges
Artificial Intelligence is becoming an increasingly important part of everyday life. In this unit, students will explore how AI systems learn, the differences between traditional and generative AI, and the opportunities and challenges that AI presents. They will investigate misinformation, disinformation and deepfakes, learning how AI can both create and detect fake content. Students will also consider the impact of AI on learning, brain development and decision-making, helping them to become responsible and critical users of AI technologies.

Building for the Web
Students will learn how websites are created using HTML and CSS while developing their own website for a real-world scenario. They will explore the principles of good web design, including layout, navigation, accessibility and user experience, before creating a professional website that combines technical skills with creative design.

Coding with Python
Building on their Year 7 programming experience, students will continue developing their Python skills by learning how to design algorithms using flowcharts before creating their own interactive quiz programs. They will gain confidence using sequence, selection and user input before progressing to creating graphical user interfaces (GUIs) using Python's Tkinter library, giving them an insight into how desktop applications are developed.

Bringing Ideas to Life with Animation
Students will explore the principles of digital animation by creating their own animated projects. They will learn how animation is used within the games, film and media industries while developing their creativity, planning and digital design skills through practical projects.

Digital Design & Cyber Security
Students will learn how professional vector graphics are created using industry-standard design techniques. They will use shapes, paths and Boolean operations to create high-quality scalable graphics before applying these skills to a client-based design project. The unit also introduces key cyber security concepts, including malware and social engineering, helping students understand common cyber threats and how to recognise and protect themselves from cyber attacks.

Year 9 Topics

Year 9 students continue to develop their computing knowledge and practical skills through a range of creative and technical projects. The course prepares students for GCSE study by introducing more advanced programming, networking, digital media and problem-solving concepts while continuing to develop digital literacy and computational thinking.

Connecting the World: Computer Networks
Students will explore how computers communicate with one another through local area networks (LANs) and wide area networks (WANs). They will investigate the hardware and software required to build networks, understand how data travels between devices and discover how networks support modern homes, schools and businesses.

App Development
Students will undertake a project in which they plan, design and develop their own interactive mobile app using App Lab and the JavaScript programming language. Alongside developing programming skills, they will learn the importance of user interface (UI) design, considering how layout, navigation and accessibility can improve the user experience.

Inside the CPU
Building on previous learning about computer hardware, students will investigate how the Central Processing Unit (CPU) works. Using assembly language and a CPU simulator, they will explore the fetch-decode-execute cycle and develop a deeper understanding of how instructions are processed. Students will also revisit binary numbers, perform binary addition and discover how images and sound are represented and stored digitally.

Programming with Python
Students will continue to develop their programming skills through the creation of an interactive 'Choose Your Own Adventure' game. They will learn how to plan solutions using flowcharts before writing, testing and refining their code. Throughout the project, students will build upon their understanding of sequence, selection, iteration, functions and problem-solving techniques.

Spreadsheets & Data Modelling
Spreadsheets are an essential tool used throughout education and industry. Students will learn how to build a data model, use formulas and functions, format data professionally and create charts to help analyse information. These transferable skills provide an excellent foundation for GCSE Computer Science and vocational ICT qualifications.

Digital Forensics & Cyber Security
Students will investigate how digital evidence can be used to uncover information about individuals and devices. They will explore topics including online safety, grooming, brute force attacks, VPNs, cookies, internet history and deleted files. Through real-world case studies, students will gain a greater understanding of how their digital footprint is created and how personal information can be tracked and protected online.

Graphic Design
Students will develop their creative design skills through the production of a professional logo and magazine cover for a music publication. They will learn the differences between vector and bitmap graphics, apply industry-standard graphic design techniques and explore how colour, typography and layout can be used to communicate effectively with a target audience.

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 their 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

Key Stage 3 Curriculum Leader: Mrs J. Green (j.green@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: Sticker logo, ID Tags & 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 and metal They will be shown how to cut, shape and decorate these materials in order to produce an individual design developing their foundation learning experiences in the workshop.

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 Materials Design Challenge, and Fabric British Bird

Product Design: Students are introduced to Smart, modern and reactive materials where students are encouraged to present their concepts to the class. This leads to challenging the students to develop their CAD graphics skills to produce a reactive multifunctional cultural product with a smart element.

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

Summer Term: 3D Printed Pixel Art, Bookmark, 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.
Students will also be back in the workshop developing their workshop skills designing and making an acrylic bookmark based on their favourite book to be displayed in the library to encourage reading.

Textiles:
Designing and making an aboriginal art inspired drawstring bag studying how surface pattern is 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 Tunnel Book: 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

Op Art Cushion: Exploring optical art patterns and decorative stitch, students will use a variety of textile techniques to design and make a small cushion.

Springtime Inspired Fabric Card: Students will be looking at the work of a textile artist combined with the season of spring to inspire their work. They will use fabric off-cuts, patching and hand-stitching them together to form a small framed card.

***Weaving project*:** Students will be taught different ways of weaving with paper and yarn to create a decorative textiles piece to hang and display.

Food & Nutrition
Students will be given the opportunity to create a variety of recipes that increase in complexity as the term progresses. Students will start by learning basic knife skills and safety before being introduced to ovens and hobs along with new ingredients in making fruit salads, fruit crumbles, snack pizza, 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 lesson(s) a fortnight of each subject depending on their choices.

Product Design Projects

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

Architecture Beach Café Project: Students will collaborate in teams of four to design, model and present a beach café vision for somewhere along Brighton and Hove seafront. Students will be developing their modelling and prototyping practically and using our amazing CAD, CAM facilities.

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.

Denim Plants*:* In this collaborative unit, students will learn about observational drawing, sampling and 3D textile work. Exploring a range of textiles techniques they will create an imaginative and original 'plant' inspired by the work of the denim artist Ian Berry.

Sewing Machine Skills: In preparation for GCSE, students will be taught how to use the sewing machines correctly and safely. They will explore the different settings and build confidence in setting it up. Students will produce a small fabric wallet with decorative machine stitches on it.

Food & Nutrition

This course introduces students to the core principles of nutrition and healthy eating — exploring macronutrients, micronutrients, the Eatwell Guide, and how to build balanced meals that support energy, growth, and well-being. Alongside this theoretical grounding, students learn essential cooking techniques such as knife skills, boiling, frying and roasting, with an emphasis on developing confidence and independence incorporating food safety and hygiene throughout. 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 design world, such as architecture, products, engineering, how things work, and sustainability discussions around products you use in your everyday lives 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

Curriculum Leader: Mr H. Dibbs (h.dibbs@cncs.co.uk)

"Art is not a mirror held up to reality but a hammer with which to shape it."- Bertolt Brecht

Drama builds creativity and personal skills which can be relied upon to succeed, not only in drama lessons but beyond school life and in future employment. At the heart of drama is the development of these skills in all young people; engagement, communication and oracy, creative imagination, clarity of expression, autonomy, leadership confidence and co-operation. There is more to drama than being able to perform on stage. Opportunities are embedded for students to be able to hone and develop performance talent but equally important is the ability to understand the purpose of the theatre we create.

Drama fulfils several areas of the English National Curriculum:

- READING - exploring text structure, setting, plot, characterisation / understanding how the work of dramatists are effectively communicated through performance / exploring how alternative staging allows for different interpretations of a play.
- WRITING - Writing scripts for a range of purposes and audiences.
- SPOKEN ENGLISH - all areas, especially improvising, rehearsing and performing play texts.

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.

Students study drama for one lesson per week in Years 7 and 8. Drama in Year 9 is part of an option system. Students can choose to study drama for two lessons per fortnight if they wish. There is a Key Stage 3 Drama Club, a Year 9 Drama Academy and also the opportunity to get involved in the annual whole school Production.

Year 7 Topics:

Students study drama for one lesson per week 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'. They will explore how you can reinterpret stories for different audiences.

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 explore Peter Hall's play of this novel. They will study set, plot and characterisation. They will explore the meaning behind the play. They will experiment with their voice and movement skills to bring the animal characters to life on stage. They will consider the role of the actor, director and designer. Students will work in pairs and small groups to bring sections of the text to life in a performance.

Year 8 Topics:

Students study drama for two lessons per fortnight in Year 8.

Autumn Term: 'Theatre in Education'
Students will be introduced to the concept of TIE and will develop a piece of drama that could be performed to a targeted audience. They will look at how to ensure performances are both entertaining and educational. They will also explore the structural technique of cross-cutting.

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: 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 cover staging, voice, physicality and how tension is created on stage. They will also consider the role of the set designer. Students will work in pairs and small groups to bring sections of the text to life in a performance.

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
Students will explore the tools for devising an original piece of theatre. Students will start with a stimulus and work collaboratively to develop a play. They may learn about some theatre practitioners and styles and apply this to their devising work. This unit is a foundation for GCSE Component 1 work.

Spring Term: From Page to Stage – working with a script
These lessons will focus on *DNA* by Dennis Kelly 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 cover staging, voice, physicality and how tension is created on stage. They will also consider the role of the set designer. Students will work in pairs and small groups to bring sections of the text to life in a performance. This unit is a foundation for GCSE Component 2 and 3 work.

Summer Term: Physical Theatre
Students will explore the style of Physical Theatre. They will learn about some theatre companies who specialise in Physical Theatre (e.g. Frantic Assembly) and apply this to both devising and scripted work.

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

Helpful Hints for Parents/Carers
- Visit local and London theatres to develop an appreciation of the arts.
- Encourage critical and analytical viewing of TV/film/theatre performance.
- Help develop listening and communication skills by asking your child to recall a story.

English Department

Subject Leader: Teacher S. Hone

KS3 Curriculum Leader (Year 7): Ms A. Hett (a.hett@cncs.co.uk)

KS3 Curriculum Leader (Years 8 & 9): Mr A. Harmer (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 writers 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 and inference 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 persuasive piece of writing to argue the importance of acceptance of everyone in today's society.

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 what they have learned about Shakespeare and The Globe Theatre.
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 have introduced 'The Newman 25'-five books per year group that we recommend all students to read throughout their academic journey.

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:

Unit 1: Black and British (non fiction); Myths and Legends (fiction)
We begin Year 8 with a cross-curricular (joined with History) module on David Olusoga's nonfiction text *Black and British*. The text ranges from the first Africans to come to Britain to the shameful Windrush scandal, and takes in the industrial revolution, cotton grown on slave plantations and the black soldiers who fought for Britain in the First World War. Olusoga's book conveys with calm clarity why all British children should be taught black history

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 multiple question reading quiz completed via Google quizzes.
Writing – Taking inspiration from one of the myths studied, students will rewrite a portion of the myth and put a modern spin on it.

Unit 2: 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 how effective the play is at dealing with issues of racism.
Writing – A persuasive speech and delivering it in small groups.

Unit 2: Classic novel
In Year 8, students will study *Animal Farm* by George Orwell. a satirical allegorical novella where oppressed farm animals overthrow their tyrannical human master in pursuit of an equal society. However, the pigs seize control, and the rebellion's utopian ideals are slowly corrupted, ultimately resulting in a new, even harsher dictatorship.

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:
Reading - Students complete an exam style assessment, including an essay related to a theme from the novel.

Unit 4: 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.

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:

Students in Year 9 are taught in mixed-ability groups. 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. There are also several opportunities for students to practice creative writing, both in terms of persuasive rhetoric and descriptive narrative.

Topics Covered:

Unit 1: Romeo and Juliet
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.

Key Tasks:
Writing - With a focus on media bias, students will retell one of the key scenes in the play from the perspective of a biased tabloid newspaper article.
Reading – A multiple question reading quiz completed via Google quizzes.

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 - Students complete an exam style assessment, including an essay related to a theme from the novel.

Unit 3: Creative First Person Writing
Students will complete a creative writing unit called The Literature Festival – all Year 9s will take part in drafting and writing a first person narrative. This unit will aim to teach explicit writing skills that will benefit all students into their GCSE years and beyond.

Key Tasks:
Writing – Writing a first person narrative.

Unit 4: Victorian Worlds and poetry
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.

Students will also have the opportunity to complete a short, unassessed unit on a small cluster of GCSE poetry.

Key Tasks:
Reading - Students complete an exam on an unseen piece of Victorian Literature in class, supported by their teacher. The exam is aimed to prepare students for the demands of the GCSEs next year.

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.

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
  - www.booktrust.org.uk
  - www.hachettechildrens.co.uk

Geography Department

Subject Leader: Mrs O. Field (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:

Year 7: Term 1 content	Year 7: Term 2 content	Year 7: Term 3 content
1. What is Geography? 2. Resource Management	3. Africa is not a country 4. Extreme Environments	5. Water and Rivers
Skills: - geographical questioning - sustainability awareness - using OS maps **Case studies:** - Rampion wind farm **Assessment:** Map Skills	**Skills:** - misconceptions - recognising scales of diversity - identifying global patterns - physical concepts of water **Case studies:** - Nigeria - Antarctica & Amazon Rainforest **Assessment:** Resource Management & Africa	**Skills:** - recognizing global and local scales - analysing evidence - predicting future patterns - making links to climate change **Case studies:** - California Drought **Assessment:** Extreme Environments

Year 8 Topics:

Year 8: Term 1 content	Year 8: Term 2 content	Year 8: Term 3 content
1. Population and Migration 2. Rumbling Earth	3. Eurasian Giants 4. Wild Weather	5. Geography of Crime 6. Cracking Coastlines
Skills: - data interpretation - map reading of distributions - Issues evaluation - sustainability awareness - plate tectonic theory - case study evaluation **Case studies:** - Libya - Turkey & Syria EQ - Philippines **Assessment:** Population and Migration	**Skills:** - geographical descriptions - linking physical and human factors - weather measuring - global distributions - identify patterns (scatter graph) **Case studies:** - China, India, Russia - UK Floods 2007 **Assessment:** Rumbling Earth & Eurasian Giants	**Skills:** - identifying patterns of crime - plotting a scatter graph - describe physical features - evaluate census data - describe coastal processes **Case studies:** - Birling Gap (field trip) **Assessment:** Wild Weather & Crime

Year 9 Topics:

Year 9: Term 1 content	Year 9: Term 2 content	Year 9: Term 3 content
1. Global Tourism 2. Oceans and Coral Reef	3. Tectonic Hazards 4. Weather Hazards	5. Climate Change 6. Going Global
Skills: - issues evaluation - empathy - mapping - locational geography **Case studies:** - Masai Mara, Kenya - Dubai, UAE - Great Barrier Reef **Assessment:** Global Tourism	**Skills:** - physical structures (plate boundaries) - concept building - physical concepts - cause-effect-response chain **Case studies:** - Haiti & Japan - Typhoon Haiyan **Assessment:** Oceans & Tectonic Hazards	**Skills:** - understanding physical and human causes of climate change - identifying methods of adaptation and mitigation - factors affecting globalisation - the role of TNCs - global connections & improving conditions in NEEs **Case studies:** - Somerset Level Flooding or Storm Eunice - Rana Plaza Disaster **Assessment:** Weather Hazards and Climate Change

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)

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 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?

Summer holiday reading project (with English department)
In the summer between Year 7 and 8, we ask all students to read David Olusoga's *Black and British* which will then underpin several topics in Year 8 History.

Year 8 Topics:

In Year 8, we build on the chronological framework students gained in Year 7. We study key events - but 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. Having read *Black and British* over the summer, this will be used several times during the year, and students will be asked to bring their copies in.

Autumn Term (1): 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?

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?

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 Google Classroom or from your child's history teacher.

Mathematics Department

Subject Leader: Mr J. Smith

KS3 Curriculum Leader: Mr H. Hewlett (h.hewlett@cncs.co.uk)

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.

Over the three years students will cover the following;

1. **Number:**
    - Understanding and using place value for integers, decimals, and fractions.
    - Performing operations with positive and negative numbers, including fractions and decimals.
    - Applying the concepts of ratio, proportion, and percentages in various contexts.
    - Solving problems involving percentages, including percentage change and interest calculations.
2. **Algebra:**
    - Understanding the use of letters to represent variables.
    - Manipulating algebraic expressions and solving equations and inequalities.
    - Graphing linear functions and understanding the relationship between algebraic and graphical representations.
    - Working with sequences, including arithmetic and geometric progressions.
3. **Ratio, Proportion, and Rates of Change:**
    - Solving problems involving direct and inverse proportion.
    - Understanding and using scale factors, maps, and scale drawings.
    - Applying concepts of speed, density, and other rates of change in various contexts.
4. **Geometry and Measures:**
    - Properties and constructions of 2D shapes and 3D solids.
    - Understanding and using the properties of angles, including those in parallel lines and polygons.
    - Solving problems involving perimeter, area, and volume.
    - Applying concepts of transformations, including reflections, rotations, translations, and enlargements.
5. **Probability:**
    - Understanding and calculating probabilities from experimental and theoretical perspectives.
    - Using probability models and understanding the concepts of independent and dependent events.
6. **Statistics:**
    - Collecting, organising, and representing data using tables, charts, and graphs.
    - Analysing data to find measures of central tendency (mean, median, mode) and spread (range, interquartile range).
    - Drawing conclusions and making inferences from data sets.

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.

Homework

Students are expected to complete one hour of independent maths at home per week. This will be using an online platform called Sparx Maths. Students are expected to use their independent workbook to write their working out and answers to questions and this book will be checked in class. Sparx Maths is designed so that students get 100% and the questions are tailored towards each individual student. It has video support so we expect students to try this first before flagging questions to their teacher. Parents/carers will be informed of progress on Sparx as well as any missed deadlines. In order to support students with their homework, any student is welcome to come to Sparx Club every lunchtime in MF4.

Assessment Opportunities

Throughout the year all students will undertake three formal assessments in class. These assessments will be cumulative, covering everything they have studied up until that point. Students will be prepared for assessments in class and will be provided with support to revise at home. Their Sparx homework will also support this preparation. After assessments students are expected to watch video solutions and correct their mistakes at home.

Helpful Hints for Parents/Carers

- 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. Ensure students can tell the time on an analogue clock.

Modern Foreign Languages Department

Subject Leader: Ms C. Marsh

Curriculum Leader: Mr J. Greenwood (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. 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 learn how to describe their town/city where they live and their house/bedroom. During this term they will continue learning the present tense and they will be introduced to the future tense, as well as practising opinions and how to justify them.

Spring Term: Students will study free time activities. During this term they will study how to describe what they do for leisure and why. They will continue developing their present and future tenses.

Summer Term: Students will consolidate and increase their knowledge of key verbs, nouns, adjectives, time phrases and opinions and start learning about the past tense. The topic covered will be school.

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 develop and extend their communication skills using three tenses on the topic of free time activities.

Spring Term: During this term students will study how to describe holiday activities and talk about a past holiday. They will 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.
- 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

Curriculum Leader: Mr J. Alexander (j.alexander@cncs.co.uk)

Year 7 Topics:

In Year 7 students will experience a highly practical curriculum exploring a range of different musical styles and will secure the foundational knowledge needed to understand music using rhythm, dynamics, tempo and pitch. They will learn how to use their voices musically and with confidence, develop instrumental skills on a variety of instruments including ukulele, guitar, bass and drums. They will learn how to read music and where to find the notes on the keyboard but most importantly how to use these skills in their practical music making. They will learn how to use music technology software to create, record and edit music. They will develop their ensemble drumming skills and improvisation within a group setting. All activities have extensions and challenge tasks available.

Homework Tasks:

Students will be set a fortnightly homework task via Google Classroom.

Find Your Voice	Keyboard	Reggae Music	Class song and Performance	Rap Music	Samba
Students have the opportunity to share their musical skills before they develop their vocal skills.	Students will learn how to play the keyboard using staff notation.	Students will learn a reggae piece on a variety of instruments before picking one to play as part of a class band	Students will select a piece of music and their instruments before learning the piece together to perform in a concert.	Students will learn how to use music software to create a song in a hip-hop style.	Students will develop their rhythmic abilities to take part in an ensemble drumming experience.

Year 8 Topics:

In Year 8 students will develop their understanding of a range of different musical styles and will build on the knowledge needed to understand music including scales, chords, timbre and musical structures. They will further advance their singing and instrumental skills in the pop and country music styles. They will learn increasingly complex processes of music production and how these relate to different compositional tasks. They will develop their keyboard skills with a challenging performance piece and work within a group setting in many projects, including in creating a performance piece using polyrhythms. All activities have extensions and challenge tasks available.

Homework Tasks:

Students will be set a fortnightly homework task via Google Classroom.

Pop Music	Electronic Dance Music	Country Music	Music for Video Games	Keyboard	African Drumming
Students build on their vocal and instrumental skills with a more technically challenging piece.	Students will create a piece of dance music, with a focus on drum and bass, using music software	Students will develop their performance skills on a variety of instruments within the country genre	Students will use their music technology and composition skills by writing music for a video game.	Students will learn how to perform *In The Hall of the Mountain King* on the keyboard.	Students will learn how to play African djembe drums and how to perform as part of an ensemble.

Year 9 Topics:

In Year 9 students will be taught in smaller classes, enabling them to deepen their understanding of a range of different musical styles. They will secure the knowledge and skills needed to use their voice with confidence, use instruments with a greater technical ability and how to create more complex musical pieces and textures. They will learn how to choose different chords and scales to achieve their intended outcomes and how to make finished musical products. They will secure their ensemble skills using a variety of instruments and use music technology in a more proficient way. They will learn how to improvise, perform and compose in a variety of styles and settings. They will understand the musical theory that they are using to be successful in these projects. All activities have extensions and challenge tasks available.

Homework Tasks:

Students will be set a fortnightly homework task via Google Classroom.

Dance Music	Film Music	Arranging - Remixing	Songwriting	Class Song
Students build on their vocal and instrumental skills with a more technically challenging piece.	Students will learn how to compose music to accompany a film.	Students will use Pachelbel's famous chord sequence and create their own arrangement or remix of the music.	Students will learn how to compose and record their own song including chords, bass, lyrics and melody.	Students will work together to choose a song to perform and develop their performance skills whilst learning the piece.

Assessment:

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

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 Cardinal 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 the school each week. There is a termly charge for group lessons. Some students are entitled to 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: https://createmusic.org.uk/for-children-and-young-people/lessons-at-school/, or contact Mrs Lane, Director of Music by email c.lane@cncs.co.uk 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 Theatre Club: Open to all students who enjoy musical theatre.

Music Tech Club: Open to all students who want to learn how to use music technology.

String Orchestra: Open to all students who learn violin, viola, cello or double bass.

Blues Band: Open to all singers and instrumentalists.

Brass Ensemble: Open to all students who learn a brass instrument.

Yr 7, Yr 8 and Yr 9 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.

Music Theory: A paid for option for students who want to develop their understanding of music theory.

Physical Education Department

Subject Leader: Mr L. Murphy

Curriculum Leader: Mr M. Scott (m.scott@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.

Years 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 students 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. 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 'securing' set stretches and challenges students with more advanced skills and the concept of tactical awareness.

Year 9:

In the Year 9 curriculum offer, students are placed into six single gender groups, consisting of three boys groups and three girls groups. These groups are set according to students' prior attainment and practical performance to ensure that lessons provide an appropriate level of challenge and support for all learners.

This structure is designed to ensure a smooth transition into Years 10 and 11 by providing ample opportunity for students to progress into academic PE pathways such as GCSE PE and BTEC Sport. Students in the higher attaining groups will be stretched and challenged further through activities that develop advanced practical ability, tactical understanding and performance, preparing them for further study in PE and Sport.

Alongside opportunities for academic progression, the Year 9 curriculum continues to provide a broad and balanced range of sports and physical activities. This ensures that all students have the opportunity to participate, develop their confidence and competence across different activities, and form a long lasting relationship with physical activity.

The curriculum balances opportunities for performance, competition, recreation and health and fitness, ensuring that every student is encouraged to achieve their potential while enjoying an engaging and varied Physical Education experience.

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.

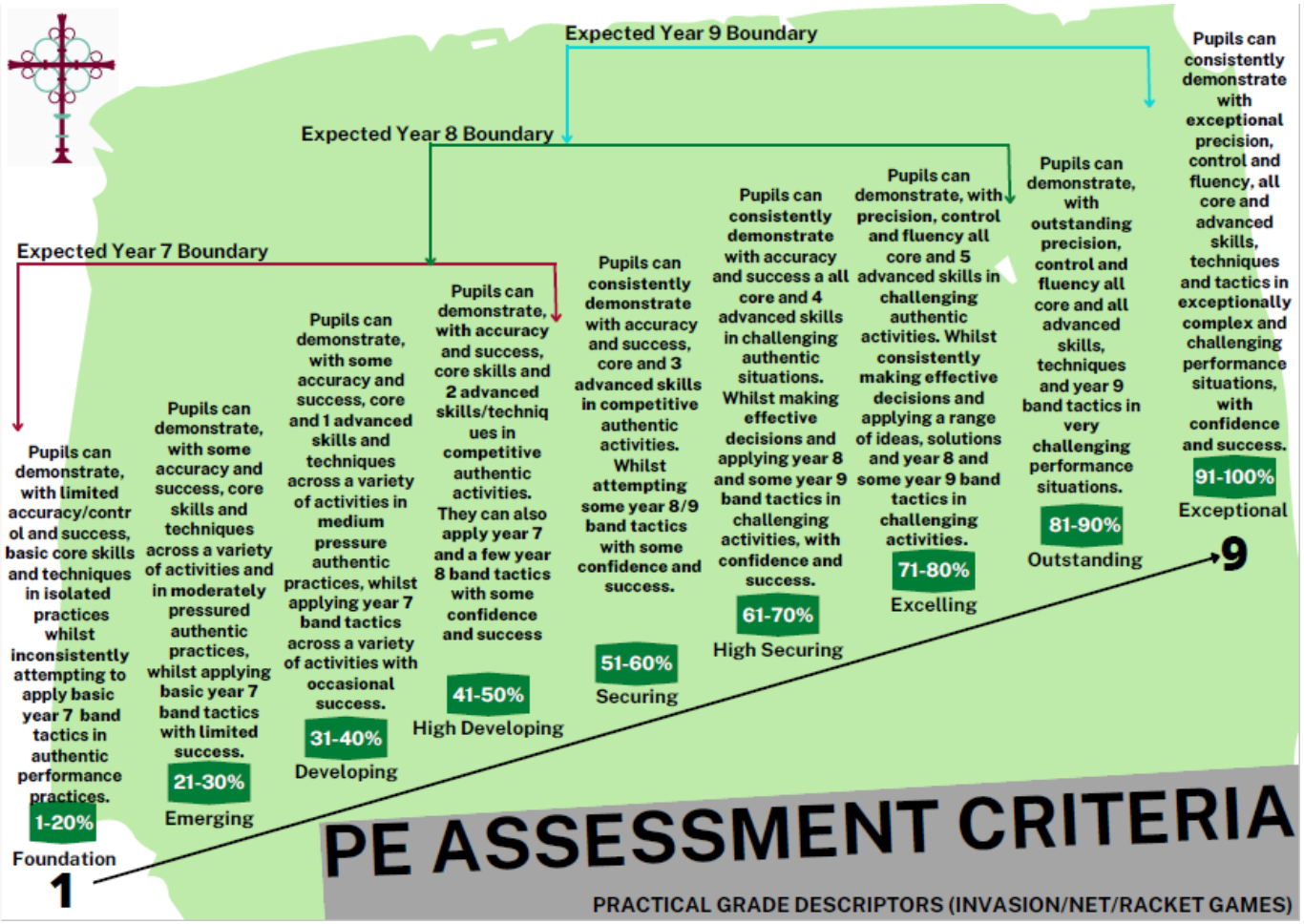
The theoretical assessment will take place in three short online Google form quizzes set throughout the year. This theory element will provide students with further insight into topics which are included in GCSE PE or BTEC Sport in KS4, and provide students with in-depth knowledge of how their body works.

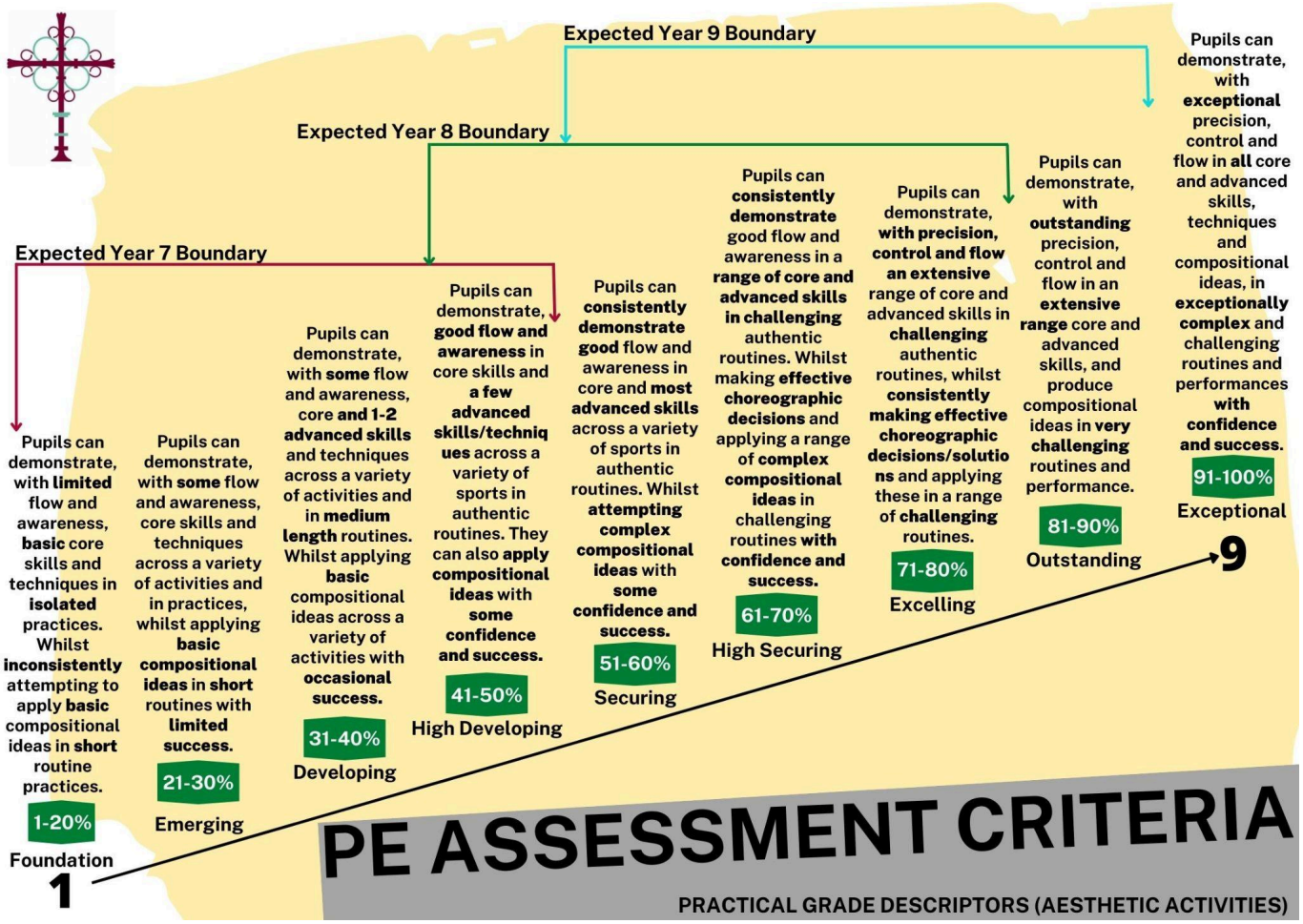
Extra-Curricular P.E.

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 P.E. clubs build upon the work covered in P.E. 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	


Expected Year 9 Boundary
Expected Year 8 Boundary
Expected Year 7 Boundary
Pupils can demonstrate, with limited accuracy/control and success, basic core skills and techniques in isolated practices whilst inconsistently attempting to apply basic year 7 band tactics in authentic performance practices.
1-20%
Foundation
1
Pupils can demonstrate, with some accuracy and success, core skills and techniques across a variety of activities and in moderately pressured authentic practices, whilst applying basic year 7 band tactics with limited success.
21-30%
Emerging
Pupils can demonstrate, with some accuracy and success, core and 1 advanced skills and techniques across a variety of activities in medium pressure authentic practices, whilst applying year 7 band tactics across a variety of activities with occasional success.
31-40%
Developing
Pupils can demonstrate, with accuracy and success, core skills and 2 advanced skills/techniques in competitive authentic activities. They can also apply year 7 and a few year 8 band tactics with some confidence and success
41-50%
High Developing
Pupils can consistently demonstrate with accuracy and success, core and 3 advanced skills in competitive authentic activities. Whilst attempting some year 8/9 band tactics with some confidence and success.
51-60%
Securing
Pupils can consistently demonstrate with accuracy and success a all core and 4 advanced skills in challenging authentic situations. Whilst making effective decisions and applying year 8 and some year 9 band tactics in challenging activities, with confidence and success.
61-70%
High Securing
Pupils can demonstrate, with precision, control and fluency all core and 5 advanced skills in challenging authentic activities. Whilst consistently making effective decisions and applying a range of ideas, solutions and year 8 and some year 9 band tactics in challenging activities.
71-80%
Excelling
Pupils can demonstrate, with outstanding precision, control and fluency all core and all advanced skills, techniques and year 9 band tactics in very challenging performance situations.
81-90%
Outstanding
Pupils can consistently demonstrate with exceptional precision, control and fluency, all core and advanced skills, techniques and tactics in exceptionally complex and challenging performance situations, with confidence and success.
91-100%
Exceptional
9
PE ASSESSMENT CRITERIA
PRACTICAL GRADE DESCRIPTORS (INVASION/NET/RACKET GAMES)


Expected Year 9 Boundary
Expected Year 8 Boundary
Expected Year 7 Boundary
Pupils can demonstrate, with limited flow and awareness, basic core skills and techniques in isolated practices. Whilst inconsistently attempting to apply basic compositional ideas in short routine practices.
1-20%
Foundation
1
Pupils can demonstrate, with some flow and awareness, core skills and techniques across a variety of activities and in practices, whilst applying basic compositional ideas in short routines with limited success.
21-30%
Emerging
Pupils can demonstrate, with some flow and awareness, core and 1-2 advanced skills and techniques across a variety of activities and in medium length routines. Whilst applying basic compositional ideas across a variety of activities with occasional success.
31-40%
Developing
Pupils can demonstrate, good flow and awareness in core skills and a few advanced skills/techniques across a variety of sports in authentic routines. They can also apply compositional ideas with some confidence and success.
41-50%
High Developing
Pupils can consistently demonstrate good flow and awareness in core and most advanced skills across a variety of sports in authentic routines. Whilst attempting complex compositional ideas with some confidence and success.
51-60%
Securing
Pupils can consistently demonstrate good flow and awareness in a range of core and advanced skills in challenging authentic routines. Whilst making effective choreographic decisions and applying a range of complex compositional ideas in challenging routines with confidence and success.
61-70%
High Securing
Pupils can demonstrate, with precision, control and flow an extensive range of core and advanced skills in challenging authentic routines, whilst consistently making effective choreographic decisions/solutions and applying these in a range of challenging routines.
71-80%
Excelling
Pupils can demonstrate, with outstanding precision, control and flow in an extensive range core and advanced skills, and produce compositional ideas in very challenging routines and performance.
81-90%
Outstanding
Pupils can demonstrate, with exceptional precision, control and flow in all core and advanced skills, techniques and compositional ideas, in exceptionally complex and challenging routines and performances with confidence and success.
91-100%
Exceptional
9
PE ASSESSMENT CRITERIA
PRACTICAL GRADE DESCRIPTORS (AESTHETIC ACTIVITIES)

PSHE Department

Subject Leader: Miss L. Marsh (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 revising
- 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:

In Year 8, PSHE is delivered through our specialist carousel model. Each form tutor develops expertise in one of six key PSHE units, delivering the same topic to different groups throughout the half term. Students rotate between tutors each half term, ensuring they experience all six units over the course of the year.

Topics include:

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

Online safety
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

Wider world
In this topic students will look at:
- Water safety (living by the sea)
    - Bike safety
    - Knife crime awareness
    - White ribbon mens mental health
    - Keeping safe in Brighton and Hove

Faith, Culture & Inclusion
In this topic we will look at:
    - The ways different faith groups contribute to society
    - British values and culture day
    - Prejudice, discrimination and the equality act
    - Citizens UK and how Cardinal Newman are getting involved
    - Kindness in our community - what can we do to make everyone welcome.

Year 9 Topics:

Prejudice, Stereotypes and Anti-Bullying
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, revision 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: Mr D. O'Brien (d.obrien@cncs.co.uk)

Religious Education is the "core of the core curriculum" in a Catholic school (Pope John Paul II). The aim of RE in a Catholic school is to educate the whole person, recognising that each person is unique and made in the image of God. The RE curriculum deepens religious and theological understanding, particularly in the Catholic faith. We enable students to be religiously literate and engage in a fully informed critique of knowledge, through enquiry and critical thinking. Through the RE curriculum we raise awareness of the faith and traditions of other religious communities in order to respect and understand them and students are given the opportunity to reflect upon their own spiritual journey, developing an understanding of how people respond to God's call in their lives.

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 RE 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.

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 RE 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: Creation 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.

Autumn 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.

Spring 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: Ends of the Earth
Students will learn about the role the Spirit plays in the life of the Church and in the lives of individuals. They will understand the Holy Spirit as the third person of the Trinity. They will then make a link between the life-giving Spirit and the strengthening of that life that is brought about through the Sacrament of Confirmation.

Summer Term: Dialogue and Encounter
Students will learn about the Councils of the Church and how Councils make authoritative statements that clarify matters of faith and morals across time. They will be able to describe ways in which Christians give witness to the ecumenical spirit, for example actions for social justice, prayer, dialogue, acknowledging the shared wisdom of Christian traditions, understanding the traditions of Christian communities and living Gospel values. Students will encounter **other denominations within Christianity** as well as exploring **Judaism**. They will look at how they impact the lives of their believers as well as exploring non-religious worldviews.

Year 8 Topics:

Autumn Term: Creation and Covenant
Students will return to the beginning of the narrative of salvation history but focusing on how the account of the Fall in Genesis 3 is a figurative reflection on flawed human nature. Students will study the important role conscience plays in the responsible exercise of human freedom. They will understand what the Church teaches about the nature of conscience and the duty that all human beings have to inform their conscience. They will recognise baptism as the sacrament by which all sins are forgiven, through a participation in Christ's death and resurrection and being reborn into a new life of grace.

Autumn Term: Prophecy and Promise
Students will learn the role of prophets through studying the shape of prophetic texts in the scriptures, and the specific way messianic prophecies play a part in Advent celebrations. Students will look at Advent liturgies and cultural practices from around the world. Students will carry a detailed study of one prophetic text, identifying the ways in which the message and life of the prophet mirrors the prophetic pattern identified. Students will look at the Sacrament of Baptism again, but this time focus on how, through the anointing with Chrism, a person is able to share in the threefold office of Christ as priest, prophet and king.

Spring Term: From Galilee to Jerusalem
Students will learn about the ministry of Jesus, focusing particularly on his proclamation of the kingdom reign of God through his action, parables and miracles. Students will then make connections between Jesus' teaching on the kingdom, specifically his encounters with the sick and sinful, and the Sacrament of the Anointing of the Sick. Finally, they will consider ways in which Christians today are to show special care for the poor, sick and marginalised through the corporal and spiritual works of mercy.

Spring Term: From Desert to Garden
Students will learn about the account of Jesus' passion and death, reflecting on the meaning of this suffering by making links with the Suffering Servant prophecy of Isaiah. Students will show some understanding of how the Church celebrates Jesus' passion, death and resurrection during the liturgies of the Triduum. Students will study the Sacrament of Reconciliation and will then look at the relationship of faith to life by considering ethical questions that arise because of Catholic responses to the meaning of suffering, at the role art can play in responding to suffering, and at different Lenten, cultural practices from around the world.

Summer Term: Ends of the Earth
Students will look at two scriptural passages that provide the basis for a belief in the Resurrection and the hope of eternal life. They will make connections between the two passages studied and Catholic beliefs concerning the resurrection of the body and life everlasting, including the four last things. Students will study the main elements of a Catholic funeral rite within a Requiem Mass, understanding its significance and the ways in which it reflects Catholic beliefs. Finally, they will then compare the Catholic understanding with the beliefs of other religious people about life after death and with those who reject the existence of an immortal soul entirely. They will also consider the ways in which Catholic funeral customs overlap with other cultural practices.

Summer Term: Dialogue and Encounter
Students will learn about how contemporary principles of dialogue and proclamation in the Catholic Church were established during the Second Vatican Council. They will understand that the Universal Catholic Church includes different Catholic Churches, each possessing its own proper traditions and patrimony. They will understand One Catholic Church other than the Latin Church and the tradition to which it belongs (including its patrimony and cultural riches, such as music and art). Students will encounter the religion of **Hinduism** and how this impacts the lives of those who follow this faith, as well as exploring non-religious worldviews.

Year 9 Topics:

Autumn Term: Creation and Covenant
The overarching theme for this unit is the dignity of the human person, one of the principles of Catholic Social Teaching, but also a foundational scriptural teaching: every human being has an inalienable dignity and men and women are equal in dignity, since each are made in the image and likeness of God. This principle is explored under two aspects: the moral implications of human dignity and the nature of man and woman as the basis for Christian marriage.

Autumn Term: Prophecy and Promise
This unit focuses on the role of the Blessed Virgin Mary in the narrative of salvation history. This unit builds on the last by recognising the ways in which Mary is seen to be the fulfilment of the Protoevangelium in Genesis and the role typology plays in the allegorical sense of Scripture.

Spring Term: From Galilee to Jerusalem
Throughout branch 3 in KS3, students have slowly built up an understanding of key themes in the Gospel of Mark. In Year 7, the focus was on the titles of Jesus. In Year 8, it was on the proclamation of the Kingdom. In Year 9, we look at another of Mark's key themes: discipleship. Students will gain some insight into the importance of Mark's supposed historical context of a persecuted Roman Church and the reasons why Mark presents the failure of the disciples more starkly than any of the other Gospels.

Spring Term: From Desert to Garden
The main focus of this unit is the question of how Christ's death is redemptive. It builds on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation. In this unit we build on the learning at the end of Year 8 about salvation and life after death by considering the ways in which Scripture and the Church have explained how Christ's death can have a salvific power.

Summer Term: Ends of the Earth
We began Year 9 by looking at the nature of human beings who were made in the image of God, relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ's salvific work which we studied in the last unit: the Church.

Summer Term: Dialogue and Encounter
By the end of this unit of study, students will know:

- The teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in 'Meeting God in Friend and Stranger'.
- How fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good and its three essential elements
    - Respect for the person
    - Social wellbeing and development of society
    - Peace and security
- **Encounter:** They will learn how **Muslims** practice their faith and key beliefs within Islam. They will look for opportunities for 'dialogue' within this encounter section.

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 continue to develop key skills of knowledge/understanding, explanation and evaluation through their 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: Miss I. Peel

KS3 Curriculum Leader: Teacher D. Heyns (d.heyns@cncs.co.uk)

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 and 8.

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 the structure and function of living organisms.

Spring Term: Students will study forces before moving onto atoms, elements, compounds and the periodic table.

Summer Term: Students will study the digestive system and health, before moving on to exploring space and the earth.

Year 8 Topics:

Autumn Term: Students will start with chemistry and a focus on chemical reactions before moving on to study genes and human reproduction.

Spring Term: Students will begin the term with a biology module on plant reproduction and ecosystems. This is followed by energy.

Summer Term: During the summer term students look at the science of the earth and will move on to electricity and magnetism

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: In the autumn term, students study Chemistry. They will cover basic atomic structure, bonding between atoms, properties of molecules and the periodic table. They then move onto chemistry of the atmosphere, studying greenhouse gases, pollution and water. They will also learn about the earth’s resources, before learning about chemical analysis.

Spring Term: In the spring term, students study Biology. Students will start by studying cells, they will learn what sub-cellular structures are found in prokaryotic and eukaryotic cells. They will cover cell division and movement of substances between cells, diffusion, osmosis and active transport. They will then learn about the structure and functions of the heart and lungs and diseases that can affect them.

Summer Term: In the summer term students will study Physics. They will explore the particle model and complete the required practical of calculating density. Students will then study energy, introduction to equations, power and power stations. They will then move on to forces and motion, focusing on speed and velocity.

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, February 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.ntscience.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*
    - **CNCS Science Google site** - https://sites.google.com/cncs.co.uk/ks4science?usp=sharing
    - **GCSE Specification:** *https://www.aqa.org.uk/subjects/science*
    - **Quizlet:** Access to online revision cards by topic:
        - Chemistry: *https://quizlet.com/join/rj2NfVCnp*
        - Biology: *https://quizlet.com/class/6953963/*
        - 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

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 is the first response to students who have SEN/D. The class teachers have a commitment to make appropriate adaptations for students' needs within their lessons, delivering Quality First Teaching through the graduated approach cycle of assess, plan, do and review.

Beyond that, the Learning Support team may arrange extra provision for students on the SEN Register (E or K). This will result in a Student Passport being written and circulated for those students who require extra intervention that can be delivered in class. These passports detail strengths/interests, specific needs and strategies to support the student within the classroom. For a very small number of students, this may involve support from a Teaching Assistant, and/or literacy/speech and language therapist, booster reading sessions, and/or other small group intervention. For a very small number of students (10) in KS3 they may be provided access to Nurture School which provides a small group setting for learning.

Additional after school support can be obtained by any student who is invited to attend Homework Club, which is open every afternoon after school and is staffed by members of the Learning Support team.

The Learning Support team, Pastoral staff and the Wellbeing/Safeguarding team work closely together to support students who have social, emotional or mental health (SEMH) needs. The help of specialist outside agencies may also be called upon in some cases. The school has its own Student Services which supports students with medical needs.

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