



**King Arthur's
Community School**

**LOWER SCHOOL
CURRICULUM**

INTRODUCTION

This booklet has been compiled to help you understand what your son or daughter will be studying during Year 8 and 9. Parents often ask for guidance to enable them to support their children: education is, of course, very much a partnership between home and school. Working at home is an important part of the learning process. You will now be able to see your child's homework in the context of the schemes of work in each subject area for the year. (There are some hints on how to help your child at the end of this booklet). All years have a homework timetable. You will find this in their personal organiser and on the school website: www.kingarthurs.org.uk

We encourage students to start to take responsibility for their own learning, incorporating investigation and research activities into homework tasks and gaining independence. The school's well equipped Library Resource Centre is available for individual study at lunchtime.

In the Summer term of Year 9 all subjects report a final level on the Progress Report sent home in May. Students progress towards target levels are reported three times a year and you are encouraged to attend parent's evenings.

25 (60 minute) LESSONS PER WEEK

Art	DT	Drama	English	Hums	IT	Maths	Mod Lang	Music	PSHE	PE	Science
1	2	1	3	4	1	3	3	1	1	2	3

And to finish, here are some hints about how to help
You probably do them anyway, but just in case.....

- **show an interest in the work they're doing**
 - **other members of the family can help too - grandparents can be a great source of information (and may have more time to offer)**
- **read and have books around**
 - **make sure there's a dictionary and encyclopaedia around and an atlas too**
- **be prepared to help with quick tests of tables, spellings, notes for exams**
 - **try to watch out for things that will challenge young people and their thinking - politics, science, technology**
- **always build them up, be positive about their work when they've tried hard**
 - **can mealtimes be talking times together?**
- **encourage our young people to ask questions - don't be embarrassed**
 - **do you share interests of hobbies?**
- **go to the library**
 - **ask at parents evenings**
- **www.kingarthurs.org.uk**

SCIENCE

Students continue to develop their investigational skills through a curriculum based around the ideas of 'How Science Works'. This focuses students work on key skills such as predicting, communicating, scientific ideas and evaluating evidence. This is largely done through practical work.

Overview

The curriculum is broken down into modules that are taught throughout the year. However we collapse the Science timetable once a term to carry out a project with the whole year group.

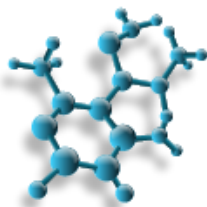
Year 8 Topics

Biology	Life and Body/Disease/People and the Environment/Animal Behaviour
Chemistry	Periodic Table/Elements and Properties/ Metals and Rocks
Physics	Sound and Movement/ Heating and Cooling/ Light

Year 9 Topics

Biology	Biodiversity/Genetics and Variation/ Fit and Healthy/Senses
Chemistry	Carbon/Transport and Fuels/Water/Recycling
Physics	Earth and Space/Energy and Electricity/ Sport Science and Speed

Throughout both years, students are assessed on both their knowledge and understanding of the topics covered and the skills that they are developing through 'How Science Works'



Our curriculum aims to enable our students to become:

- Successful Learners; who enjoy learning, make progress and achieve.
- Confident Individuals; who are able to lead safe, healthy and fulfilling lives.
- Responsible Citizens; who make a positive contribution to society.

We believe that Every Child Matters and our curriculum includes opportunities to explore:

- Being Healthy Staying Safe Enjoying and Achieving
- Making Positive Contributions Achieving Economic Well Being

Throughout their experiences at King Arthur's School, students will be able to focus on developing their:

- Attitudes and Abilities; e.g.: determined, adaptable, confident, risk taking and enterprising.
- Skills; e.g.: literacy, numeracy, ICT, Personal Learning and Thinking Skills (PLTs).
- Knowledge and Understanding; e.g.: big ideas that can shape the world.

WHO'S WHO

Headteacher	Mrs E Wilkes
Deputy Headteachers	Mr D Dwyer Mr R Wright
Head of Lower School	Mrs L Fuller
Curriculum Support	Mrs D Wright
Student Support Manager	Mrs M Pearce
<u>Subject Leaders</u>	
Art	Mr M Tinsley
Design Technology	Mr D Kiddell
English	Mrs S Finnegan
Humanities	Mr S Page
I.C.T.	Mr J Thomson
Languages	Ms V Cadieu
Library Recource Centre	Mrs I Chant
Mathematics	Mrs G Morris
Music	Miss E Fletcher
P.E.	Mr D Dwyer
Science	Mrs E Vanden-Heede

PHYSICAL EDUCATION

Students in Year 9 opt for one of two pathways, “Creative & Games” or “Competitive/Tactical”. Each pathway has a selection of activities which allow the students to continue to explore the National Curriculum range content in greater depth, and allows students to develop their physical and creative skills further. Students will have the opportunity to transfer their skills to new or alternative activities where appropriate.

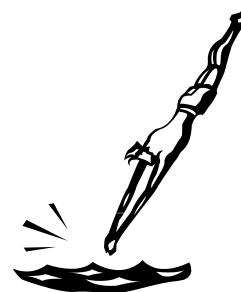
An example of some of the activities are outlined below:

Netball, Football, Ultimate Frisbee, Dance, Rounders, Cricket, Volleyball, Basketball, Health Related Fitness, Trampolining, Bowls, Outdoor and Adventurous Activities, etc.

Students are assessed through multi abilities using an Assessment for Learning Profile Wheel, where they have an opportunity to self assess as well as record assessments made by their teachers. The multi abilities assessed are namely Personal, Social, Cognitive, Health, Creative and Physical. Each ability ranges from level 1 up to level 8, and by then end of year 9 most students should achieve level 5 in each ability, with more gifted and talented students achieving higher levels in two or more abilities.

We have a range of lunchtime clubs, extra-curricular activities and teams which include:

Dance, Netball, Football, Badminton, Basketball, Trampolining, Rounders, Athletics and Sports Hall Athletics, Table Tennis, Cheerleading and Rugby.



PHYSICAL EDUCATION

Students in Year 8 follow the range of content of the National Curriculum through a variety of sporting and creative activities whilst emphasising the multi abilities of the students.

RANGE OF CONTENT

Out witting an opponent

Accurate Replication

Exploring and communicating ideas, concepts and emotions

Performing at maximum levels

Identifying and solving problems

Exercising safely and effectively

Students are assessed through multi abilities using an Assessment for Learning Profile Wheel, where they have an opportunity to self assess as well as record assessments made by their teachers. The multi abilities assessed are namely Personal, Social, Cognitive, Health, Creative and Physical. A variety of sporting and creative activities are covered some of which are listed below.

Athletics, Badminton, Cricket, Dance, Health Related Fitness, Hockey, Football, Multi-skills, Outdoor & Adventurous Activities, Rugby, Swimming.

We have a range of lunchtime clubs, extra-curricular activities and teams which include:

Dance, Netball, Football, Badminton, Basketball, Trampolining, Rounders, Karate, Athletics and Sports Hall Athletics, Table Tennis, Cheerleading and Rugby.



ART

Autumn Term - Objects and Viewpoints (8A)

In this unit, students explore familiar objects from different viewpoints as the starting point for their work. They develop their ideas by selecting and abstracting qualities of objects to use as the basis for a painting. They learn about the ideas and approaches of the cubists and their influences and make connection with other artists who worked from still life.

Autumn Term - Life Events (9A)

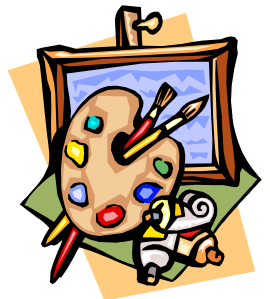
In this unit, students explore ideas and feelings about an event in their own life as the starting point for image making. They analyse painting, prints, photography and digital images, including examples of photojournalism, to learn how visual qualities can be manipulated to evoke strong reactions and to represent ideas, beliefs and values. They make connections between eighteenth and nineteenth century paintings and contemporary visual culture.

Spring Term - Animating Art (8B)

In this unit, students explore the use of the moving image to communicated ideas about particular genre or styles of Art. They analyse paintings, films, cartoons, illustrations, digital images, photographs and images from contemporary visual culture. They learn how to represent ideas and values using the moving image. They make connections between abstract expressionism, expressionism and pop art of the 1960s and contemporary moving images.

Spring Term - Change Your Style (9B)

In this unit, students explore contemporary designs and the ways in which artists take ideas from work of others and synthesise these into new creative forms. They develop their own ideas and design and make woven textiles, a ceramic form , a three-dimensional construction or body adornment. They investigate the influence of art from different cultures and traditions on fashion and design.



ART

Summer Term - Shared View (8C)

In this unit, students explore and use natural and other materials to construct a temporary, site-specific work, which represents a shared view of their locality. They work in groups to make a collective response. They analyse examples of work from different times and cultures where ideas, beliefs and values are shared and communicated through art, craft and design.

Summer Term - Personal Places, Public Spaces (9C)

In this unit, students explore examples of public art in their local area. They research the different ways in which ideas, beliefs and values are represented and shared in their local area and in different times and cultures, including contemporary modern practice. They explore ways of representing their own ideas and then collaborate with others to make a mural or a three dimensional form for a specific location.



PERSONAL , SOCIAL AND HEALTH EDUCATION

PSHE is taught in Year 8 and 9 by tutors to their tutor groups. The programme of work may vary from year to year to reflect trends and issues which are relevant to young people growing up in a changing world. The key topics taught this year are:

Year 8 PSHE and Careers

- ♦ economic awareness which consists of careers related work such as learning about our regional employment opportunities, learning about 'Connexions', a county employment service; meeting and hosting talks by local employers and issues relating to managing money.
- ♦ personal well-being - what is a drug? Tobacco costs and pressures, alcohol drink problems and the law. Managing mood swings, understanding personal relationships. First Aid.
- ♦ Citizenship. Investigating a charity it's work and how we can help. Mobile phone and internet issues. Rights and responsibilities.

Year 9 PSHE and Careers

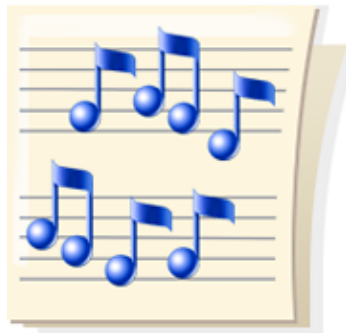
- ♦ economic awareness which consists of Options after Year 9, the Impact Road Show and the advantages of staying in learning, managing money, a careers talk on employment law and young people.
- ♦ personal well-being - Drug misuse, Cannabis awareness, the Schools' policy on drugs, sexually transmitted infections and staying healthy.
- ♦ Citizenship. How Parliament makes laws, who are our local Magistrates and how do they work? Young people and the law.
- ♦ Learning 2 learn—study skills and how to do well in exams.

MUSIC

In Year 8 students learn about how music is structured. We listen to a variety of music including Mozart's 'Clarinet Quintet', music for films, Folk Songs and Chinese/Japanese music. Composition skills are developed throughout they year in various group compositions. Students are always required to perform their work and listen constructively.

In Year 9 the work is project-based, with the students learning about certain subjects by means of listening to pieces, performing them and composing their own versions. Projects include, 'Rock and Pop', 'Musicals' and 'Jazz and Blues'.

There is an emphasis on learning the language of Music - understanding technical terms and being able to use these appropriately. They work in small groups helping each other pulling together as a team.



CURRICULUM SUPPORT

All students have different strengths and learning needs, and most of these will be met by the inclusive practice of the subject teachers who teach using visual, auditory and kinaesthetic teaching methods and differentiate work accordingly.

Some students have needs that are additional to or different from those of most other students of their age. These needs are identified through looking at assessment data, monitoring of progress or if a concern has been raised, extra testing. Gaining a greater understanding of where the difficulty lies and adapting resources or delivery can often reduce the impact of barriers to learning, which is the aim of Curriculum Support.

Students for whom additional help is necessary are put onto 'School Action', in line with the Code of Practice for Special Educational Needs. This means that we have recognised a need and are taking action to assist the student in making progress. This often takes the



form of adapting classroom practice or in-class support from one of our team of Learning Support Assistants. On occasion it is necessary to seek outside advice from a range of support services and professionals available to us and for some students we receive additional funding to meet their needs as a result of this advice. These students are put onto 'School Action Plus', or may have a Statement of Special Educational Needs provided, and will receive a higher level of support.

Although all our students are involved in target setting on Parents' Consultation Day, we provide individual education plans for those who need support greater than that which is available to most. These 'I.E.P.s' are circulated to all teachers of the student, and are updated regularly.

If you have any concerns relating to your child's additional needs, please feel free to telephone Mrs Wright, the SENCO, who will be happy to discuss these issues further.



DESIGN TECHNOLOGY

Year 8

Graphics

Students will experience a wide range of freehand and formal and computer aided design drawing techniques and demonstrate how these can be used to develop and communicate ideas effectively. The main focus of the project will be packaging, how it is designed and constructed and how it has been developed to maximise its impact on the consumer. The practical task involves the creation of a CD type package to hold and promote '2D Design', a piece of designing software. This software will be used to create a label for the disc. Students will have the opportunity to purchase this software for home use.



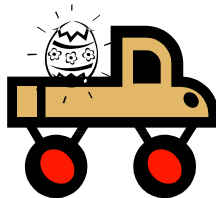
Cultural Foods

Students will explore ingredients and dishes from a range of different cultures from around the world. They will identify key ingredients and their nutritional value and use these to prepare dishes which typify these cultures. The focus of this project is on broadening students' experience and understanding of a wide range of ingredients and how they can be used to develop healthy and nutritious dishes. Students will be required to cook Italian, English, Indian and Chinese foods and they will also have the opportunity to design and make a dish of their own.



Mechanical systems and Control

This project will focus on gaining understanding of motion, forces, levers, cams, pneumatics and hydraulics and how these can be linked together to create mechanical control systems. Students will use the knowledge gained from this to design and make a bridge, cam based toy and rocket powered car. The main challenge in the project involves designing and making a series of inter-connected machines capable of safely transporting an egg over a set distance without touching it and without it breaking.



MODERN FOREIGN LANGUAGES

Year 9 Curriculum

Most students will start the GCSE French course based on EDEXCEL syllabus and they will follow the French schemes of work based on the EXPO 4 course. Teachers will differentiate the syllabus to make it accessible to all students.

- We want the students to understand the requirements of the French/ German GCSE course.
- We aim to develop students' confidence and fluency in French and to develop their comprehension skills, forming a sound basis for further study at KS4 and beyond.
- We aim to increase students' confidence about their linguistic skills and hopefully choose a language at KS4.



GERMAN

In Years 8 and 9 some students follow a foundation course in German which provides a sound basis for further study at KS4 and beyond. The course content and aims are very similar to French and as before, students need a bilingual German-English dictionary if they are to be able to complete homework tasks satisfactorily.

MODERN FOREIGN LANGUAGES

Year 8 Curriculum


- 1 . Students follow the French schemes of work published by Heinemann and based on the expo 2 course. We aim to:
 - Develop their confidence and fluency in French.
 - Develop their comprehension skills (grammar), forming a sound basis for further study at KS4 and beyond.
 - Develop their awareness of other cultures around them and create a tolerant and positive attitude towards other cultures.
2. They will cover the following topics:
 - Hobbies (likes and dislikes)
 - The future tense
 - The perfect tense
 - Going out and Food and drinks
 - Fashion
 - Friends and family
3. Students will be assessed at national curriculum levels 3 to 6.



DESIGN TECHNOLOGY

Year 9

Electronics and Control


This project will introduce students to electronics. They will investigate how the development of the microchip has led to the design and manufacture of increasingly more complex and interactive electronic products which have had a huge impact on our way of life. The practical task for this project is the designing and making of a cyberpet. Students will have to build an interactive electronic circuit at the heart of which is a programmable PIC chip. They will then learn how to program the circuit to control various inputs and outputs. The circuit will be contained within a laser cut acrylic housing decorated in the style of a 'Flanimal'. 

Product Design with Textiles



This project focuses on designing for a specific need and looks into all the aspects which go into the development of a successful design such as: ergonomics; aesthetics; form; function, etc. Students will carry out an in-depth investigation of a range of high visibility safety products looking at how they have been constructed, the materials that have been used, how well they function and ease of use. They will use what they have learnt from this to develop a design for their own unique high visibility safety product, which they will then prototype, manufacture and package.

Metal and Plastic

This project looks at manufacturing through the medium of metal and plastic. Students will be required to manufacture an adjustable mirror focusing closely on quality assurance and quality control to ensure the product is of the highest standard. The mirror part of the product will be produced from laser cut acrylic and will be based on the work of an artist or a specific piece of design. Students will have to carry out an investigation into the work of artists and designers to help them with the designing element of this task. 

ENGLISH

In Years 8 and 9 students will continue to work on all aspects of language and communication skills. Students will be helped to acquire a solid grounding in all reading and writing skills as well as oral and listening skills so that as active communicators and readers they can look forward to the Key Stage 4 course with real confidence. Some elements of the GCSE course may be introduced in the Summer term of Year 9.

Students will work on a range of texts, including poetry, drama and the novel, together with non-literary and media texts. Some texts will be by contemporary writers, others (for example Shakespeare) are drawn from the English literary heritage.

All students are expected to be self-disciplined in their approach to tasks, many of which will require extended pieces of work. Regular reading and a structured approach to the writing process are essential. Students will need to continue to develop the skills of planning, drafting, editing and proof-reading. Additional Literacy lessons have been created to provide support for a number of students in preparation for the key skills needed at Key Stage 4.

Students will encounter a range of drama-based activities throughout the year, including role play, improvisation and active work using scripts. There will be many opportunities to develop self-confidence and communication skills through both group and performance work. One lesson of Drama a week has been introduced this year for all students in Years 8 and 9

As you might expect, students are helped to show a greater sophistication and control in their language choices than in Year 7. Parents can continue to support the development of their child's language skills by taking an active interest in the work being covered. This may be through discussions at home and by being prepared to express personal opinions about texts and topics. Also, it is extremely useful when parents encourage children to be self-critical, for example over word choice, punctuation and presentation. This supports our aim of encouraging students to hold high expectations of themselves and their work.

MATHEMATICS

In Year 9 students continue to follow the Mathematics Enhancement Programme with supplementary work for set 4 from the MathsWise text books.

Topics that are covered in Year 9 include basic operations, indices and standard form, linear graphs, probability and transformations.

At the end of each unit students do an assessment test based on the work that they have covered. Students' progress is monitored at all times and moves are made regularly between groups.

We encourage the correct use of calculators and also mental methods. With this in mind it is of great use to the students to become proficient in knowing their tables and being able to perform mental calculations easily. Parents can help enormously in encouraging these skills: practising tables and using examples of numbers in everyday life e.g. checking itemised till receipts.

All students are given the opportunity to take part in World Maths Day and some do the UK Mathematics Challenge.

Students are expected to bring a ruler and a calculator to all lessons.

Useful Websites:

www.mymaths.co.uk (**user name - kacs / password - flame**)

www.cimt.plymouth.ac.uk - then go to the MEP link

www.mathsisifun.com

www.iamlearning.co.uk

www.bitesize

All text books can be accessed from the school website



MATHEMATICS

In Year 8 students continue to follow the Mathematics Enhancement Programme with supplementary work from other sources.

This is an interactive course that encourages students to participate orally and to share explanations of their solutions with other students. The course still emphasises the development of mental skills and the importance of the correct use of mathematical language. Students are tested on a regular basis and targets are set. Extensive use is made of interactive white boards and internet resources.

Topics that are covered in Year 8 include linear equations, data handling, scale drawing, probability, volume, factors, Pythagoras' Theorem, ratio and algebra. Numerical work and investigations are also included on a regular basis.

All students are encouraged to take part in World Maths Day and some do the UK Mathematics Challenge.

It is integral to the course that a reasonable amount of homework is completed after every lesson.

Students are expected to bring a ruler and a calculator to all lessons.

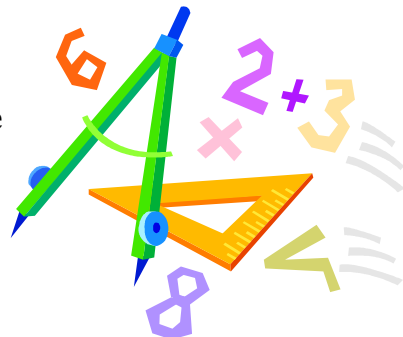
Useful Websites:

www.mymaths.co.uk (user name - kacs / password - flame)

www.cimt.plymouth.ac.uk

www.mathsisifun.com

All text books can be accessed from the school website



HUMANITIES

The Humanities Department teaches geography, history and religious education to students throughout their Key Stage 3 and Key Stage 4 career at King Arthur's School. Each member of staff has a specialist subject area which they continually research in order to produce material that is up to date, relevant and interesting for students. Although each subject is taught as a separate lesson, common themes run through all three subjects e.g. the study of cultural diversity or sustainability. The Humanities subjects teach students how the world works and why it sometimes doesn't!

HUMANITIES - GEOGRAPHY

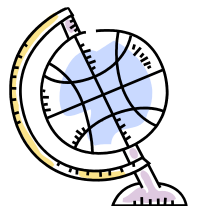
Geography is a continually changing subject relating people and places. In Year 8 and 9 students will widen their study to include issues affecting the global community. They will use different learning styles, applied ICT and an enquiry approach extensively. During the summer term students will be offered field work on the south coast. The themes students will be studying are as follows :

Year 8

1. Volcanoes and earthquakes
2. Coping with natural disaster – Hurricane Katrina
3. The history of the Earth – an introduction to Geology and fossils
4. Tourism and Ice – an introduction to glaciations and tourism
5. The impact of flooding
6. Comparing countries – China and the UK

Year 9

1. Can the Earth cope – climate change and how it will affect us
2. People everywhere – population
3. How are we using resources – an investigation into the oil industry and the ocean
4. Investigating Brazil and the tropical rainforest
5. How is child labour and the fashion industry linked?
6. Cities in LEDC's



HUMANITIES - HISTORY

History is about being a detective with most of the evidence missing ! Students will learn how to make sense of events and understand how they influence people`s actions in the modern world. Students will have to sort out the truth from the fiction and build an understanding of vanished lives. In Year 8 students will widen their study of English history to understand the making of the United Kingdom. In Year 9 students will place this knowledge into a global context in order to understand how events have shaped the modern world.

The themes students will study include :

Year 8

1. Was Mary 1st really hated by her subjects ?
2. Was Elizabeth 1st the first modern woman ?
3. Were the Gunpowder Plotters framed ?
4. Why did we go to war in 1642 and who was the enemy ?
5. Why was Charles 1st executed ?
6. What kind of man was Cromwell ?
7. How did life start changing by 1750 – industrial revolution and the ideas of a modern government?



Year 9

1. Investigating the slave trade and linking to the issues raised in the modern world.
2. Why did the Great Power go to war in 1914 ?
3. Why was there stalemate on the Western Front ?
4. Did the allies make a good peace ?
5. The rise of the dictators
6. An investigation into aspects of the Second World War
7. The Cold War and an investigation into the assassination of JFK.



INFORMATION TECHNOLOGY

The Year 9 course continues and extends earlier work. Students will use both new and familiar software to complete a wide range of tasks: these will include personal tasks and, for students who reach the highest levels, the creation of systems and facilities for others to use. Students will be expected to develop their research skills. After an initial project, students will start work on the OCR National Award. We will also be developing those Functional Skills in ICT introduced in Year 8. The regular assessments will continue as in years 7 & 8

In this course students are expected to take greater responsibility for the completion of these tasks: they will select the most suitable software, plan carefully, set targets and meet deadlines. As before there is a balance between practical skills and understanding; work outside of lesson time becomes even more important.

All students are encouraged to make **effective** use of ICT in all subject areas. Work produced at home is welcome, but students must ensure that our strict guidelines are adhered to for such work to be accepted for assessment purposes.

Aspects of OCR National Award

Safe working practices

Security

Planning and Evaluation

Information Handling

Use of Communication Systems

Business Documents and Presentations

Databases

Spreadsheets



INFORMATION TECHNOLOGY

In Year 8 the ICT course is the second part of a single entity which begins in Year 7 and continues in Year 9. Students will be given the opportunity to develop their capability in using and understanding ICT. We aim to build on previous experience and to extend the students where possible.

Much of the work will call upon skills required for the new Functional Skills course in ICT. This course uses regular end of module assessments for knowledge skills and understanding and culminates in a practical examination on the computers.

Typical activities will include **word processing** and **desktop publishing, data handling** using other ICT sources, **website design** and **modelling** using **simulations** and **spreadsheets**. In addition to practical skills, which students will be encouraged to apply in other curriculum areas, we will look at the place of new technology in our lives and society with particular regard to developing ways to keep themselves safe when using technology.

Students will be expected to carry out research and do preparation tasks in their own time. Theoretical knowledge about computers and their effective use is as important as practical skills. Many skills and concepts will be 'revisited' throughout the course and students will constantly extend them. Students are expected to continue a range of skills and applications to solve specific problems with a business orientated theme.

The school is always looking to develop ICT capability and will be developing the programme of study to take account of the new KS3 strategy and developments in technology as they become available.

The sequence of activities will depend on the theme used as well as the experience and needs of each teaching group.



HUMANITIES - RELIGIOUS EDUCATION

Religious education is concerned with discovering what and why people believe. In Year 8 students will study in depth world events and how religion has influenced people's decisions. Students will also examine how religious belief has influenced ideas and issues that face society today. In Year 9 students will begin to study two figures from history and how they used their religious convictions to change society.

The themes students will study include :

Year 8

1. Why do people have strongly held beliefs ?
2. How do beliefs effect the society in which we live ?
3. How do the world religions help some people make decisions ?
4. Do the world religions help shape society ?
5. Investigation into the lives, work and influences of a world religious leader.

Year 9

1. Investigation into peace and conflict and the ideas of a just war.
2. How can people change society in a non violent way – a study of Martin Luther King and his religious convictions.
3. Investigation into crime and punishment – the purpose of rules and where does a just society obtain these rules ?
4. What can religious teachings tell us how to manage the environment sustainably?

