



KS3 Art

Year 7

Aims of Course Our main aim is to develop students' confidence in their own ability, and to encourage them to extend their potential. Many students say "I can't draw", or "I'm no good at Art" when they first arrive, by teaching them how to look, and how to control a range of materials, we aim to develop their skill, and to show them that you do not have to be "good at Art" in order to succeed.

Strategy Using the National Curriculum programmes of study for Art, we have designed projects to help students observe carefully, record and research information, develop their knowledge and understanding by looking at the work of other Artists, be imaginative and creative, and to be reflective and skilful in the making of their own work.

Organisation In Years 7, 8 & 9 students are taught Art in mixed ability tutor groups. Weekly lessons are of 1 hour's duration. This allows us to develop student confidence in the subject and contributes to successful outcomes for students. In all three years, students are expected to draw, practice, research and plan. Much experimental work, and most final outcomes are completed in a wide variety of other media and formats as appropriate. Homework/Independent Study is set if appropriate to support, or plan for, work in class, but may not be relevant every lesson.

Differentiation This is achieved in Art by means of student-teacher negotiated tasks and by student's outcome.

Cross Curricular Links It is anticipated that some cross curricular work might be possible, particularly at festival times, and such links will be developed and encouraged. Students will also be invited to enter suitable competitions that may be running.

Assessment Work is marked regularly - at the end of a theme or sometimes parts of a theme or individual pieces. A written comment is given to students that is designed to help them improve and National Curriculum attainment levels are used.

How Students are Encouraged

- Students are presented with stimulating and imaginative design tasks.
- They are rewarded for good work with merit marks and commendations.
- Their work is displayed whenever possible to inspire others and to encourage students to take pride in their work.
- Frequent marking and feedback and discussions about their projects is provided. If work or behaviour is not satisfactory, parents/carers are informed.

How Parents/Carers can help

- Value your child's work.
- Offer praise and display it at home.
- Ask to see homework/independent study at regular intervals. If it is frequently not available please do not hesitate to contact his/her Art teacher. If you do receive a letter about unsatisfactory work or behaviour, please support the school and discuss this with your child as appropriate
- Provide the equipment needed, eg.: pen, pencil, coloured pencils, ruler, eraser.
- If your child embarks on an ambitious design help to find research material/suggest ideas, discuss the design and maybe help find materials.
- Support the Art Department by contributing towards the cost of/or supplying materials.
- Donations of unwanted materials are always gratefully received.

Could you come in on a regular basis to help out? Could you collect and deliver to us scrap material?

Contact: Subject Leader – Mr C Jenkins

Outline Of Typical Schemes Of Work - Year 7 (subject to change)

Myths & Legend - Term 1 'Beowulf' explored through drawing, painting and mixed media. Cross curricular. Artist context. Max Ernst's landscapes

Shoes - Term 2 Exploring the design creating process. Drawing/painting culture, tradition culminating in clay work – 3-D Exploring the creative process. Taking inspiration from artists/designers, the world around us, developing ideas with a final piece in 3-D.

Natural Forms - Term 3 Exploring and responding to the natural world. Drawing, painting, printing techniques, mixed media collage Artist context. Abstraction. Responding to what you know about nature, not just what you see.

Year 8

Aims of Course Our aim is to continue the work started in Year 7 in developing students' confidence in their own ability, and to encourage them to extend their potential. We aim to further develop their skills, and to show them that you do not have to be "good at Art" in order to succeed.

Outline Of Typical Schemes Of Work - Year 8 (Subject To Change)

Mask project - Terms 1 and 2 Drawing faces, expressions involving primary & secondary sources of images with an emphasis on tonal drawing techniques Drawing, painting using colour expressively. Modeling materials Decoration and pattern. Critical studies: Commedia del 'Arte Cross curricular project with Drama to create masks in preparation for Dramatic study of Italian pantomime.

Using symbols - Terms 3 and 4 Project focusing on the use of symbols to create narrative and meaning in art. Students will develop drawing and markmaking skills using pencil, paint and experiment with media. Critical Studies: Aboriginal Art

Creating Space - Terms 5 and 6 Students will develop their understanding and confidence in using art techniques to create the illusion of space. Students will create a narrative or scenario for their final painting,. 'Figure(s) in a landscape'. Critical studies: the mark-making of Van Gogh

Year 9

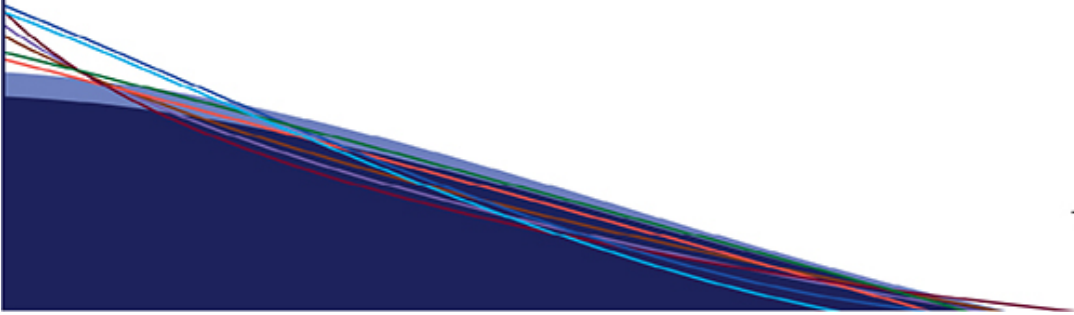
Aims of Course Our aim is to continue to the work of the past two years in developing students' confidence in their own ability, and encouraging them to extend their potential. We aim to expand on the skills acquired, and show them that you do not have to be 'good at Art' in order to succeed.

Outline Of Typical Schemes Of Work - Year 9 (Subject To Change)

'Pop Art' Project - Terms 1 and 2 Drawing and enlarging everyday objects Selecting and simplifying Drawing, pen, larger scale painting Critical Studies: Pop Art

Drawing natural objects - Terms 3 and 4 Exploring pattern in Natural World Designing Pattern Emphasis on print-making onto paper/fabric Critical Studies: Art Nouveau

'Sculpture for the school environment' project - Terms 5 and 6 Competition to design sculptures on school-site. Involves making sculpture maquettes in a variety of media. Use of ICT and image-manipulation. To support sculpture competition submission. Critical Studies: Other work of various sculptures



KS3 Citizenship

Aims of Course To enable students to lead confident, healthy and independent lives so that they can become informed, active and responsible citizens. To encourage students to be helpfully involved and effective in the life of their Schools, neighbourhoods, communities and the wider world. To enable students to understand what are the main political and social institutions affecting their lives.

Organisation Citizenship is delivered in diverse ways:

- Through other National Curriculum subjects, and as discrete units – for example, within the Humanities faculty, History – why did both men and women struggle to win the vote in the past? What is the point of voting today?
- Through wider curriculum activities and off timetable mornings and events.
- Through discrete Citizenship and PHSE lessons.

Homework/Independent Study Homework will be set and marked as appropriate during the delivery of citizenship.

Assessment All students are assessed in Citizenship and the end of Key Stage 3. This assessment is based on their achievement throughout the entire Key Stage. The expectation is that by the end of Key Stage 3 pupils should be able to:

- Demonstrate a broad knowledge and understanding of topical events that they study; the rights, responsibilities and duties of citizens, the role of the voluntary sector, forms of government, provision of public services, the criminal and legal systems.
- Take part in school and community based activities, demonstrating personal and group responsibilities in their attitudes to themselves and others.

How Parents/Carers can help

- discuss these exciting topics with your children.
- value your child's efforts and opinions
- encourage your child to take part in active citizenship, and assist them where necessary
- provide equipment needed e.g. pen, pencil, coloured pencils, eraser and ruler.

Contact: Subject Leader – Mrs C Gay

Course Content Throughout Key Stage 3, the following topics will be studied:

- Active Citizenship
- Human Rights and Responsibilities
- Britain – a diverse society Local and Central Government, elections, voting – nationally and locally
- Leisure and sport with the community
- Issues, including crime and animal welfare
- The significance of the media in society today

KS3 Competences

Aims of Course Competences is a new curriculum aimed at developing students' learning skills which can be used across all subject areas. There are five main categories in the study of Competences:

1. **Learning** Learning to think, enjoy their learning, handling and processing information, developing their literacy, spatial and numeracy skills and understanding their own preferred learning styles.
2. **Citizenship** Learning about ethics and values, society, government and businesses, different communities, impact of technology and how we manage our lives.
3. **Relating to People** Looking at how to get things done, learning the value of team work, using their skills to help develop other people, managing personal and emotional relationships, managing stress and conflicts.
4. **Managing Situations** Learning how to manage their time and how to adapt to change; dealing with success and disappointment, using entrepreneurial and initiative skills, learning about risk and uncertainty.
5. **Managing Information** Being able to access information, evaluate, analyse and apply information effectively, learning how to reflect and to critically judge their own and others' work.

Organisation Programmes of study cover the five areas and inevitably there is an overlap. Students will learn these competences through individual, paired and group work undertaking a wide range of activities. Knowledge is addressed through the activities alongside formal teaching and project work.

Homework/Independent Study Homework will be set occasionally where it will support the learning taking place in lesson time. These tasks will vary depending on the activity they will be working on in class.

Assessment Students will also demonstrate the varying competences through their individual, paired and group work over the academic year.

How Parents/Carers can help

- checking through the tasks or by looking at their learning passport and discussing their progress.
- Contact: Subject Leader – Mrs A McGuinness

KS3 Design and Technology

Year 7

Aims of Course

- To inspire students and enable them to work confidently within Design and Technology.
- To develop each student's potential to create innovative designs using a wide range of materials and component.
- To effectively use the success criteria provided by the National Curriculum to enable students to progress.

Organisation Students are taught in mixed ability groups and design tasks are differentiated according to the ability of individual students. They have a double lesson each week. Most work is presented on printed A4 sheets, with headings and other prompts for the students. This is collated by the students and presented as a folder for assessment at the end of a module. There are four modules during the year. Aprons are provided by the school for practical activities.

Homework/Independent Study is set each lesson and is due in at the same time the following week. Often this is in the form of a record of activities and plan for next lesson, but it may also be a researching or designing task. The use of ICT is encouraged.

Assessment Work is marked weekly, spelling errors are indicated and advice given. At the end of each module the teacher makes an assessment of the child's National Curriculum level in the two Attainment Targets, 'Designing' and 'Making'. These are stored on computer and at the end of the year we advise parents/carers of the levels reached. Similar information is given at Parents'/Carers' Evenings. Folders are given back to the students, displaying levels and with written comment, indicating how they can improve in the next module.

Attainment Targets in Technology start at Level 1 and rise to Level 8. Most students in Year 7 come into us at Level 3, though of course, can be at any level. By the end of Year 7, most students are on levels 3 or 4, by the end of Year 8, most range from 3 to 5 and by the end of Year 9, most are between levels 4 and 6. If your child is performing above these levels they are above average and exceptional students will reach level 8 by the end of Key Stage 3.

How Students are Encouraged

- Students are presented with stimulating and imaginative design tasks.
- They are rewarded for good work with merit marks and commendations and effort grades, on the scale A - E. The school + = - system is used to inform on progress towards targets.
- Their work is displayed whenever possible to inspire others and to encourage students to take pride in their work.
- Frequent marking, feedback and discussion about their projects is provided. If work or behaviour is not satisfactory, parents/carers are informed.

How Parents/Carers can help

- Value your child's work. Praise their efforts; enjoy their food technology results; use or display in the home textile/resistant materials products.
- Ask to see homework/independent study at regular intervals. If it is frequently not available please do not hesitate to contact his/her DT teacher. If you do receive a letter about unsatisfactory work or behaviour, please support the school and discuss this with your child as appropriate.
- Provide the equipment needed, e.g.: pen, pencil, coloured pencils, ruler, eraser, and A4 ring binder.
- If your child embarks on an ambitious design help to find research material/suggest ideas, discuss the design and maybe help find materials.
- Support the Technology Department by contributing towards the cost of materials and providing food ingredients when needed. Donations of unwanted materials are always gratefully received.
- Send students in sensible shoes, without jewellery, to meet Health and Safety requirement.

Extra Curricular Activities Technology clubs at lunchtimes and after school. Various competitions for students to enter throughout the year.

Contact: Subject Leader – Miss C Symes

Course Content Students are given assignments, in groups or independently, in which they design and make products focusing on different contexts and materials, including resistant materials, textiles technology, green technology and food. Differentiation is achieved by means of teacher-student negotiated tasks and by student outcomes.

Teaching takes place by means of focused practical tasks in which students develop and practice particular skills and knowledge and by means of activities in which they investigate, disassemble and evaluate familiar products and applications.

In Year 7 we concentrate on 'Research and Analysis', 'Specification and Planning' as well as 'Design Development and Evaluation' whilst working with a variety of different materials and components and touching on issues such as global, warming, healthy eating and the needs of others.

Attainment Targets in Technology start at Level 1 and rise to Level 8. Most students in Year 7 come into us at Level 3, though of course, can be at any level. By the end of Year 7, most students are on levels 3 or 4, by the end of Year 8, most range from 3 to 5 and by the end of Year 9, most are between levels 4 and 6. If your child is performing above these levels they are above average and exceptional students will reach level 8 by the end of Key Stage 3.

Year 8

Course Content During the course of the year students are given assignments, in groups or individually, in which they design and make products focusing on different contexts and materials, including resistant materials, textiles technology, graphic products and food technology.

Teaching takes place by means of focused practical tasks in which students develop and practice particular skills and knowledge and by means of activities in which they investigate, disassemble and evaluate familiar products and applications.

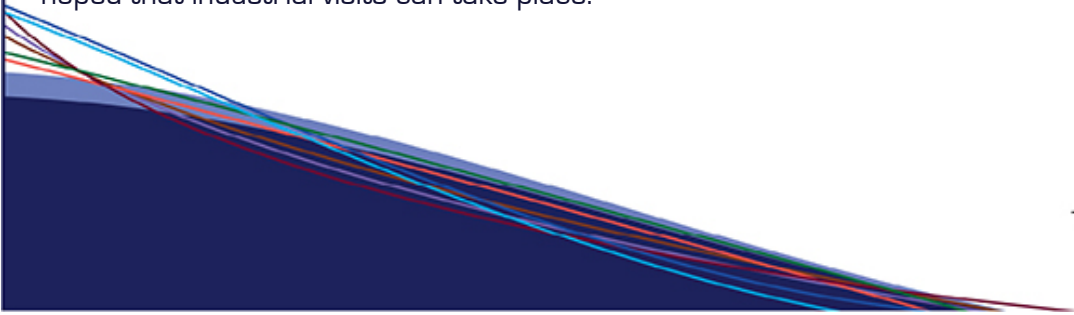
Having learned about the design process in year 7 during the course of year 8 students will focus in on specific areas of the national curriculum including environmental issues, industrial practice, culture and design and target markets allowing them to form a more comprehensive understanding of the necessary considerations when designing. Students will be given the opportunity to develop previously learned practical skills whilst being introduced to new materials and techniques.

Year 9

Course Content Students are given assignments, in groups or individually, in which they design and make products focusing on different contexts and materials, including resistant materials, compliant materials and food.

Teaching takes place by means of focused practical tasks in which students develop and practice particular skills and knowledge and by means of activities in which they investigate, disassemble and evaluate familiar products and applications.

In Year 9 the emphasis is in the direction of technology in everyday life and consideration of industrial and environmental constraints. Students will look at 'products and applications' and 'systems and control' whilst working on their 'designing and making' tasks. Health and safety at work is considered, and it is hoped that industrial visits can take place.



KS3 Drama

Aims of Course

- foster student's participation and enjoyment of the subject
 - draw and build on experiences
 - help students explore events, relationships and issues
 - increase confidence
 - promote knowledge and skills about Drama and the theatre including performance and analysis
- Strategy** Teaching will be largely practical in the Drama Studio and will include performance, practical video making and dramatic technique. Students will also keep a written folder and learn through script reading, watching videos of performance and some designing and writing activities.

Homework/Independent Study will be set as appropriate to include research, preparation or evaluation work.

Extra Curricular These will include theatre trips/visits and school performances.

Assessment Assessment will be straightforward and in line with school policy.

How Parents/Carers can help Talk to your children about their learning and progress in this exciting new subject. From time to time some help with learning lines and providing props or costumes may be required.

Contact: Subject Leader – Mr J Hobbs

Course Content The content will be thematic including topics such as:

- Drama is Serious Fun
- Body Language and Mime
- The Tempest
- It's Not What You Say but The Way That You Say It
- Soap Opera
- The Canterbury Tales
- Conflict & Friendships
- Shakespeare

KS3 English

Year 7

Aims of Course The English course is designed to develop the ability of students to communicate effectively in speech and writing, to listen with understanding and to be enthusiastic, responsive and knowledgeable readers.

Assessment Students are assessed throughout the year as units of work are completed. Work is regularly given a National Curriculum level in one or more of the areas of Speaking and Listening, Reading and Writing. Sometimes students will assess each others' work as a valuable means of gaining insight into the learning process.

Homework Homework is set regularly to encourage independent study and methods of working, and to reinforce what has been done in class. Homework may consist of a short written assignment, research and preparation for a presentation, or a grammar exercise.

How Parents/Carers can help Encourage your child to read regularly both fiction and non-fiction. Help your child's handwriting by equipping them with a good quality pen (and spare!) in blue or black ink.

Equipment required In addition to a good quality pen (see above), it will be useful for your child to bring to each lesson a pencil, rubber, ruler, coloured pencils, and a highlighter. The School Planner is of course obligatory for all subjects.

Contact: Subject Leader – Mrs S J Todd

Course Content Students follow the Key Stage 3 National Curriculum, a combined programme of reading, writing, speaking and listening. The course is fully integrated with the National Literacy Framework and builds upon Key Stage 2 skills in spelling, punctuation and grammar.

Students study a variety of texts across a range of genres including poetry, prose, drama and media. As well as studying contemporary texts, students are introduced to pre-twentieth century texts from the Literary Heritage, such as Beowulf and Oliver Twist by Charles Dickens. They also study poetry and produce a Shakespeare project focusing on a major play.

Year 8

Aims of Course Students in Year 8 build upon the good practice established in Year 7 and continue to follow the Key Stage 3 Programmes of Study for the National Curriculum and the Literacy Framework.

Course Content Students focus more acutely on the craft of writing and the way in which language is used successfully and for effect. They develop the methods of analysis required for end of Key Stage 3, SATS and GCSE examinations.

Students investigate the history and development of the English language and study The Canterbury Tales by Geoffrey Chaucer. Students continue a programme of study on Shakespeare.

Year 9

Aims of Course Students in Year 9 build upon the good practice established in Year 8 and continue to follow the Key Stage 3 Programmes of Study for the National Curriculum and the Literacy Framework. In addition, the principal aim of the course is to prepare students for National Curriculum Tests at the end of Key Stage 3.

Course Content Preparation for National Curriculum Tests includes the analysis of fiction and media texts and the study of a play by Shakespeare. Having completed Key Stage 3, students are introduced to challenging texts from the GCSE English/English Literature and GCSE Media Studies Syllabi. They plan

and prepare an initial piece of GCSE coursework.

Text book We do not use one particular text book but we do recommend the KS3 revision guide published by Lonsdale. Details will be given out later in the year.

KS3 Geograpjhy

Year 7

Aims of Course Key Stage 3 Geography provides students with the opportunity to:

- investigate and develop knowledge and understanding about places and geographical themes
- develop a range of geographical skills and appropriate use of geographical terms
- describe and explain geographical patterns and physical and human processes
- consider how people interact with their environments and how interdependent people and places in the world are becoming
- develop the ability to think about, organise and present ideas in an appropriate way

Students are encouraged to learn and develop their use of a wide range of basic geographical skills. This is achieved through the study of the following themes, incorporating aspects of: Place; Physical Geography; Human Geography:

- Making Connections – An introduction to a range of basic geographical concepts and skills.
 - Exploring Britain (including the home region) - A study of the basic geography of Britain and the local area.
 - Mapping Connections – Developing the use of specific map-reading skills.
 - Settlement – An introduction to the characteristics of settlements and how they change.
 - Transport – An investigation into the types of benefits, impact and issues associated with transport.
- Core text book – “Geog.1”

Homework/Independent Study The nature of homework/independent study in Geography varies. Some straightforward tasks are set to reinforce class work, other tasks may require research and preparation of information essential for the next lesson. Whatever task is set students are expected to complete the work to the best of their ability and bring it to the appropriate lesson. "I have done it but left it at home", is not a valid excuse. Homework/independent study must be recorded in the student planner to aid personal organisation and to help with the monitoring of homework/independent study.

How Parents/Carers can help

- Value your child's work.
- discuss the work that is done. Encourage students to explain what they have learnt.
- ask to see exercise books and/or homework/independent study on a regular basis.
- encourage students to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television.
- home access to a computer and to the Internet is valuable. The facilities available at school can be used otherwise for ICT based tasks.

Equipment Required Pen, pencil, ruler, eraser, a basic selection of coloured pencils (preferable to felt pens), protractor, pair of compasses, basic calculator. This equipment should be brought into every lesson so that it is available for use, along with a student planner.

Contact: Subject Leader – Mr P Seward

Year 8

Aims of Course Students are encouraged to learn and develop their use of a wide range of basic geographical skills. This is achieved through the study of the following themes; incorporating aspects of: Place; Physical Geography; Human Geography:

- Weathering and Erosion - An introduction to the main features of weathering and erosion.
- Rivers and Flooding
- Environment - A study of the concept of environment and the factors that affect environmental change.
- Population and Development - An introduction to the main global population and development issues,

including Fair Trade and in-depth study of Ghana.

- France - An in-depth study of France and the geography of two regions in France.

Core textbooks – Geog 1, 2, 3

Year 9

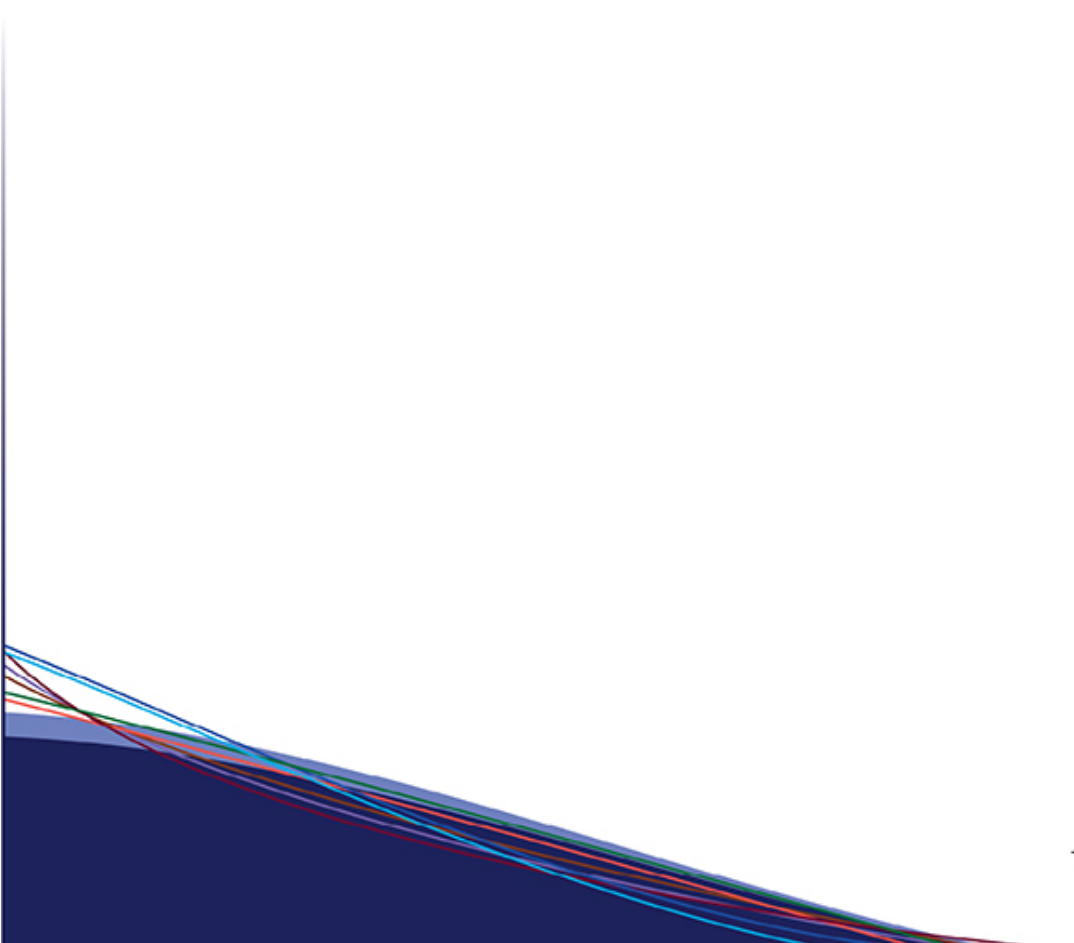
Aims of Course This is achieved through the consideration of a series of units of work including:

- Volcanoes and Earthquakes - a study of the main features of plate tectonics
- Japan – Against all Odds – How has Japan become so economically successful in the last 50 years.
- Tourism/Images of a Country – an investigation into the benefits and problems brought about by the growth of tourism.
- Resources – a short study of the nature of resources and how they are used? Energy is used as a focus for the work.

Theme 5 is the start of the GCSE Geography course - Weather – a detailed investigation into the types, causes and effects of weather and climate in Europe.

Students are encouraged to apply skills and concepts in order to make their own decisions and judgements on matters of people and place in this rapidly changing world. The skills developed include:

- the use and understanding of maps, graphs, photographs and diagrams.
- the understanding of written texts.
- an appreciation of change and developments.
- the presentation of information in a variety of appropriate ways.
- use of ICT in a geographical context.



KS3 History

Year 7

Students Study The Roman Empire (as a key era in European History), and Medieval Britain 1066-1485(including consideration of the Crusades.)

The Attainment Targets in History measure:

- knowledge of events people and changes
- understanding of causation and chronology
- ability to use historical terms
- appreciation of different interpretation of history
- use of historical sources
- the ability to organise and communicate these ideas.

Homework/Independent Study The nature of homework/independent study in History varies. Some straightforward tasks are set to reinforce class work, other tasks may require research and preparation of information essential for the next lesson. Whatever task is set students are expected to complete the work to the best of their ability and bring it to the appropriate lesson. "I have done it but left it at home", is not a valid excuse. Homework/independent study must be recorded in the student planner to aid personal organisation and to help with the monitoring of homework/independent study.

Equipment Required Pen, pencil, ruler, eraser, a basic selection of coloured pencils (felt pens), protractor, pair of compasses, basic calculator. This equipment should be brought into every lesson so that it is available for use, along with a student planner.

How Parents/Carers can help

- Value your child's work.
- Discuss the work that is done. Encourage students to explain what they have learnt.
- Ask to see exercise books and/or homework/independent study on a regular basis.
- Encourage students to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television.
- Home access to a computer and to the internet is valuable. The facilities available at school can be used otherwise for ICT based tasks.

Contact: Subject Leader – Mr C Gay

Year 8

Students Study The making of the United Kingdom i.e. the political, social and religious changes of the sixteenth and seventeenth century.

Indigenous Peoples of North America to examine key issues of a non-European Society in History.

The Attainment Targets in History measure:

- knowledge of events people and changes
- understanding of causation and chronology (dates and sequence)
- ability to use historical terms
- appreciation of different interpretation of history
- use of historical sources
- the ability to organise and communicate these ideas.

Year 9

Students Study Britain 1750 - 1900. Students look in depth at the Industrial Revolution and relate it to political and imperial policies.

The Twentieth Century World to consider the two world wars, Germany between the wars and aspects of the Cold War.

The Attainment Targets in History measure:

- knowledge of events people and changes
- understanding of causation and chronology (dates and sequence)
- ability to use historical terms
- appreciation of different interpretation of history
- use of historical sources
- the ability to organise and communicate these ideas

KS3 ICT

Aims of Course Work in this subject is based on the KS3 National Strategy and National Curriculum programme of study for ICT.

To enable students to become familiar with Information Communication Technology by learning to use the following:

- Windows computer systems
- Apple computer systems

To enable all students the opportunity to use and become familiar with the various generic types of software:

- Word processing
- Graphic design
- Spreadsheets
- Data handling programs
- Desk top Publishing
- Art CAD (Computer Aided Design)

All projects and homework can be accessed by visiting www.pewsey-vale.com

Organisation Students have one lesson per week in their Maths/Science sets. Most of the work is produced on the computer and stored on the network. Print outs are kept to a minimum and in black and white if possible in order to reduce costs. Finished, modified and corrected work is printed if appropriate. Several topics will be covered during the year.

Assessment Work is assessed against National Curriculum Attainment targets.

In ICT we aim to choose interesting and relevant topics for the students. Work is marked regularly, spelling, punctuation and layout errors are indicated and advice given often on screen, rather than on paper. During the year, merit marks and grades are given. Work is displayed and lunchtime clubs are offered.

Attainment Targets in Information Communication Technology start at Level 1 and rise to Level 8. Most students in Year 7 come into us at Level 3, though of course, can be at any level. By the end of Year 7, most students are on levels 3 or 4, by the end of Year 8, most range from 3 to 5 and by the end of Year 9, most are between levels 4 and 6. If your child is performing above these levels they are above average and exceptional students will reach level 8 by the end of Key Stage 3.

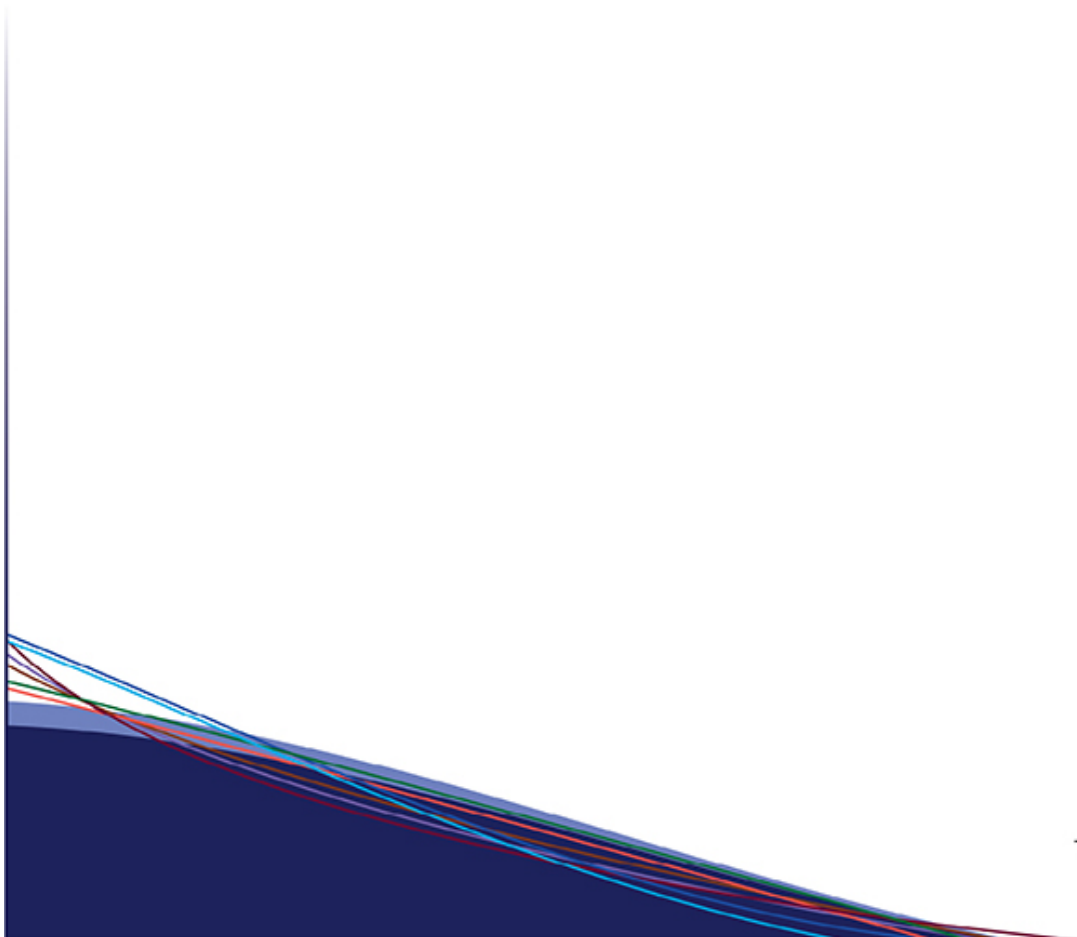
Homework/Independent Study ICT is very different to most other school subjects in that it has to be done at a computer and there is often no paper evidence at the end of a lesson. Homework/independent study is therefore not usually set in this area, though on occasions it is appropriate, for example, gathering data or collecting research materials and it is set when appropriate. However, it is most important that children work hard in all ICT lessons to meet the deadlines set. If these are not going to be met, it is expected that the child attends lunchtime clubs in order to complete the work. Many, but not all students, now have computers at home and can extend their work and can email work to and from school- but discs are not allowed between home and school without permission, to prevent the spread of viruses.

How Parents/Carers can help

- Ask about the work that your child does in ICT, you can access the departments website at www.pewsey-vale.com to track your child's work.
- Encourage them to go to clubs (especially those children not confident with a computer). You could give them tasks, e.g. writing letters, birthday lists etc!!
- Consider buying a computer for use at home; at school we predominately use PC's.

- Do not allow your child to bring in discs from home, to prevent transfer of viruses.
- Donations of computer hardware, software, ink and A4 paper are always appreciated.
- Please insist that your child adheres to the school's policy on 'Responsible use of email and the internet' and support the school if we have to inform you that they have broken the rules.

Contact: Subject Leader – Mr K McGuinness



KS3 Learning Support

The faculty caters for students with Special Needs in the broadest sense, from the most able to the low attainers specialising in students with Specific Learning Difficulties.

Students with a Statement of Special Educational Needs have sometimes had the Statement removed on transfer at the age of 11. Other Statements are maintained, depending on the level of provision required.

All students are assessed according to their need and a relevant programme is set up.

The faculty perceives itself as a source of support for students, parents/carers and colleagues.

According to needs, we will use strategies within our programme to enable the student to develop and achieve to the best of his/her ability. Specifically, we aim to provide for the following needs:

- Literacy - withdrawal for structured reading tuition.
- Social Skills – withdrawal for social and communication skills through the Social Use of Language Programme.
- Handwriting and spelling - using a phonic syllabus and in close liaison with the English Department.
- ARROW - a group of students follow this 5 week course using a sound tape system recorded in the student's own voice. This improves reading, spelling, handwriting, listening, concentration and memory. The course material used is 'Spelling made Easy' by Violet Brand.
- EAL – small group sessions for those students for whom English is not the first language.
- Numeracy - withdrawal to follow a structured basic numeracy skills programme and in class support.
- Art as Therapy – an opportunity to explore and share personal experiences and emotions through the medium of the plastic arts.
- Speech and Language – withdrawal to follow course of activities suggested by our visiting speech and language therapist.

Movement Skills Riding for the Disabled - For students who are physically handicapped riding a horse is one of the best-known ways of exercising muscles. It has other physical benefits including improving circulation and co-ordination. We also use the activity to build up confidence and self-esteem. The overall benefits are improvement of physical fitness, muscle tone and posture.

Emotional Needs A confidential 'in school' counseling service is available to students through the Learning Support Faculty.

Behaviour Modification We offer individual behaviour modification programmes for some students to help them recognise their own behaviour and adapt it.

Homework/Independent Study Club There is an established daily supervised homework/independent study club where students can receive advice and help where requested.

Liaison with Parents/Carers Liaison with parents/carers is a key element in our success. This begins with the annual Special Needs Parents'/Carers' Evening, mainly for parents/carers of new students in Years 7, 8 and 9. It is felt that the main thrust of this work takes place during Years 7, 8 and 9 and that parents/carers of students in other years are already used to a close working relationship with the school.

Contact: Subject Leader - Mrs S J Todd

KS3 Mathematics

Year 7

Aims of Course To achieve the maximum mathematical skill for each child. To use the programmes of study and attainment targets established by the National Curriculum as the basis for teaching.

Homework/Independent Study In line with general school policy we set homework/independent study to fit in with the topics being taught in lessons. This may involve answering questions from a text book or worksheet through to carrying out and solving a simple investigation or doing some research using ICT. Where school based resources or simple surveys are required students may do the work at school during the lunch hour instead of at home. Homework/independent study will be self marked, peer marked and progress monitored by the teacher.

Assessment Students will be tested with end of topic tests where relevant. Mental arithmetic skills will be tested on a regular basis. Assessment of using and applying maths is ongoing through both class and homework/independent study. National Curriculum levels of attainment are given for this aspect of Maths.

An examination, similar in format to those of the National Curriculum tests, is given towards the end of the year.

Equipment Required Pen, pencil, ruler, eraser, protractor, pair of compasses, basic calculator. (For Set 1 a Scientific Calculator is required).

Text Books Used Impact Maths 1R, 1G Maths Now Books 1 and 2 Springboard 7

How Parents/Carers can help

- In lots of ways. Help them to learn their multiplication tables. Help them practice other mental arithmetic skills.
- Ask to see homework/independent study at regular intervals. If it is frequently not available, please do not hesitate to contact his/her maths teacher.

Contact: Subject Leader – Mrs B A Reeder

Course Content Students are taught in line with the National Numeracy Strategy following the Year 7 Framework. The lessons are generally in three parts: with mental exercises for the first part, followed by a teacher led main section, and concluding with a review of the concepts met during that lesson.

The content is based on numerical, logical and spatial aspects of Mathematics. We aim to develop enjoyment and confidence, as well as mathematical knowledge.

Attainment Targets are: Using and applying mathematics, Number and Algebra, Shape and Space and Handling Data.

Concepts covered include: Number; fractions; decimals; percentages; measurements; statistics; ratio; drawing; geometric properties; angles; area; volume; solids; co-ordinates; simple vectors; algebra; problems and puzzles; using information technology and simple data bases.

As a rough guide to ability, the table below shows the expected National Curriculum achievement levels by the end of Year 7 in comparison to their National Curriculum level at entry.

Year 8

Course Content Students are taught with the National Curriculum. The lessons will generally be in three parts with an oral session followed by a teacher led main section, and concluding with a plenary session. The content is based on numerical, logical and spatial aspects of Mathematics. We aim to develop

enjoyment and confidence, as well as mathematical knowledge.

Attainment Targets are: Using and applying mathematics, Number and Algebra, Shape and Space and Handling Data.

Concepts covered include: Number; fractions; decimals; percentages; measurements; statistics; ratio; drawing; geometric properties; angles; area; volume; solids; co-ordinates; simple vectors; algebra; problems and puzzles; using information technology and simple data bases.

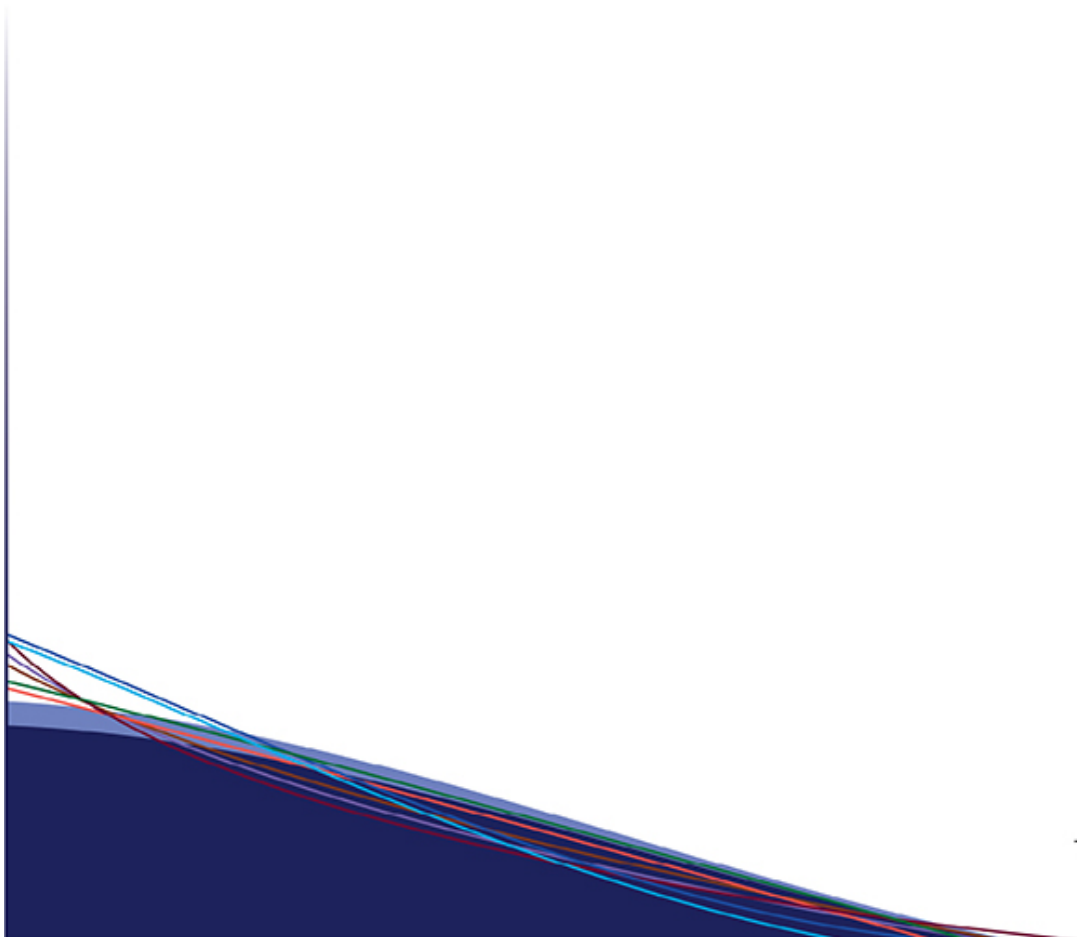
Text Books Used Impact Maths 2R, 2B. 2G Maths Now Book 2 and 3

Year 9

Course Content Students are taught in line with the National Curriculum from Year 7. The content is based on a programme of study with 4 attainment targets;

1. Using and Applying Maths
2. Number and Algebra
3. Shape and Space
4. Handling Data

Students are encouraged to make use of the knowledge, skills and understanding of skills acquired in practical tasks, in real life problems and to investigate within Mathematics itself. Emphasis is placed on understanding and using numbers, including estimation and approximation, interpreting results and checking for reasonableness. Students should recognise and use symbolic and graphical representation to express relationships in algebra. The course will include properties relating to 2-D and 3-D shapes, measurement, location and transformation in geometry. Students are encouraged to collect, process and interpret data and understand, estimate and use probabilities.



KS3 MFL

Year 7

Aims of Course All students in Year 7 study French as a primary foreign language. In years 8 and 9 there will be an option for more able students to study a second foreign language.

We aim to provide all students with equal opportunity to develop the skills of using the target foreign language effectively for the purposes of practical communication. This means that students will develop the ability to communicate orally and in writing in the language and to understand the written and spoken word. Students are encouraged to notice and learn patterns in grammar.

Objectives

- to provide enjoyment and a positive learning experience.
- to offer insights into the culture where the foreign language is spoken.
- to encourage positive attitudes to Foreign Language Learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations.
- to create an authentic learning environment and to encourage communication with foreign language speakers through visits and exchanges and through the work of the Foreign Language Assistants within the department.
- to promote learning of skills of more general application (eg. listening, skimming, scanning, analysis, memorising).
- to increase the self-confidence of learners of all abilities and bring a sense of achievement.
- to encourage the students to take pride in their work and raise their self-expectation
- to implement the National Curriculum

Teaching Practice The students will be taught using a variety of activities, including choral repetition; pair work, such as role plays; group work, such as games and the conducting of surveys. Students will be encouraged to give their opinions and information about themselves and ask for similar opinions of others both in writing and in the spoken word. Language awareness will be developed through use of various ICT facilities in school.

Homework/Independent Study Homework/Independent Study is set regularly in accordance with the school policy. It may include written or oral texts, taped work, learning vocabulary or revision of new grammar.

Assessment There is a formal examination at the end of Terms 3 & 6 testing all four language skills which begins to prepare them for the pattern of exams at GCSE. A large emphasis will be placed on continuous (formative) assessment throughout each unit of work. Types of formative assessment will include:

- Students accurately assessing their own work
- Students accurately assessing each other's work
- Target setting
- Working on projects
- Teaching each other new words and grammatical concepts

How Parents/Carers can help Students will have extensive notes in their exercise books from which much of the homework/independent study is set. Students also have vocabulary lists. Parents/carers can help by testing vocabulary or asking their son/daughter to teach them what they are learning in class. Students would benefit from having access to a French-English bilingual dictionary at home but are actively discouraged from using internet translators.

Equipment Required All students are issued with their own exercise book for note-taking during the course which should be brought to every lesson. In addition students need pens, pencils, ruler, eraser and coloured crayons. We would also like to encourage parents/carers to buy a dictionary such as the Collin's Pocket Dictionary which may be used in class and during homework/independent study exercises.

Students can also use an online dictionary and resources (but not an online translator).

Contact: Subject Leader – Mrs V Morisot

Course Content The course is based on communication in the foreign language; the students learn to perform adequately in the following language situations likely to be encountered. The text used is Expo 1 which covers the following topics:

1. Personal: giving details about oneself and asking about people.
2. Family & Friends – describing people in our family and our friends
3. House & Home: describing where you and others live and talking about your bedroom.
4. Town & Local Area: describing your town and the things you can do there
5. Daily routine: talking about school and what you do before and after school
6. Hobbies: talking about the activities you like and do not like doing including holiday plans

Year 8

Course Content The students learn to perform adequately in the following language situations likely to be encountered on a short stay or exchange visit to a French speaking community, using a whole range of vocabulary covering:

1. Families & Jobs
2. Free-time
3. Going out
4. Food & Drink
5. Holiday activities
6. Friends & Future Plans

Each of the four language skills of listening, speaking, reading and writing is developed.

Year 9

Course Content The students learn to perform adequately in the following language situations likely to be encountered on a short stay or exchange visit to a French speaking community, using a whole range of vocabulary covering:

Set 1 Students start to work on topics, which will eventually lead to the GCSE examination in Year 11.

Students are involved in project work such as extended writing and speaking tasks, booklets, inventing games and doing surveys. The course is based on communication in foreign language situations they may encounter on a visit to a foreign country and revisits and extends topics covered in previous years including:

1. Past Holidays
2. Future Plans
3. Healthy Living

4. 'Extr@' – work based around MFL programme
5. GCSE Theme 1A (Self, family & friends) & 1B (Hobbies)
6. GCSE Theme 1C (Home & Local Environment)

Each of the 4 language skills of listening, speaking, reading and writing is developed.

Sets 2 & 3 Students will work on topics which will lead them to accreditation in French at the end of Year 9.

The topics that will be covered are based on the topics studied at GCSE and are therefore a good foundation for those students wishing to continue with French in Year 10. Equally, they cover topics which have a practical element and focus on language which would be used in a variety of different situations abroad.

Term 1 :

Unit 1 – Self and family Unit 8 – Occupations

Term 2: Unit 3 – House & Home Unit 11 – Home Town

Term 3: Unit 10 – School Unit 5 – Finding the way

Term 4: Unit 4 – Ordering Food and Drink Unit 7 – Shopping for food

Term 5: Unit 9 – Shopping for clothes Unit 2 – Free time

Term 6: Unit 6 – The Weather

KS3 Music

Year 7

Aims of Course There are four main categories in the study of Music: programmes of work cover the four areas and inevitably there is overlap. The areas are Listening, Performing, Composing and Knowledge/Appraising.

Learning experiences are through performing own and others' music, usually through the medium of electronic keyboard. Knowledge is addressed through the activities above plus more formal class teaching and research projects. Listening overarches all activities, and is specifically addressed through assignments designed to develop critical listening faculties. Learning is also aided and extended through the use of sound recordings, and video and filmstrip material.

In addition to classroom music, students have access to tuition on a range of orchestral instruments through the school's own scheme, and to various extra-curricular activities and school productions.

Assessment and reporting is in line with the school's policy; additionally, students on the instrumental scheme receive specialised reports towards the end of each academic year.

Assessment Students are assessed against the level descriptors of the National Curriculum on key pieces of work during the year.

An average Year 7 student should achieve Level 4. Level 5 indicates above average attainment.

Homework/Independent Study Homework/Independent Study is set every week. Tasks vary but include writing, spelling, research and reading.

Equipment Required Students need to have writing equipment, preferably a pen that will encourage neat, joined handwriting. A ruler and colouring equipment are also essential. A pocket dictionary and/or thesaurus is also a useful item.

How Parents/Carers can help

- Parents/Carers can help by checking through written tasks, testing spellings and listening to or encouraging their child to read.

Contact: Subject Leader – Mrs A McGuinness

Year 7

Learning Programme Composing - straightforward guided assignments emphasising pattern and timbre

Performing - individual, group and class assignments using own and others; material

Listening - music from each topic studied and listening to their own and others work.

Knowledge - layout of keyboard, notes on the staff, Scales & Melodies, Ostinato, Indian Music and the Orchestra.

Year 8

Learning Programme Composing - assignments of greater length/complexity using existing music as models

Performing - group arrangements using varying instrumentation. Presentation of own compositions.

Listening - music from each topic studied and listening to their own and others work.

Knowledge - Theme + variations, songs from musicals, gamelan music and 12 Bar Blues. Composing - straightforward guided assignments emphasising pattern and timbre

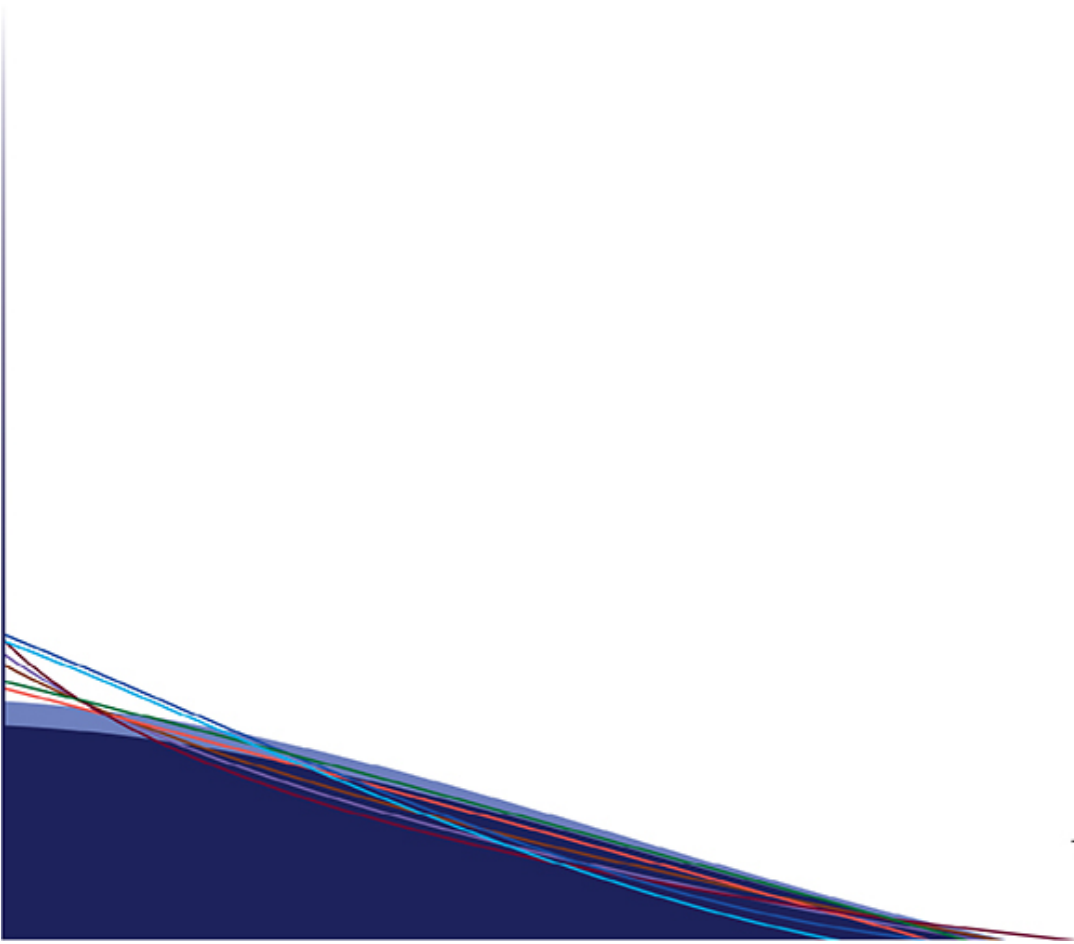
Year 9

Learning Programme Composing - 12 bar Blues. Rap. Other music in popular styles.

Performing - see composing. Selected music from different historical periods.

Listening - idioms of popular styles. Past GCSE papers, of music in historical context

Knowledge - origins and development of Blues. Trends in 20th century popular music.



KS3 PHSE

Aims of Course Personal, Social and Health Education (PSHE) at Key Stage 3 is designed to help our students to lead confident, healthy and responsible lives both as individuals and members of society. Students will gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. It is designed to develop the students' well-being and self esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for learning and future choices of courses and career. PSHE builds on students' own experience and on work at Key Stage 1 and 2 and complements Citizenship and the school's career and work related programme.

Organisation During the school year six morning sessions of the timetable will be 'collapsed' and used to deliver PSHE, Citizenship, Work Related Learning and Careers Programme. In addition to this aspects of the above will be covered within different subject areas, such as Religious Education, Science, English, Food Technology, PE, Drama, Geography and History.

Assessment Personal, Social and Health Education does not require, at present, formal assessment but the staff delivering the course and learning will be able to offer feedback on progress during consultation evenings.

Homework/Independent Study Occasionally students will be required to complete tasks that will add to their learning and understanding of certain topics.

How Parents/Carers can help

- Students will be helped enormously by you discussing the topics covered as well as asking about the activities and information given on the 'collapsed days'.
- Encourage your son/daughter to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television.

Could you come in on a regular basis to help out? Could you collect and deliver to us scrap material?

Contact: Subject Leader – Mr N Pritchard

Course Content

Developing confidence and responsibility and making the most of student abilities

- assessing their strengths
- respecting differences between people, so they consider their sense of identity
- developing a healthy, safer lifestyle
- physical and emotional changes that take place at puberty and how to manage these changes in a positive way.
- how to keep healthy
- a balanced lifestyle

Developing good relationships and respecting the differences between people

- the effects of stereotyping and bullying and how to challenge assertively
- friendship, how to make and keep friends, the changing nature of relationships with friends and family and where to seek help
- being able to communicate with their peers and adults

KS3 PE

Aims of Course To follow the National Curriculum orders for Physical Education in Key Stage 3 and to provide a physical environment within which each student can safely and confidently acquire and develop skills, evaluate performance, and gain knowledge and understanding of fitness and health.

Assessment Students are assessed throughout the year as units of work are completed. Students are assessed against the level descriptors of the National Curriculum. Students will then have access to levels and future targets using their email and the Physical Education department computer database.

Extra Curricular Activities All students will be encouraged to extend their work by attending extra-curricular clubs and involving themselves in inter-school fixtures. The following sports will be included in the programme: Netball, Badminton, Cross-Country, Athletics, Tennis, Cricket, Rugby and Football.

How Parents/Carers can help

- Pewsey Vale School has a uniform policy and this is reflected in the requirements for PE kit. Safe practice dictates that appropriate clothing and footwear are vital in the physical education environment. Studded boots and shin pads must be worn for football and rugby and the school recommend wearing of mouth guards for Rugby. We rely heavily on your support.
- As a parent/carer you can support your child's progress in PE by encouraging their participation both in lessons and clubs. If your child is unable to take part in a lesson please send them to school with the reason explained in your child's planner. Where possible though we would prefer students to try to participate in the lesson albeit in a more limited capacity or on an alternative activity.
- Our prime objective is to help all students experience the fun that can be had through sport. We focus on helping each individual achieve their potential and through this, recognise the positive contribution that can be made by everyone in a group or team. We appreciate your support in achieving this.
- During PE lessons teachers will use a variety of teaching styles to promote learning. This may well involve physical contact between staff and student and will be explained by the teacher at the beginning of the school year. If this causes concern to student or parent/carer please do not hesitate to contact the Subject Leader.

Contact: Subject Leader – Mr M Carter

Course Content In Year 7 our focus is on developing the knowledge, skills and understanding of all students through four areas of activities. These will include:

- games activities
- gymnastic activities
- swimming activities and water safety
- athletic activities.

KS3 RE

Year 7

Aims of Course In Key Stage 3 students follow the Wiltshire Agreed Syllabus, 'Thinking Together'. The principle focus will be Christianity, and the second major focus will be Hinduism. Students will also compare and contrast concepts chosen from Judaism and Islam, building on the topics covered in their Primary Schools.

The course is designed to stimulate curiosity, provoke puzzlement and to develop the student's sense of exploration and discovery. It aims to provide a 'toolkit' to enable them to think critically as they explore other cultures and beliefs and develop their own opinions and ideas. Religious Education is about human beliefs and values, choices and decisions, principles and actions and the influence that shape our human being.

Equipment Required Pen, pencil, ruler, eraser, a basic selection of coloured pencils. This equipment should be brought into every lesson so that it is available for use, along with a student planner.

Homework/Independent Study The nature of homework/independent study in Religious Education varies. Some straightforward tasks are set to reinforce class work, other tasks may require research and preparation of information essential for the next lesson. Whatever task is set students are expected to complete the work to the best of their ability and bring it to the appropriate lesson. Homework/independent study must be recorded in the student planner to aid personal organisation and to help with the monitoring of homework/independent study.

Assessment Students' work and learning is assessed in two ways: first, by the general marking of classwork and homework/independent study. Secondly by special assessments where students will be given careful guidelines to reach their full potential – this will be marked according to the level indicators. The average Year 7 student should achieve Level 4, Level 5 indicates above average attainment.

How Parents/Carers can help

- Discuss the work that is done. Encourage students to explain what they have learnt
- Ask to see exercise books and/or homework/independent study on a regular basis
- Encourage students to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television
- It is valuable to have home access to a computer and the internet. Alternatively the facilities available at school can be used for ICT based tasks

Contact: Subject Leader – Mrs V Hay

Course Content In Year 7 students will cover the following topics (as time allows):

- Initiation within two religious communities i.e., Christianity and Islam
- They will learn how to look up a Bible reference and explore a theme from the Bible
- Students will look at the story of 'The Lion, the Witch and the Wardrobe' as a literary way of expressing Jesus and his sacrifice
- What is God like in Hinduism
- Gandhi
- The teaching of Christianity about nature and the environment

Year 8

Course Content

- Human relationships, in particular forgiveness
- Are miracles evidence of God?
- Worship as expressed in Hinduism

- What Hindus believe about death
- Interpreting Christian symbols
- Prejudice

Year 9

Course Content

- Does God exist?
- What do Christians believe about death?
- Commitment within Hinduism
- Justice and injustice
- Designing their own religion so as to gain understanding of the 'make-up' of religions
- Basic facts and beliefs about the religion of Islam, to enhance understanding and knowledge necessary for the GCSE to be followed by all students in Key Stage 4.

KS3 Science

Year 7

Aims of Course The Science course will start the National Curriculum Programme of Study for Years 7 to 9 (KS3) by introducing a range of basic concepts, skills and facts. The scheme of work builds upon and extends students' experiences of Science from Key Stage 2.

The course is taught in units based upon experimental work, offering variety in the activities and the approach to learning and understanding. The course provides balanced Science - the balance between pure and applied Science, and between practical skills and knowledge. Students will have opportunities to use the scientific ideas and models and to understand a range of familiar applications.

Equipment Required Students will not be expected to bring any special equipment to Science lessons, but should have a pen, pencil, eraser and ruler with them. A calculator and coloured crayons will sometimes be useful as well.

Homework/Independent Study Homework/independent study is set regularly in accordance with School Policy. The tasks can include written answers to questions, stories with a scientific base, diagrams, posters or simple investigations using substances easily found around the home. Research work will be set allowing sufficient time in order for students to use the school library or IT resources.

Assessment Students are assessed throughout the year as units are completed. National Curriculum assessment may be based on the results of end of unit tests, whilst other levels can be shown by homework/independent study or classwork, and of course, practical work. The National Curriculum levels gained by each student for the different units will be summarised for the report sheets issued during the year.

Students with above average ability will be achieving Level 5 and working towards Level 6 by the end of the year. Average students will achieve Level 4 and below average students Level 3. The practical assessments (Sc1) are often lower than the course work assessments (Sc 2, 3, 4) during Year 7.

How Parents/Carers can help

- Parents/Carers can help by questioning their child before a test to help them learn the work. Ask to see their homework/independent study as it will be set regularly. Please discuss any comments in your child's exercise books with them.
- Several text books are used to cover all the units of work in Year 7. Students may have the use of a book for some topics. There are several text books summarising Key Stage 3 available, eg. "Key Stage 3 Science", published by Letts, which students may wish to purchase to help their studies.

Contact: Subject Leader – Mr R Carter

Course Content Content and skill areas have been selected to fulfil the requirements of the National Curriculum and offer students a continuous and challenging scientific education. Work started this year will be continued in Years 8 and 9 to complete Key Stage 3. The topics taught in Year 7 are:

Foundation Unit including practical skills; water; cells and classification; environment; electricity, particles, life, energy, forces, and acids.

A visit to Bristol Zoo will be arranged in the Autumn Term to complement work on classification.

Year 8

Course Content The course is based on practical activities which are supported by text books and material produced within the school. The content and skill areas have been selected to provide a course, which both fulfils the requirements of the National Curriculum, and offers students a continuous and challenging scientific education. The topics taught in Year 8 are: Senses; Materials and Substances;

Environment 2; Earth and Space; Geology; Body Systems; Microbes; Magnetism and Heat Transfer.

Year 9

Course Content The course is taught in units based upon experimental work, offering variety in the activities and the approach to learning and understanding. The course provides balanced Science - the balance between pure and applied Science, and between practical skills and knowledge.

Practical skills have been assessed throughout the course for Attainment Target 1 in the National Curriculum, as has the level of knowledge and understanding in the various topics studied. Units of work studied cover Attainment Targets 2, 3 and 4 as shown below, revising or completing work started in Years 7 and 8

Attainment Target 2

- Photosynthesis
- Environment
- Inheritance

Attainment Target 3

- Basic Chemistry
- Gases
- Metals
- Periodic Table

Attainment Target 4

- Forces
- Electromagnetism
- Speed and Gravity

After the examinations in May, students will study units of work which introduce some GCSE topics and explore some health issues in greater depth.