



Key Stage 3 Curriculum Information (incl details of Year 7)

Key Stage 3 Curriculum

At Key Stage 3 student all will study the following:
(for full details see below)

	Hours
English	3
Maths	3
Science	3
French	2
Art	1
Design and Technology	2
Information Technology	2
Geography	2
History	2
Cultural Studies <i>Incl. PSHE, Citizenship & Religious Education</i>	2
PE	2
Drama	1
Music	1
Total	25

Key members of staff:

Position	Name
Deputy Headteacher	Mrs s Taylor
Deputy Headteacher – Student Monitoring	Mr D Rich
Director of Sixth Form and Assistant Headteacher	Ms J Trewin
School Director of English	Ms R Hill
School Director of Mathematics and I.C.T.& Assistant Headteacher	Ms S Davison
School Director of Science	Dr A BenBrahim
School Director of Humanities	Mr D Alison
School Director of Learning Support	Miss K Keen
School Director of Modern Foreign Languages	Miss J Cotton
School Director of Technology	Mr I Wilkins
School Director of Cultural Studies and External Relations	Ms J Brown
School Director of Creative & Expressive Arts	Ms M Coltman
Director of School Sports	Ms M Gunnell
Curriculum Leader of Art	Mr S Lordan
Curriculum Leader of Drama	Ms C Eccleshall
Curriculum Leader of Business Studies	Ms L Johnston
Academic Director Key Stages 3 and 4	Ms N Morris
Pastoral Director of Years 7-11	Ms Helen Lewis
Learning Resource Centre Manager	Mrs E Smith

Key Stage 3

How will the curriculum be organised?

In the first instance every child will belong to a mixed ability teaching group of approximately 25 students and be taught by subject specialists in all areas. The curriculum will be fully differentiated to cater for all abilities and classes will be further supported by teachers and teaching assistants. Setting by ability will be considered when appropriate. By the end of Key Stage 3 students will be set in the core subjects of English, Maths and Science.

Pupils will study the following subjects:

English

English at Ruislip High School is challenging, varied and stimulating. Throughout Key Stage 3 students experience a wide range of texts and develop all the skills required to succeed in external examinations and internal assessments. The work done in English will also help students access the whole curriculum and prepare them for the demands they face outside of school.

All schemes of work are matched to The New National Curriculum and all lessons are differentiated to ensure everyone can participate and fulfil their potential. Those pupils who find literacy particularly challenging will be supported both in and outside the classroom through the class teacher and the SENCO. Where appropriate, intervention programmes will be run.

Work will, of course, be assessed by the English teacher and every half term at least one piece will be awarded a National Curriculum Level, with sublevel. In conjunction with this, students will be encouraged to reflect on their own work and the work of others. It is essential that every child not only knows the level at which they are currently working but exactly what they need to do to progress.

Mathematics

During key stage 3 students take increasing responsibility for planning and executing their work. They extend their calculating skills to fractions, percentages and decimals, and begin to understand the importance of proportional reasoning. They are beginning to use algebraic techniques and symbols with confidence. They generate and solve simple equations and study linear functions and their corresponding graphs. They begin to use deduction to manipulate algebraic expressions. Pupils progress from a simple understanding of the features of shape and space to using definitions and reasoning to understand geometrical objects. As they encounter simple algebraic and geometric proofs, they begin to understand reasoned arguments. They communicate mathematics in speech and a variety of written forms, explaining their reasoning to others. They study handling data through practical activities and are introduced to a quantitative approach to probability. Pupils work with increasing confidence and flexibility to solve unfamiliar problems. They develop positive attitudes towards mathematics and increasingly make connections between different aspects of mathematics.

Science

During key stage 3 students build on their scientific knowledge and understanding and make connections between different areas of science. They use scientific ideas and models to explain phenomena and events, and to understand a range of familiar applications of science. They think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They take account of others' views and understand why opinions may differ. They do more quantitative work, carrying out investigations on their own and with others. They evaluate their work, in particular the strength of the evidence they and others have collected. They select and use a wide range of reference sources. They communicate clearly what they did and its significance. They learn how scientists work together on present day scientific developments and about the importance of experimental evidence in supporting scientific ideas.

Art

During key stage 3 students develop their creativity and imagination through more sustained activities. These help them to build on and improve their practical and critical skills and to extend their knowledge and experience of materials, processes and practices. They engage confidently with art, craft and design in the contemporary world and from different times and cultures. They become more independent in using the visual language to communicate their own ideas, feelings and meanings.

Cultural Studies will comprise of the following subjects:

Citizenship, PHSE and RE

Citizenship: During key stage 3 students study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

PHSE: During key stage 3 students learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

RE: The aims of religious education in the London Borough of Hillingdon are to enable children and young people, according to their ability and level of development, to: acquire and develop knowledge and understanding of Christianity and other religions, principally Buddhism, Hinduism,

Islam, Judaism and Sikhism all of which are represented in Hillingdon, to learn from different world religions and provide opportunities to explore and express their own responses and personal beliefs.

To understand the relationship between beliefs and practices; develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. To develop skills pertinent to religious education, such as questioning, investigation, communication, expression and evaluation and to promote the ability to make reasoned and informed moral judgments.

Children and young people are encouraged to respect and value the right of people to hold differing beliefs and to cultivate understanding and respect in a religiously diverse society contribute to the spiritual, moral, social and cultural development of children and young people.

Design Technology

During key stage 3 students use a wide range of materials to design and make products. They work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. They develop their understanding of designing and making by investigating products and finding out about the work of professional designers and manufacturing industry. They use computers, including computer-aided design and manufacture (CAD/CAM) and control software, as an integral part of designing and making. They draw on knowledge and understanding from other areas of the curriculum.

Drama

During key stage 3 student will research, discuss and use drama techniques to explore character and situations. They devise and present scripted and improvised dramas in response to a range of stimuli, demonstrating their ability to investigate ideas, situations and events and an understanding of how theatre can communicate in innovate challenging ways. They experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action and use theatre technology creatively. They take part in scenes from plays by a range of dramatists and recognise the particular contributions that directors, designers and actors make to a production.

Geography

During key stage 3 students investigate a wide range of people, places and environments at different scales around the world. They learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about how places and environments are interdependent. They carry out geographical enquiry inside and outside the classroom. In doing this they identify geographical questions, collect and analyse written and statistical evidence, and develop their own opinions. They use a wide range of geographical skills and resources such as maps, satellite images and ICT.

History

During key stage 3 students learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and

economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

ICT

During key stage 3 students become increasingly independent users of ICT tools and information sources. They have a better understanding of how ICT can help their work in other subjects and develop their ability to judge when and how to use ICT and where it has limitations. They think about the quality and reliability of information, and access and combine increasing amounts of information. They become more focused, efficient and rigorous in their use of ICT, and carry out a range of increasingly complex tasks.

Modern Foreign Language

During key stage 3 students begin to understand, speak, read and write in either French or Spanish. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. They also increase their cultural awareness by communicating with people who speak the language and by using materials from countries and communities where the language is spoken.

Music

During key stage 3 students deepen and extend their own musical interests and skills. They perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences. They work individually and in groups of different sizes and become increasingly aware of different roles and contributions of each member of the group. They actively explore specific genres, styles and traditions from different times and cultures with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

PE

During key stage 3 students become more expert in their skills and techniques, and how to apply them in different activities. They start to understand what makes a performance effective and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer to be involved with, and to take a variety of roles such as leader and official.

Extra-Curricular Activities

It is anticipated that a full range of extra-curricular activities will be available at the end of the school day

Special Educational Needs

Some children have different special educational needs which vary with time. Children with SEN will be identified by Primary Schools and by tests on entry to Ruislip High School. Students' needs will be met by all members of staff and an experienced SEN team.

In year 7 all pupils will be taught in carefully selected mixed ability classes. Pupils with SEN will be taught in these mainstream classes and will be supported in class as appropriate. Some withdrawal will take place to give those students who need it extra help with their numeracy or literacy.

All children with SEN will be regularly monitored and parents will be consulted and kept informed of their child's progress. Children with a Statement and those at School Action Plus will have Annual Reviews Meetings of their Needs.

How will I be informed about my child's progress?

The first occasion will take place early in the Autumn Term with an opportunity for parents/carers to meet with the form tutor. This will give early 'settling in' feedback. There will be an opportunity to meet with subject staff later in the year.

Pupils progress will be regularly assessed and monitored in terms of National Curriculum achievement and effort. Information will be made available at regular intervals throughout the year in addition to a full annual report from every subject area.

We would encourage all parents/carers to take an active part in this process and to contact the school should any concerns arise. The School Planner is one way for communicating between home and school, as well as telephone and e-mail. The first point of contact will usually be the form tutor.