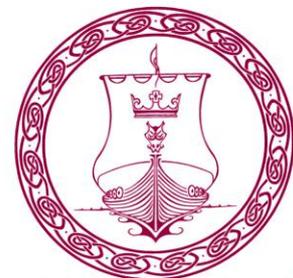


QEII

Queen Elizabeth II High School
Key Stage 3 Curriculum Book



Year 9 2016



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Information for Parents & Guardians of Year 9 Students

September, 2016

This booklet contains information about what your child will study this year. It also has some ideas about what you could do to support your child's learning and the equipment that he/she needs to bring to School in order to get the best out of each lesson.

If you have any questions about your child's studies please contact their Form Tutor or relevant Head of Subject.

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Curriculum Organisation:

Each student will study four lessons of this subject each week. Groups in this subject are based on assessment information.

Subject Content:

What Is Studied Over The Academic Year:

Term 1: Fun with Writing: using language for effect, varying sentence structures, crafting writing, proof reading and editing.

Poetry - War Poetry: knowing key poetic and analytical terms; analysing writer's use of language and structure; comparing poems.

Term 2: Novel: reading and analysing a text, exploring characterisation, exploring themes, analysing how a writer uses language and structure, understanding context.

Jaws: writing module developing skills in writing to review and revising and building on creative writing skills from Term 1.

Term 3: Shakespeare: Henry V or Julius Caesar – understanding the play, analysis of Shakespeare's use of language; persuasive language, comparison between texts.

Preparation for Exam – Reading unseen texts and Writing to Describe or Narrate.

There may be some alteration to the order where classes are shared between staff.

How Are Students Assessed:

Students are assessed on Reading, Writing and Speaking and Listening in most modules. Assessments are linked to the work in the module and are awarded a National Curriculum Level. Students are given targets to work on to encourage progression in each strand. The extended writing tasks are designed to prepare students for the demands of Key Stage 4.

What Skills Are Developed:

Creativity, analysis, empathy, group/team work, expansion of vocabulary, self-expression, awareness of media influence on every-day lives, social and moral exploration, independent thinking, ability to evaluate and reflect on own work.

What Equipment Is Needed:

Pens, pencils, ruler, rubber, sharpener, colouring pencils, small dictionary/thesaurus.

How Can Parents Help:

- Encourage your child to read a variety of texts on a regular basis
- Examine exercise books on a regular basis and encourage neatness
- Feel free to offer some help with checking homework/testing vocabulary etc.

Subject: Mathematics

Head of Subject: Miss O Graham

Curriculum Organisation:

Each student will study four lessons of this subject each week. Groups in this subject are setted based on assessment information.

Subject Content: this will vary slightly depending on the set

What Is Studied Over The Academic Year:

Term 1: NUMBER: Fractions, Decimals, Percentages, Ratio, BODMAS.
ALGEBRA: Equations, Expressions, Formulae, Quadratics, Graphs.

Term 2: GEOMETRY AND MEASURE: Angles, Area and Perimeter of Shapes, Volume, Units, Constructions, Similarity, Co-ordinates, Transformations, Trigonometry.

Term 3: STATISTICS: Averages, Probability, Representing Data in Charts, Analysing Data.
END OF KS3 EXAMS
Begin IGCSE course

How Are Students Assessed:

Homework tasks
Module tests
End of Key Stage examination

What Skills Are Developed:

Mathematical thinking skills, Information processing skills, Enquiry skills, Creative thinking skills, Reasoning skills, Evaluation skills, Ability to formulate clear and concise solutions to problems.

What Equipment Is Needed:

Pen, sharpened pencil, ruler graduated in cm and mm, scientific calculator, eraser, protractor, pair of compasses.

How Can Parents Help:

By ensuring students always bring the correct equipment and books to lessons.
By ensuring homework is completed and brought in for deadlines.
By supporting students in preparation for module tests and end of year examination.

Subject: Science

Head of Subject:

Mr M Buchanan

Curriculum Organisation:

Students will study four lessons of this subject each week. They will take six units though the year taught by specialist staff. Groups in this subject are based on a variety of

Subject Content: Students start their study of IGCSE science with topics in Biology, Chemistry and Physics common to all qualifications.

What Is Studied Over The Academic Year:

Biology: B1: Principles of Biology
B2: Nutrition

Chemistry: C1: Foundations of Chemistry
C2: Products from Metal Ores and Rocks

Physics: P1: Forces and movement
P2: Energy

How Are Students Assessed:

Each unit of work is assessed by homework assignments and a summative test.

What Skills Are Developed:

Practical and enquiry skills: Use a range of scientific methods and techniques to develop and test ideas and explanations, assess risk and work safely in the laboratory, field and workplace, plan and carry out practical and investigative activities, both individually and in groups.

Critical understanding of evidence: Obtain, record and analyse data from a [wide range of primary and secondary sources](#), including ICT sources, and use their findings to provide evidence for scientific explanations, evaluate scientific evidence and working methods.

Communication: [use appropriate methods, including ICT, to communicate scientific information](#) and contribute to presentations and discussions about scientific issues.

What Equipment Is Needed:

GCSE textbooks are available in laboratories. Students should come to all science lessons equipped with pens, pencils, rulers and calculators.

How Can Parents Help:

We should be most grateful if you would talk to your child about what they are learning in Science lessons and encourage them to extend their knowledge and experience of the subject at every opportunity. Help us to maintain their best standards by checking exercise books and planners regularly. Please contact us immediately if you have any concerns.

Curriculum Organisation:

Each student will study two lessons of this subject each week. Groups in this subject are mixed ability.

Subject Content:**What Is Studied Over The Academic Year:**

Term 1: *Drawing and Painting Module.* Students will focus on developing knowledge, skills and understanding gained in units one and four. They will be encouraged to record observations, insights and ideas in a range of media and on a variety of different scales. They will explore the formal elements with particular emphasis on mark making, observation, composition and scale.

They will work individually and/or in groups to develop a creative, personal response. They will produce a series of related homework's.

Term 2: *Printmaking.* This unit continues to build on previously developed skills to further explore printmaking, specifically lino printing. Students will study the work of relevant artists, designers and/or craftspeople and will be encouraged to respond to this in an appropriate way. They will record observations through drawing, painting and digital photography. They will develop ideas considering the formal elements and use both traditional and digital media to produce a design for a two – cut lino print. Students will then explore lino printing techniques, producing a creative, personal response to a given theme. They will produce a series of related homeworks.

Term 3: *Ceramic module.* Building on skills, knowledge and understanding developed in units two and five, students will develop a body of work focusing on ceramic slab building techniques. Students will continue to develop an awareness and understanding of the work of other artists, designers, craftspeople and record observations in forms appropriate to intentions. They will relate this to their own work to assist with the development of a creative and personal response. They will produce a series of related homework's.

How Are Students Assessed:

Assessment will take place throughout units of work with students receiving an overall level and effort grade at the end of each unit. The department makes use of the following assessment strategies:

- Formative Assessment • Holistic Assessment • Self-Assessment • Peer Assessment

All worked is marked in accordance to National Curriculum Levels.

What Skills Are Developed:

Exploration of mark making, mixed media and genre.

Slab building.

Two-cut lino printing.

What Equipment Is Needed:

This is equipment used – students only need pens and maybe a special drawing pencil: Paper, pencils, charcoal, biro, oil pastels, paint, clay, clay tools, slab roller, storage boards, material for impressing, lino, lino cutters, ink, rollers, pallets.

How Can Parents Help:

Ensure that homework is done on time.

Curriculum Organisation:

Computing is made up of two subjects, Computer Science (CS) and Information Communication Technology (ICT).

Computing is an *optional subject* offered within the Technology rota. Students who choose it will study two lessons of Computing for ten weeks before moving onto another subject option.

Groups in this subject are mixed ability.

Subject Content:

What Is Studied Over The Module:

CS: Students will learn how to create simple programs in 'Python'. Students will become familiar with the concepts of variables, logical operators, loops and conditional statements as they solve various challenges.

ICT: Students will learn how to create web pages through coding in HTML as well as using development software. Students will become familiar with the concepts of formatting a page using DIV tags and cascading styles sheets (using HTML 5 and CSS3).

Subject to change.

How Are Students Assessed:

On a practical level students are assessed on an on-going basis by the teacher based on the skills displayed during computer-based activities.

What Skills Are Developed:

In ICT, students will develop their practical computer based skills through the creation of web pages both via coding directly in HTML and by using Adobe Dreamweaver as web authoring software.

In Computer Science, students will develop their problem solving and programming skills.

What Equipment Is Needed:

No equipment is necessary but students would benefit from having access to a computer at home. Wherever possible we use free or open source software.

Students will always be able to make use of the computer labs at school during lunch hours.

How Can Parents Help:

Homework is set each week, which parents can monitor through use of the planners and Google Classroom.

The Computer labs at school are open most dinner times for the completion of homework and to provide additional support for students.

Curriculum Organisation:

Each student will study two lessons of this subject each week. Groups in this subject are mixed ability.

Subject Content:

What Is Studied Over The Academic Year:

Electronics & Plastics This continues the work of Years 7 and 8 working with electronic product production. Students will design and make an electronic product which will involve computer simulation, working with electronic production processes and constructing a case using plastics. This also involves the use of PIC's, a computer programmable system to enhance the projects.

Resistant Materials The students will undertake a focused practical task at the start of the module. Following this the students will undertake a design and make pencil box project using knowledge and skills learnt in Years 7 - 8. They will have to research the brief and formulate their own designs to solve a problem.

Textiles The Hat Project starts with an investigation into the historical and contemporary uses of hats. Students then work towards designing and making their own hat using fleece fabric. There is an opportunity to decorate the hat using the computerised embroidery machine.

Food Students will start their time in food covering a series of Focused Practical tasks to build on their making skills. The course is designed to give students a taste of Food Technology at GCSE level with strong emphasis on designing and making new recipes aimed at a specific brief. Topics covered will include investigation methods, sensory testing, recipe development and practical skills.

Graphics Students will analyse the way in which we communicate through the graphic image. They will learn how to use desktop publishing programmes to create their own graphic images and will then learn how these images could be applied to alternative documents such as advertisements. At the end of the unit, students should have a confident understanding of how to use Photoshop and apply it to their own work in anticipation for students embarking on a GCSE in Graphic Communication.

How Are Students Assessed:

Students are assessed using National Curriculum Levels for the designing and making of various products in the various material areas of Design and Technology.

What Skills Are Developed:

The development of their design skills, including the ability to research, analyse, create ideas and develop them, plan and organise the production of a product and evaluate the end result. They are also developing their making skills in all the different materials available, including their knowledge of tools, equipment and processes.

What Equipment Is Needed:

When working in workshops students might need aprons, they will need to bring in various ingredients for Food projects.

How Can Parents Help:

Encourage students to be observant of designs and question how and why they are different.

Subject: Drama

Head of Subject: Miss J Withey

Curriculum Organisation:

This is included within the creative arts and technology rotation in Year 9. The will equate to roughly a 10 week rotation period. The students will receive 2 lessons per week in the rotation.

Subject Content:

What Is Studied within the rotation:

Title: Drama Practitioners and Blood Brothers

The rotation is split into two lessons and therefore two parts. Part one concentrates on understanding key ideas and devised activities linked with Stanislavski, Boal and Brecht. This then culminates with a devised piece of work from a stimulus.

Part two focusses on script work based on the play 'Blood Brothers' by Willy Russell. This will look into the context of the play, history of when it was set, the key themes and ideas. It also allows the students to practically work on their delivery of character, tension and relationships on stage. The end of this module focusses on preparing a short scene, with costumes, set, lighting and make up.

How Are Students Assessed?

There will be on going assessment through verbal and written teacher feedback on homework, practical and end of module performances.

What Skills Are Developed:

Confidence; self-presentation; teamwork and collaboration; self-awareness; self-discipline; time management and organisational skills; an open mind and the ability to move beyond boundaries and experiment with different ideas; communication skills; analytical, critical and research skills; the ability to cope with criticism and learn from it; stamina; use of voice and movement of body; rehearsal techniques.

What Equipment Is Needed:

Use of drama equipment in lessons and some extra props or costumes brought from home.

How Can Parents Help:

Support students who lack confidence and urge them to participate in lessons. Encourage them to see the bigger picture that these skills can help creative thinking and even exam and interview nerves as they get older. Help students organise any homework that is set.

Curriculum Organisation:

Each student will study two lessons of this subject each week. Groups in this subject are based on assessment information.

Subject Content:**What Is Studied Over The Academic Year:**

Studio 2: Module 1: T'es branché(e) ?	Module 4: Chez moi, chez toi
Module 2: Paris, je t'adore !	Module 5: Quel talent ?!
Module 3: Mon identité	Module 6: Studio découverte

Studio 3: Module 1: Ma vie sociale d'ado

How Are Students Assessed:

All students are formally and informally assessed throughout the year in the four skill areas of listening, speaking, reading and writing; these are used to inform National Curriculum Levels.

What Skills Are Developed:

The Year 9 course is based on *Studio 2* and/or *Studio 3*, ensuring comprehensive coverage of the five strands of the Modern Foreign Language Framework:

- **Words** – teaching students to practise the meaning, spelling and sound of French words together.
- **Sentences** – teaching students how to write simple, grammatically correct sentences.
- **Texts: reading and writing** – teaching students how to understand and write more complex texts using connectives, pronouns and tenses.
- **Listening and speaking** – linking listening and speaking to help students speak more accurately and authentically.
- **Cultural knowledge and contact** – giving students the opportunity to learn about France and other French-speaking countries.

What Equipment Is Needed:

Each student is provided with an exercise book and a workbook which they need to bring to each lesson as well as the normal school equipment: planner, pen, pencil, crayons and ruler.

How Can Parents Help:

Encourage students to use the interactive website www.linguascope.com, a fun, interactive website which helps students learn, revise and consolidate vital vocabulary.

Curriculum Organisation:

Each student will study two lessons of this subject each week. Groups in this subject are mixed ability.

Subject Content:

What Is Studied Over The Academic Year:

- Term 1:** Environmental geography is a key strand throughout the year. Antarctica is studied in details. Consideration is given to the exploitation of the final remaining wilderness on Earth. Energy resources and exploitation. Sustainable sources of energy and their development.
- Term 2:** Current environmental issues are studied in depth. Causes and possible impacts of global warming and climate change, acid rain and the hole in the ozone layer. Solutions to these problems are debated. The wealth gap and economic development. Much use is made of websites and ICT based research.
- Term 3:** A detailed study of Brazil as a developing country. Emphasis upon the Amazon Rainforest and its continued exploitation is given detailed consideration.

How Are Students Assessed:

Homework will be set regularly and specific homework exercises will be assessed as part of the student's yearly profile. Levels will be awarded in line with the National Curriculum guidelines.

What Skills Are Developed:

The department encourages and fosters awareness and empathy towards the environment. Research, team work, decision making and independent enquiry are key skills. Global citizenship and an empathy with other cultures / environment.

What Equipment Is Needed:

Students will be issued with a class exercise book, which they will need with them for each geography lesson. They will need a pen, ruler, rubber, coloured pencils and their school issued student planner.

How Can Parents Help:

We would be most grateful if you could encourage your child to watch or take note of current affairs. Watching and reading news based programmes / newspapers aids geographical knowledge and understanding.

Subject: German

Head of Subject:

Frau Kelly

Curriculum Organisation:

Every student will study two lessons of this subject each week. Groups in this subject are based on assessment information.

Subject Content:

What Is Studied Over The Academic Year:

Term 1: Kapitel 1: Die Ferien ("Holidays")
Kapitel 2: Einkaufen und Essen ("Shopping and Food")

Term 2: Kapitel 3: Nach der Schule ("After school")
Kapitel 4: Gesundheit! ("Health!")

Term 3: Kapitel 5: Wir gehen aus ("We're going out")
Tourismusprojekt (Tourism project)

How Are Students Assessed:

Students are continually assessed in the four skills of listening, speaking, reading and writing formally and informally against National Curriculum Levels throughout the year, through end of module tests, classroom performance, and pair/small group work, as well as exercises completed in class or at home.

What Skills Are Developed:

The Echo Express 2 course is an especially designed continuation for pupils who only started learning German in Year 8, and features a wealth of activities for individual work both at home and in class, to deepen and broaden their knowledge, skills and understanding. In addition, constant reference is made to National Curriculum Level descriptors, so that students can set their own improvement targets throughout the year, encouraging them to take responsibility for their learning. By the end of Echo Express 2, pupils have the opportunity to reach NC Level 7. They will also learn translation skills, which will help prepare them for the demands of the new GCSE syllabus.

What Equipment Is Needed:

Students will be provided with an exercise book, and workbook, which must be brought to every German lesson, as well as their standard school equipment.

They should also have access to a bilingual dictionary and the internet at home, so that they can take full advantage of the excellent consolidation and extension exercises on www.linguascope.com as well as the interactive resources on itslearning, the new learning platform.

How Can Parents Help:

Parents can help by encouraging their child to complete all homework on time, and by ensuring that it is done to the best of their child's ability, presented neatly and checked for errors. They can also help the child to rehearse answers for modular speaking tests.

Subject: History

Head of Subject: Miss L Franklin

Curriculum Organisation:

Each student will study two lessons of this subject each week. Groups in this subject are mixed ability.

Subject Content:

What Is Studied Over The Academic Year:

Year 9 History is based around the concept of 'Conflict and Co-operation'

Term 1: What led to the emergence of Trans-Atlantic Slavery?
Who was Jack? – A Historical Enquiry on 'Why was it so difficult to capture Jack the Ripper?'

Term 2: What can films tell you about History?
Terrorist or Freedom Fighter?
Why should we remember the First World War?

Term 3: The experience of the British people during the Second World War?
Did the 1960's swing?

How Are Students Assessed:

Homework will be set regularly and specific coursework exercises and presentations will be assessed as part of the students' yearly profile. There are four core assessments through the year, which help to inform our overall judgment on the student's attainment.

What Skills Are Developed:

We aim to introduce students to the social and communication skills that they will use later in life and it is common for students to be involved with group work, for example to give presentations. We encourage the historical skills involved in using sources and analysing evidence and interpretations of the past. We also emphasise the importance of explaining and communicating ideas and arguments effectively.

What Equipment Is Needed:

Students will be issued with a notebook, which they will need for every History lesson. They will also need a pen, pencil, ruler, rubber, coloured pencils and their school-issued planner. Above all they will need to bring a lively sense of enquiry.

How Can Parents Help:

All parental support is welcomed in this subject area, whether that is help with the literacy skills that are so important or encouragement to do a little extra research during homework. Any help you can contribute will be appreciated.

Curriculum Organisation:

Each student will study one lesson of this subject each week. Groups in this subject are mixed ability

Subject Content:

What Is Studied Over The Academic Year:

Term 1: 'Soundtracks' and 'Jazz and Blues'

The first unit gives students the experience of being "*film soundtrack composers*" and explores the challenges and musical devices used in film soundtrack composition. The unit focuses on three *genres* of film soundtrack: *Action/Thriller Soundtracks*, *'Western' Soundtracks* and *"Horror Movie" Soundtracks*. Students will focus on composing their own soundtrack to the James Bond film trailer "*Spectre*" learning how film composers use "*Cuesheets*" to create music to fit with exact timings. The second unit develops students' understanding of bass lines and chords as a foundation for improvisation. They will learn about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. They will begin to use a Blues scale and the effect that "swung" rhythms have as used in jazz and blues music.

Term 2: 'Jazz and Blues Pt 2' and 'Rock 'n' Roll'

To finish off the Jazz and Blues module students will explore blues songs and create one of their own. With a particular focus on fitting chords and words together. This will allow the students to put all of the elements they have learnt together in one composition. They will then see the similarities and timeline of Jazz developing into other genres such as Rock'n'Roll. So students will go on to learn about the origins of Rock 'n' Roll and features which are characteristic of its style. Students take part in an ensemble performance of "*Rock Around the Clock*" before composing their own Rock 'n' Roll songs using key features they have learned about during the unit.

Term 3: 'Popular Song' and 'Special Project'

Students will explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Students explore hooks and riffs and learn about their function within popular songs. The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit - some will compose their own popular song others will perform their own arrangement of an existing pop song. For the special project students will be able to choose to either spend time developing another pop song which will be more detailed in its texture, harmony and rehearsed to a greater performance standard or they can undertake an extended research project into the music industry and a group of their choice.

How Are Students Assessed:

Throughout all lessons students will be assessed verbally and advised on how to improve their various skills. Written work will be marked and students' performances and compositions will be recorded and assessed at the end of certain areas of study.

What Skills Are Developed:

Listening, appraising, performing, and composing skills will be developed. Personal skills such as working with groups and sharing ideas will also take a lead in this subject. Being organised in both practical and theoretical lessons will focus the students attention in this area of development.

What Equipment Is Needed:

Untuned and tuned percussion instruments, electric keyboards, computers, musical scores and a variety of listening and visual material.

How Can Parents Help:

Encourage students to research or practice any work that is set for homework and continue to be interested in different elements of music including world music, popular styles and classical.

Curriculum Organisation:

Each student will study three lessons of this subject each week. Groups in this subject are mixed ability and single sexed.

Subject Content:

What Is Studied Over The Academic Year:

Term 1: Boys- Rugby, Cross-Country, Fitness, Basketball.
Girls- Hockey, Cross-Country, Fitness, Basketball.

Term 2: Boys- Football, Gymnastics, Trampolining, Badminton, Table Tennis.
Girls- Netball, Gymnastics, Trampolining, Dance, Badminton.

Term 3: Boys- Athletics, Cricket, Tennis, Softball.
Girls- Athletics, Rounders, Tennis.

The department offers a range of extra-curricular opportunities for pupils to develop their skills in a variety of clubs and fixtures.

Clubs include – Archery, Athletics, Badminton, Basketball, Cricket, Cross-Country, Football, Hockey, Kayaking, Netball, Rounders and Rugby.

In recent years the department has also run sports trips to Cheshire and Holland. We also run a Ski Trip to Europe during the February half term. This year the department has offered trips to The Midlands and Wales.

How Are Students Assessed:

Assessment is undertaken by staff throughout the activity block, culminating with a final assessment in the last lesson of the term. Students are assessed using the National Curriculum Level Descriptors; throughout the term students use these levels to form peer and self-assessment.

What Skills Are Developed:

Physical Education increases a child's physical fitness and develops core skills in each of the activities covered. In addition students develop their self-confidence and skills involving co-operation, communication, problem solving, teamwork and inter-personal relationships.

What Equipment Is Needed:

Girls PE/Games Kit

QEII Black shorts, maroon polo shirt, white sports socks, QEII black tracksuit bottoms (optional), QEII black sweater (optional), black games skirt (optional), maroon and white hockey socks and trainers. Shin pads and gum shields are required for hockey.

Boys PE/Games Kit

QEII black shorts, maroon rugby shirt, maroon polo shirt, rugby or football boots, trainers, maroon and white football socks, gum shield, shin pads, QEII waterproof jacket (optional).

How Can Parents Help:

The department would welcome any parent with coaching experience who feels they could offer their assistance.

If a student is unable to participate for three consecutive weeks or more, then a Doctor's note is required, explaining their absence. Students who forget their kit will still be expected take part in some capacity.

Subject: PSHE

Head of Subject: Miss C Allan

Curriculum Organisation:

Each student will study one lesson of PSHE each week. Students are taught in their mixed ability tutor groups.

Subject Content:

What Is Studied Over The Academic Year:

Term 1: Introducing PSHE Education

What do I value and why?

Personal Safety

Watch and discuss Watch Over Me II

Term 2: Healthy Minds

How do I manage my feelings?

What is body image?

What are eating disorders?

What is stress?

How does stress affect your body?

How can I reduce my stress?

E-safety

Term 3: SRE

Changing relationships:

How do I know if I am ready for a sexual relationship?

What is abuse?

Who can help if someone is being abused?

What are the different types of contraception?

What is HIV?

Term 4: Risk/ Drugs Education

Who can help me keep safe?

Where can I find help on...?

Drugs and the law

Consequences of drug addiction

How do I manage situations involving drugs?

Term 5: Financial

Enterprise and problem solving

Term 6: Planning for the future

How do I improve my prospects?

What does the law say about work?

How Are Students Assessed:

There is no formal assessment. Students are required to contribute to lessons via discussion, presentations and preparing group pieces of work.

How Can Parents Help:

Encourage discussion of the issues at home and independent research.

Subject: Religious Studies

Head of Subject: Mr R Simpson

Curriculum Organisation:

Each student will study one lesson of this subject each week. Groups in this subject are mixed ability

Subject Content:

What Is Studied Over The Academic Year:

Term 1: Existence of God.

Prejudice and Discrimination.

Nature of God.

Term 2: Faith and Film.

Introducing Moral Issues.

Animal Rights.

Term 3: What is truth?

New themes for RS from the Welsh Board including Human Rights.

How Are Students Assessed:

- Self-assessment
- Peer assessment
- Written assessments
- Levels of assessment literacy and progression check.

What Skills Are Developed:

- Reading, identifying key words and their meanings, extended writing
- Effective participators
- Reflective participators
- Self-managers
- Team workers
- Creative thinkers.

What Equipment Is Needed:

An enquiring mind!

How Can Parents Help:

Encourage questioning and wider reading.