Business Beacon Innovation Hub

Key Stage 3 Pathway
Curriculum Booklet

Contents

Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the KS3 pathway. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents and carers, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. Parents and carers can log in using a parental pin (please email admin@bbih.org if you need a copy of this). This keeps parents and carers fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us by emailing admin@bbih.org.

English

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn - Analyse language techniques - Work on Spelling and Grammar (SPAG) - Explore narrative style, characters, and context	- Writing in the style of a GCSE English Language Paper 1 task - Mini test on SPAG
Spring and Summer - Explore different forms of non-fiction articles (e.g. newspapers, magazines, leaflets, reports, reviews, etc.) - Writing (e.g. text transformation into a newspaper article) - Read and analyse the novel 'Ghost Boys' by Jewell Parker Rhodes - Analyse and compare non-fiction texts and write to present viewpoints - Analyse language and interpret context in a modern play – 'Noughts and Crosses'	- Writing task – create a leaflet or a newspaper article - Speaking and Listening – book review discussions - Extract-based essay in the style of a GCSE English Literature Paper 1 task - Reading and writing exam in the style of Paper 2 of the English Language GCSE - Essay-based assessments and questions
YEAR 9	

TERM	MAIN ASSESSMENT TASK
Autumn - Analyse language techniques in poems and songs - Study extracts from the Horror and Gothic genre - Writing to communicate clearly using imaginative ideas	- Writing in the style of a GCSE English Language Paper 1 task
Spring and Summer - To explore narrative styles, characters, and contexts in novels - To explore different forms of non-fiction	- Extract-based essay in the style of a GCSE English Literature Paper 1 task - Speaking and Listening task in persuasive speech

Course Description

English is a core subject that all students will study throughout their years at secondary school. Within English, students develop reading, writing, speaking, and listening skills. They learn how to effectively communicate in different settings and for different purposes.
At Key Stage 3, students develop a foundation in English grammar and vocabulary so that they can successfully move on to a higher level course in Key Stage 4
These include:
- Reading and interpreting non-fiction and fiction writing.
- Developing writing skills and exploring how to manipulate writing for different purposes.
- Communicating with different people and in different scenarios.

Assessment

Students will be regularly assessed on what they have learnt each half term. Over the course of the year they will be tested across the 4 key skills – reading, writing, speaking and listening.
Students will also be assessed at the end of the year on everything that has been learnt across the course.

Homework

All students will be provided with the CGP workbook and that is where homework will be set weekly. In addition, they will have a list on 10-15 words that they will be tested on.
Show My Homework will be used regularly to set homework.

How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practice the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time.

- Encourage their child to complete and submit their CGP workbook via Show my Homework.	

Maths

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn - Place value and ordering numbers - Four operations - Calculation with negative numbers - BIDMAS - Calculation Problems/ Using a calculator - Rounding and Estimating - Powers and Roots - Factors and Multiples - Fractions, decimals, and percentages Coordinates - Writing and Simplifying expressions	End of term test on all topics taught so far.
Spring and Summer - Function machines - Solving one and two steps equations - Angles - Area and perimeter - Basic probability - Statistical charts/diagrams and averages - Ratios and Proportions - Geometry and measures - Substitution - Forming and solving equations - Linear graphs - Length, area and volume - Surface area - Indices - Prime factors, HCF and LCM - Sequence - Transformations - Angles in parallel lines - Angles in polygons - Error intervals - Loci and constructions - Inequalities - Expanding and factorising	End of term test on all topics taught so far.
YEAR 9	
TERM	MAIN ASSESSMENT TASK
Autumn - Direct and Inverse Proportion - Reverse Percentages	End of term test on all topics taught so far.

- Standard Form - Changing the Subject of a Formula - Expanding and Factorising Quadratics - Simultaneous Equations - Gradient of a Line - Equation of a Line - Spheres and Cones - Similar Shapes (Lengths) - Compound Interest and Depreciation - Averages from Frequency Tables - Real Life and Distance Time Graphs - Venn Diagrams - Speed and Density	
Spring and Summer - Recurring decimals to fractions - Fractional and negative indices - Repeated percentage change - Expanding triple brackets - Parallel and perpendicular lines - Inequalities on graphs - Similar shapes (Area and volume) - Enlarging with negative scale factors - Circle theorems - Cumulative frequency - Box plots - Solving quadratics - Trigonometry ratios - Sector areas and arc lengths - Exact trigonometric values - Solving simultaneous equations graphically - Probability trees - Bearings - Surds - Calculating with Bounds - Direct and Inverse Proportion - Quadratic Formula - Factorising Harder Quadratics - Algebraic Fractions - Rearranging Harder Formulae - Finding the Area of Any Triangle - The Sine Rule - The Cosine Rule - Congruent Triangles - 3D Pythagoras and Trigonometry - Conditional Probability - Completing the Square - The Nth Term of a Quadratic Sequence	End of term test on all topics taught so far.

Course Description

The course follows KS3 national curriculum, and the chapters covered in the Collins Edexcel Mathematics textbook and CGP KS3 books (1,2 and 3)
In line with the national changes, the students will be carrying out some "Challenge tasks" throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.
All pupils will use Mathswatch to improve mathematical skills.

Assessment

Tests on number, ratio, proportion and rate of change, Algebra, geometry, statistics, and probability

Homework

Homework is set at least once a week and are designed to stretch all pupils' understanding of the lessons, they have covered that week. All homework will be set on Show My Homework. This may include revision tasks, research tasks for use in lessons, of exam questions, which will be marked and then redrafted in subsequent lesson time.

How Parents Can Help

Monitor and check your child's homework every night.

Science

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn Chemistry - 8E: Combustion - 8F: The periodic table - 8G: Metals and their uses - 8H: Rocks	End of unit assessments will test students' knowledge and skills in the topics that have been taught.
Spring and Summer Physics - 8I: Fluids - 8J: Light - 8K: Energy transfers - 8L: Earth and space Biology - 8A: Food and nutrition - 8B: Plants and their reproduction - 8C: Breathing and respiration - 8D: Unicellular organisms	End of unit assessments will test students' knowledge and skills in the topics that have been taught.

YEAR 9	
TERM	MAIN ASSESSMENT TASK
Autumn Biology - B1: Cell level systems - B2: Scaling up	End of unit assessments will test students' knowledge and skills in the topics that have been taught
Spring and Summer Chemistry - C1: Particles - C2: Elements, compounds and mixtures Physics - P1: Matter - P2: Forces	End of unit assessments will test students' knowledge and skills in the topics that have been taught

Course Description

This course provides the foundation for understanding the material world. Students are introduced to various key concepts in Biology, Chemistry and Physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

Assessment

End of year exam that covers everything that has been taught in class.

Homework

Homework will be set on regular basis with the aim of either extended the students' knowledge or reinforcing what has been learnt in the classroom.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use the BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

Computing and IT

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn **Algorithms and problem solving (Computational thinking)** - Have limited understanding that computer systems work step-by-step and follow what you tell them to do. **Programming** - In limited situations, will identify a required command in enabling a computer to start to solve a problem. **Computer Systems {Computer logic, hardware and software}** - Can correctly identify parts of a computer system. **Communication and networks** - Know that data can be shared over a network and state a risk when prompted. **Using digital technology safely** - Can list online hazards and an action to take to defend yourself. **Data representation and data handling** - Be able to refine a search for a data item from an online or offline database, as computers can store a lot of data. **Researching and presenting information** - Can use software tools with limited skill to create a digital artefact.	End of term test on all topics taught so far.
- *Spring and Summer* **Algorithms and problem solving (Computational thinking)** - Have some ability to list the goals of a given problem in terms of the steps needed to solve it, knowing that the computer systems can only do what we tell them. - Understand what is meant by a computational problem. - Be able to explain why we must be accurate when working with computers. **Programming** - Be able to plan and create a sequence of instructions for something that you want to happen, and work to improve it if necessary. - Write sequence, selection and repetition instructions and use data in a way that a computer will understand. **Computer Systems {Computer logic, hardware and software}**	End of term test on all topics taught so far.

- Can identify limited items in a computer system, based on hardware and software.
- Can state the difference between hardware, software, and logic gates, and say how they work together.

Communication and networks
- Knows that computer networks can share and retrieve data, but there are risks involved.
- Can identify basic network components used in the sharing of data and can state a risk with its use.

Using digital technology safely
- Can say how to keep themselves and other safe whilst communicating online.
- Can identify some ways to keep themselves and others safe within given scenarios when working and socialising online.

Data representation and data handling
- Be able to refine a search of data to reduce the number of results found from an online or offline database.
- To develop an understanding of how computers store data using binary.
- Understand that computers store data in binary to form numbers, text, sound, or images.
- Can conduct a successful search of data.

Researching and presenting information
- Can use software tools to produce digital artefacts to meet a given requirement from a set scenario.
- Can plan and create digital artefacts to meet a set of requirements, which may be evaluated after completion.

YEAR 9	
TERM	MAIN ASSESSMENT TASK
- *Autumn* **Algorithms and problem solving (Computational thinking)** - Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Be able to take a problem and divide it into its main sub-problems. **Programming** - Solve a range of computational problems using a programming language to make appropriate use of data structures design and develop modular programs that use procedures or functions. - Correctly use variables, lists and simple procedures in your programs. Be able to plan,	End of term test on all topics taught so far.

create, test and reflect on a solution to a problem that a computer could solve. **Computer Systems {Computer logic, hardware and software}** - Can correctly state a range of computer components and peripherals, identifying input, output, and storage devices. - Understand the use of logic circuitry and how hardware interacts with software. **Communication and networks** - Can identify standard network components and state how they might be used to share and retrieve data, along with some of their associated risks. **Using digital technology safely** - Can explain how society use computer systems for entertainment and work and can state ways to keep themselves and others safe whilst online. **Data representation and data handling** - Understand how data, such as numbers, text, sound, and images are physically stored on a computer system. Can conduct queries to find required results from online or offline sources. **Researching and presenting information** - Use appropriate software tools to plan, create and evaluate digital artefacts to meet a brief, in a range of media.	
Spring and Summer **Algorithms and problem solving (Computational thinking)** - Be able to take a problem and divide it into all its sub-problems and show this as a diagram. Understand how instructions are followed inside a computer. - Be able to define an outline of a solution in terms of functions and global values. Be able to state some criteria to evaluate the success of an algorithm. **Programming** - Correctly use procedures and functions with parameters in your programs. Be able to develop solutions for problems that are described to you by someone else. - Be able to write programs in a text-based language like Python and be able to create your own data structures. Be able to test the different modules of your programs as you are developing them, reflect on the results and then improve them. **Computer Systems {Computer logic, hardware and software}**	End of term test on all topics taught so far.

- Can identify the correct computer peripherals to use to complete a task and say why they should be used. Can correctly identify logic gates and state their purpose.
- Be able to clearly identify and categorise computer peripherals, and, along with software, suggest the appropriate items to use. Can make the connection between logic gates and the work of the CPU.

Communication and networks
- Can suggest the appropriate use of computer networks in a given situations, by stating their advantages, disadvantage and associated risks.
- Be able to confidently state and justify the advantages, disadvantages and risks associated with the use of computer networks.

Using digital technology safely
- Can suggest the appropriate use of computer networks in a given situations, by stating their advantages, disadvantage and associated risks.
- Can give a justification to an approach to take to keep yourself and other safe whilst interacting online.

Data representation and data handling
- Identify, from binary, the data formats used to store numbers, text, sound, and images.
- Confidently interpret the representation of data in binary to show numbers, text, sound, and images. Be able to create a simple model for a complex problem that save and retrieve data.

Researching and presenting information
- Be able to suggest and justify the use of appropriate software tools in the planning, creation, and evaluation of a range of digital artefacts to meet the requirements of a given scenario.

Course Description

OCR Cambridge Nationals KS3 curriculum offers a very engaging course and will provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.
https://teachcomputing.org/curriculum is also a very useful IT platform for teaching and learning.

Assessment

- Algorithms and problem solving (Computational thinking)
- Programming
- Computer Systems {Computer logic, hardware and software}
- Communication and networks
- Using digital technology safely

| - Data representation and data handling |
| - Researching and presenting information |

Homework

Homework is set at least once a week and are designed to stretch all pupils' understanding of the lessons, they have covered that week. All homework will be set on Show My Homework. This may include revision tasks, research tasks for use in lessons, of exam questions, which will be marked and then redrafted in subsequent lesson time.

How Parents Can Help

Monitor homework. Check their child's homework whether it's complete. Ensure that their child comes equipped to class. Provide their child with time at home to practise the skills learnt in class through homework set. Encourage and support their child with the research outside of school, including preparatory notes.

Modern Foreign Languages (Spanish)

YEAR 8	
TERM	MAIN ASSESSMENT TASK

Autumn
 	
Unit 1 – Identity and Culture
   - Grammar: gender and articles, singular present tense of verbs, questions, pronunciation
Unit 2 – Identity and Culture
   - Grammar: gender + articles, adjectives + possessive adjectives, present tense of verbs, negatives, noun plurals, questions + interrogative pronouns.
	Listening, Speaking, Reading + Writing

Spring and Summer
 	
Unit 3 – School
   - Grammar: gender + articles, plurals, present tense of verbs, word order
Unit 4 – Identity and Culture
    Grammar: verbs of liking, irregular, present tense verbs, time expressions, simple conjunctions to give reasons
Unit 5 – Identity and Culture
   - Grammar: present tense of verbs, prepositions verbs of liking, giving opinions + reasons.
Unit 6 – Revision and cultural research on Spain.
	Listening, Speaking, Reading + Writing
	
	End of year test

YEAR 9	
TERM	MAIN ASSESSMENT TASK

Autumn
 	
Unit 1 – Travel and the local Area
   - Grammar - Simple past tense, asking questions.
Unit 2 – Identity and Culture
   - Grammar - Present tense, past tense, comparatives.
	Listening, Speaking, Reading + Writing

Spring and Summer
 	
Unit 3 – Identity and Culture
   - Talking about future negatives
Unit 4 – Identity and Culture
   - Stem changing verbs in the present, reflexive verbs in the present, adjective endings.
Unit 5 – Identity and Culture
   - Grammar – Comparatives, superlatives, imperative, time frames
Unit 6 – Identity and Culture
   - Grammar – preterit tense, model verbs and agreement with adjectives, near future tense, using 3 tenses together.
	Listening, Speaking, Reading + Writing
	
	End of year test

Course Description

This course is designed to provide students with all of the essential grammar knowledge and vocabulary to allow them to successfully start a GCSE course in Spanish

Assessment

Students will be regularly assessed throughout the course on each of the 4 key skills in Spanish: reading, writing, speaking and listening. At the end of the year they will sit a final end of year assessment that will cover the 4 key skills mentioned previously. This end of year assessment will test all of the knowledge that the students have learnt over the year.

Homework

Students will be regularly set homework that is designed to help them to retain essential information and reinforce what they have learnt in the classroom.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

History

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn English Civil War - Why was King Charles I unpopular? American Revolution - Why did the French Indian War take place? - What was the Boston Massacre?	Students to complete a PEA paragraph analysing they key enquiry question in the lessons noted in the left-hand column. The purpose of this will be to ensure students can write clear paragraphs exposing them to extended writing, with the key focus being analysis/evaluation. There will also be a focus on structure and knowledge.
Spring and Summer Slavery - What did it mean to be a slave? - Exploring triangular trade and abolitionism Victorians - How did sport change during the Victorian era? Suffragettes	Students to complete a PEA paragraph analysing they key enquiry question in the lessons noted in the left-hand. The purpose of this will be to ensure students can write clear paragraphs exposing them to extended writing, with the key focus being analysis/evaluation. There will also be a focus on structure and knowledge. Tests allow assessment of key concepts covered in this unit of work: causation, consequences, interpretations, and source analysis.
YEAR 9	
Autumn Tudors - To understand the impact of the Reformation and the role of the Tudor Monarchs and arrive at a judgement on who had the biggest impact on religion. English Civil War - Analyse the reasons why King Charles was unpopular, and the causes of the Civil War. To be able to compare how life changed under Cromwell.	- To compare and contrast historical events and figures, and evaluate the significance. - To look at causation and consequence, and assessing change and continuity - Vital background for understanding GCSE units. - 12 Mark P.E.E Question
Spring and Summer World War 1 - Analysing the causes of WW1 by assessing the long term and short term causes. To be able to understand how life was like in the trenches for soldiers. Nazis and the Holocaust	To look at cause and consequence. Using historical sources as evidence To use interpretation and historical sources as evidence Exam Style Question source analysis Analysing various historical sources and interpretations to find out about differing experiences of war

- Looking at the key reason for the rise of the Nazis and analysing why and how the Jewish people were persecuted. **World War 2** - Assessing the key causes of the outbreak of WW2 and looking at how it impacted people at home and at the front line. **The Industrial Revolution** - To assess the causes of the revolution and, understand the key events to evaluate the significance of the Revolution.	Analyse key features of events and evaluate the significance of historical events.

Course Description

- To provide a coherent and balanced KS3 History course that leaves students with a good understanding of important periods and events in British and World History.
- To ensure the content includes people of different genders, faiths and cultures.
- To include content that will help students understand the modern world and current events.
- To cover the substantive knowledge that will best help students understand the Edexcel GCSE (9-1) History topics they will encounter at KS4.
- To progress students with differing abilities at the rate needed for them to start the GCSE course, working at the level they need to be at to reach their target grade. This rate of progress is based on the Pearson Progression Scale.
- To build up skills towards those required by GCSE questions, especially providing support for new elements like writing analytical narrative.
- To give students the opportunity to look at history across a range of timescales, preparing them for depth, breadth and thematic units at GCSE.

Assessment

Assessments to test students' knowledge throughout the academic year on the topics taught and at the year a final summative assessment will be sat on all the topics taught.

Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils' understanding of the lessons they have covered that week. This may include revision tasks, research tasks for use in lessons, of exam questions, which will be marked and then redrafted in subsequent lesson time.

How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils should be supported to stay on top of any homework tasks, and should be

encouraged to prepare for any examinations by revising in a timely and structured manner, using any revision materials or timetable given to them by their teacher.

Catering

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn	
Spring and Summer	
YEAR 9	
TERM	MAIN ASSESSMENT TASK
Autumn	
Spring and Summer	

Course Description
Assessment
Homework
How Parents Can Help

Art

YEAR 8	
TERM	MAIN ASSESSMENT TASK
Autumn	
Spring and Summer	
YEAR 9	
TERM	MAIN ASSESSMENT TASK
Autumn	
Spring and Summer	

Course Description
Assessment

Homework

How Parents Can Help

PE

YEAR 8 AND 9	
TERM	MAIN ASSESSMENT TASK
Autumn - Football - Gym - Basketball - Badminton - Pickleball - Table Tennis	Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students will be formally assessed with a theory test to demonstrate the knowledge and skills of the sport. Also this theory test is designed to improve literacy skills. Finally, students will also be formally assessed on their practical skills using an assessment framework which focuses on specific skills for each sport.
Spring and Summer - Football - Gym - Athletics - Cricket - Basketball - Tennis - Volleyball.	Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students will be formally assessed with a theory test to demonstrate the knowledge and skills of the sport. Also this theory test is designed to improve literacy skills. Finally, students will also be formally assessed on their practical skills using an assessment framework which focuses on specific skills for each sport.

Course Description
Pupils to experience a variety of different sports
- Pupils to develop a competitive nature
- Develop a healthy lifestyle
- Develop teamwork skills
- Build confidence
- Initiate/Further a value for sport and exercise ethos

Assessment
- End of unit theory test
- End of unit practical test

Homework Students to be set literacy based tasks throughout the year related to the sports that they are participating in.
How Parents Can Help Encourage a healthy active lifestyle at home. Seek local gyms or clubs your child can join at the weekend or to use after school. Support students with Homework

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.