Woodford International School
Higher Aspirations
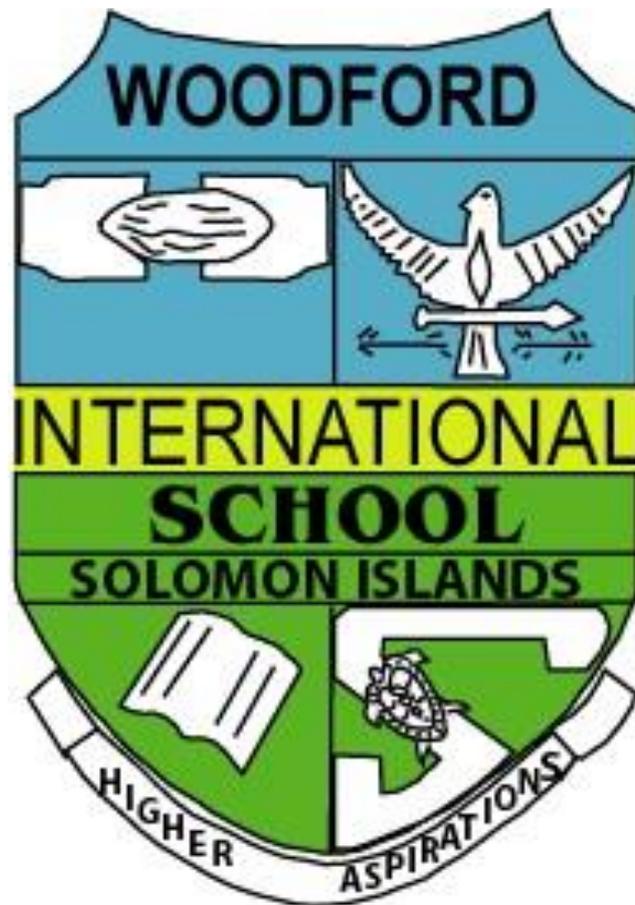
2016 Middle School Curriculum Guide
Years 6 – 8

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PLEASE NOTE:
The content of this booklet was accurate at the time of publication (February 2016)
The curriculum is forever evolving, and during the course of the coming year, aspects may be developed or amended. Any amendments will be communicated during the academic year.

Woodford International School

Mission Statement

To provide a dynamic learning environment through an internationally recognised curriculum that encourages and fosters the intellectual, social, physical and emotional development of our students.

Values

Woodford International School will operate in a climate that is committed to:
- Integrity
- Respect
- Innovation
- Quality
- Teamwork

Key Contacts

Head of School	Mr Dwight Mott	headofschool@wis.edu.sb
Secondary Principal	Mr Alex Haro	alex.haro@wis.edu.sb
Director of Curriculum	Ms Fiona Gibson	fiona.gibson@wis.edu.sb.
School Counsellor	Ms Sonia Murari	sonia.murari@wis.edu.sb
SEN Coordinator	Ms Judy Martin	judy.martin@wis.edu.sb
ELL Co-ordinator	Ms Irene Naitoro	irene.naitoro@wis.edu.sb

The Middle School Curriculum

Students in Years 6, 7 and 8 follow a broad and balanced curriculum that includes the following subjects:

English	Information Communication Technology (ICT)
Mathematics	Physical Education (PE) / Health (Yr 8 only)
Science	Art
Studies of Society and Environment (SOSE)	Music
Italian	Personal Development (PD)

Homeroom Groups

Students are placed in a homeroom group that is overseen by a homeroom teacher. They meet these teachers twice every day for morning and afternoon registration and also for Personal Development lessons. Homeroom teachers are the first point of contact for students experiencing difficulties.

Students are taught in their homeroom groups for most of the school day and are identified as classes, either A or B. The groups are arranged with consideration of gender, nationality and ability, in order to ensure as wide a mix of students as possible.

Assessment

Students are assessed regularly in a variety of ways, depending on what is appropriate to the subject and the type of work being undertaken. For example, they will regularly sit end of topic tests, complete extended written assignments or be observed preparing creative work. The way in which students' work is marked varies from subject to subject.

Assessment will be both formative and summative.

Formative assessment - provides information that is used to plan the next stage in

learning. It is interwoven with learning and it helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by ***giving regular and frequent feedback.*** This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in reflection, to develop the capacity for self-assessment and to recognise the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in understanding.

Summative assessment - aims to give teachers and students a clear insight into

students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves students learning and the teaching process.

Students currently sit annual examinations towards the end of the academic year in most of the subjects that they have been studying, in order to assess what they have learnt throughout the year. Formal feedback is given in the form of reports, which are issued to parents.

Assessment schedules detailing the type of assessment, due dates and an approximation of the length of time (outside of school hours) required to complete the task will be provided to all students and displayed in homerooms each term. Additionally these will be posted on the school website.

Homework

Homework is an integral part of the curriculum and students are expected to complete their tasks by the specified date and to the best of their ability. A homework schedule is in place for all students in Years 6, 7 and 8 to help students organise their time more easily.

Students record the homework set in their School Diary. Experience has shown that students respond well to parental interest in their work and we encourage parents to monitor their child's homework habits and take an interest in what is being studied at school. Subject teachers will contact you if your child is not meeting homework expectations.

Reporting

There are four reporting periods:

Terms 1 and 3 - Three Way Conference
Semesters 1 and 2 - Written Reports

3-Way Conference

3-Way conferences actively involve parents, students and teachers in reflecting on student achievement, discussing work samples and setting future targets. 3 Way Conferences acknowledge the most important participants in the learning process (student, teacher and parent). The student leads the 3 Way conference. He or she is actively involved in the discussion about their performance. They provide information to clarify what they have learnt, how they learnt it and what challenges they faced.

3-Way conferences provide a student voice to discussions about performance and targets. They place the student at the heart of the assessment and reporting process and they strengthen the home-school partnership, allowing the child to see their parents and teacher interact with them. Students and their parents meet with the subject teacher. The student will begin by discussing their "Reflection sheet" which has been completed prior to the conference. The student may present work samples to highlight strengths and areas for future development. The teacher acts as facilitator, guiding the student through the process. Throughout the conference parents and the teacher are encouraged to ask questions, provide feedback and encouragement to the student and to share their thoughts and ideas on what is being presented and on what goals or targets they think are appropriate.

Written Report

Written reports are produced at the end of each semester. Subject teachers summarise the academic achievements and attitudinal levels against age appropriate outcomes for each student. The homeroom teacher will also complete a pastoral comment.

The Personal Development Programme

At Woodford International School, we aim to ensure that everyone:
- works within an atmosphere where individuals are valued and where their self-esteem is enhanced;
- gains sufficient knowledge with which to make informed choices concerning moral issues;
- prepares for adult life.

Our Personal Development programme provides opportunities for the above to be developed and articulated. The programme takes into account the physical, emotional and social level of each class.

	Year 6	Year 7	Year 8
Term 1	Personal goals setting Being a "first class' class Time management Homework Get to appreciate my classmates Personal goals on-going evaluation and resetting	Personal goals setting My unhealthy habits Me and my family Dealing with parents My rights and my responsibilities as… Personal goals on-going evaluation and resetting	Personal goals setting Recognise and express emotions How to be a successful person How to handle anger Drugs-alcohol-smoking: effects and consequences Personal goals on-going evaluation and resetting
Term 2	Keep myself clean Keep my place in order Healthy routines: food & exercise Self-discipline Personal goals on-going evaluation and resetting	Smoke-alcohol-betel nuts Different types of drugs Risk situations Safe in front of the TV Personal goals on-going evaluation and resetting	Different types of relationships Boy-girl relationship Peer pressure Good character Personal goals on-going evaluation and resetting
Term 3	A "clean" language Good manners Bullying Personal goals on-going evaluation and resetting	Friendship Personal identity and self-esteem How our feelings change Attitudes Personal goals on-going evaluation and resetting	Safe online Safe on the streets Extreme sports Personal goals on-going evaluation and resetting
Term 4	My role models Commitment Enthusiasm Pocket money Personal goals evaluation	The school as a community Being a good neighbour The power of advertising Personal goals evaluation	Respect and value each other Caring people with disabilities Me as a consumer Stepping up Personal goals evaluation

Camps

All Year groups in the Middle School programme attend a Camp.

Objectives

The mandatory camps are an integral part of the Secondary School curriculum and therefore contribute to the fulfillment of the School's Mission Statement. They provide our students with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations, which they may not have experienced before, and which encourage them to think about the values they are applying and the attitudes they adopt. Each visit is designed to provide opportunities for personal and social development.

A thorough risk assessment is carried out for each camp and all efforts are made to ensure security and safety for all.

There are additional costs associated with camp and classes are encouraged to fundraise. In the event of a shortfall an additional cost will be levied to parents in the following term's fees.

Year 6 Camp

In Year 6 the students attend a two-day, one night Camp at school. The dates for Year 6 camp are 18-19th February 2016.

The focus of this camp is to build a cohesive year group in the first year of secondary schooling and to undertake fieldwork skills in relation to their SOSE unit on coasts.

Year 7 Camp

Students in Year 7 undertake a 3-day, 2 night camp at SWIM. The dates for Year 7 camp are 20-22nd April 2016.

This camp aims to continue developing effective interpersonal and communication skills. The curriculum focus of this camp is the ARTS and students will be undertaking activities that help cultivate their creativity.

Year 8 Camp

Students in Year 8 return to Aruligo for a longer camp of 3-days, 2 nights. The dates for Year 8 camp are 25-27th May 2016.

As with previous camps the focus on team building continues but activities are also designed to encourage leadership and independence. There is a community service element with students visiting a local school. The curriculum component of the camp ties with the SOSE unit on World War Two in the Pacific and sees the students visiting important historical sites.

Subject Organisation

English

English in Years 6, 7 and 8 aims to maintain, develop and extend:

- an understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities, matching style and response to audience and purpose;
- the ability to read, understand and respond to a range of texts; recognise and appreciate themes and attitudes and the ways in which writers achieve their effects;
- information retrieval strategies for the purpose of study;
- the ability to construct and convey meaning in written language, matching style to audience and purpose.

Speaking and Listening	Students will develop competency in a range of situations where speaking and listening skills are paramount: speech making, debates, group discussion and role-play are thus integral to the subject.
Writing and Reading	Reading will focus on the skills of inference, insight, analysis and interpretation of both fiction and non-fiction texts. Writing skills will focus on adapting writing for a range of purposes and audiences with writing to inform, persuade, advise, analyse and instruct as the main focuses. Grammar, punctuation and spelling will be emphasised throughout the units of work.

Students in Years 6 & 7 are streamed and study 8 x 40 minute lessons per week. Students in Year 8 are taught in their Home Room classes and study 7 x 40 minute lessons per week.

	Year 6	Year 7	Year 8
Term 1	Novel study *Islands of the Blue Dolphins* by Scott O'Dell. This historical novel is based on a real person, the Lost Woman of San Nicolas Island. It is the story of a young girl's survival on an island in the early 1800's. This is also an opportunity to develop cross-curricular links with their SOSE unit on coastlines. Students will read the book in various stages, utilising content not only for reading comprehension but also for grammar, spelling and parts of speech practise.	Students will read and examine a variety of stories. They will start the term exploring and writing fables, myths and legends followed by an examination of a variety of classic and contemporary fiction. They will learn to identify the elements and plot structure in the stories they read and will use critical thinking skills to discuss the themes and issues explored. Students will also identify and explain the techniques that make stories effective and enjoyable. Activities throughout the term will help to improve their grammar and comprehension skills and build their vocabulary.	Novel Study *Holes* by Louis Sachar. Students will analyse the setting, characters and specific quotes. They will also examine the plot, themes, issues, inferences, tall tales, flashbacks, symbols, conflicts, vocabulary and figurative language and compare the book with the film version.
Term 2	Novel *Dear Mr Henshaw* Letter writing, both formal and informal. This insightful novel will assist students on different ways to write an informal letter and how to express their views. The students will also explore various techniques of formal letter writing. Students will write several letters on different topics throughout the term, with focus on spelling, punctuation and sentence structure.	Poetry Students will explore different types of poetry and write personal reflections on poems. They will learn various poetic techniques and will examine various levels of meanings in a poem Student will then compose, revise and edit their own poems with the view to creating a personal anthology of poetry booklet.	Multi Modal Texts Students will learn how messages are conveyed through a variety of multimodal text types. They will analyse the effectiveness of the various forms and compare and contrast how similar messages differ within and between them. Students will explore the issue of media manipulation and learn associated techniques to apply these in simulated situations. Through the above, students will develop skills in analytical and persuasive writing, as well as critical thought.

Term 3	Multimedia Studies and Non-Fiction texts Students will explore their creative sides in English this term. They will examine various creative multimedia texts as well as develop skills in thinking laterally so as to encourage their own creativity. Texts, both fiction and non fiction are often layered in meaning and the students will also develop their skills of inference so as to dig deeper for meaning.	Students will explore what Newspapers are and learn to know 'what makes news'. They will analyse the language of newspaper journalists and learn how to control the language and features of newspaper articles. Students will write a 'Letter to the Editor' of a fictional newspaper. During the second half of the term students will read the short novel 'Blueback' by the Australian author Tim Winton. They will be involved in character studies and comparisons, plot and theme studies. The novel will form the basis for vocabulary development and grammar exercises.	The Effects of War Students will be introduced to the contemporary novel, *Tomorrow When the War Began* by John Marsden. The themes of the book revolve around war, survival, change and friendship. These themes will act as the spark to fuel an exploration of this term's central question 'How does war have a lasting impact on people's attitudes and behaviour?' Students will explore this question through poetry, interviews, plays and speeches.
Term 4	Novel and Film Study *Bridge to Terabithia* by Katherine Patterson. Students will examine the themes of friendship and grief through the novel and film version of the Bridge to Terabithia. They will look at the different techniques to convey meaning in the two versions and examine plot, setting and character development.	Novel Study *The Giver* by Lois Lowry. Using critical thinking skills students will examine philosophical issues surrounding the structure of human society and relate the experiences in the novel to individual life experiences. Through discussion and writing activities students will explore the concept of memory and identify how our individual and collective memories shape who we are today and influence our future. They will also examine the concept of 'Rites of Passage' and 'Utopian' societies. They will identify specific imagery and symbolism and explain the writer's effects They will also use interpretation skills to talk about some of the themes in the novel.	Formal Writing and Presentation This term will be both exciting and challenging, as students work towards writing a speech for the National School Speech competition. Throughout the term students will be fine tuning skills in paragraph writing, determining fact from opinion, handwriting, planning and persuasive writing. Students will be writing several pieces throughout the term, which will be based on current events and environmental issues.

Mathematics

In Years 6, 7 and 8 Mathematics aims to enable students to:
- develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- use mathematics as a means of communication with emphasis on the use of clear expression;
- solve problems, present the solutions clearly, check and interpret the results;
- acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Students study Mathematics 7 x 40 minute lessons per week. Students in Years 6 & 7 are streamed and students in Year 8 are taught in their Home Room classes.

	Year 6	Year 7	Year 8
Term 1	**Number and Algebra** Number and Place Value Fraction and Decimals Patterns and algebra Percentage Addition, Subtraction, Division, Multiplication Operation with decimals **Measurement and Geometry** Length, Area, Volume, Capacity, Mass, Time Space review, Angles, types of Angles, Angles at a point, Angles on a straight line **Statistics and Probability** Graphs, line graphs, tables and graphs	**Whole Numbers** Number and Place Value **Number Properties and Patterns** Linear and non -linear relations **Fractions and percentages** Real numbers, Money and financial mathematics	**Working with Numbers** Revise number skills using a variety of strategies including: mental calculations, pen and paper methods and the use of calculators. **Percentages** Calculate and convert using percentages. Express one quantity as a percentage of another. Use the unitary method to solve percentage problems. Solve a variety of real life problems involving percentages. **Ratios and Rates** Write and simplify ratios in various forms, solve problems involving ratios. **Algebra** Translate between words and algebraic symbols. Substitute into algebraic expressions. Simplify algebraic expressions. Expand and factorise algebraic expressions. Apply the index laws to simplify algebraic expressions.
Term 2	**Number and Algebra** Negative and Positive numbers Improper and Mixed numbers Patterns with Fractions and Decimals Using number lines Division involving Fraction Averages, Addition and Subtraction to 999 Money Order of Operation, Multiplication of Decimals Subtraction of Decimals **Measurement and Geometry** Perimeter Time Square in numbers Centimetre & Metre, comparing Perimeter and Area, Opposite Angles, 2D shapes, Compass Direction, Using Maps, Using Coordinates **Statistics and Probability** Probability of events, Ordering probability of Events, Divided Bar and Sector Graphs, Pie Charts, Using Samples, Dot plots	**Decimals** Real numbers, Money and financial mathematics **Negative numbers** Number, place value, Linear and non- linear relationship **Algebra** Patterns and algebra	**Equations and inequalities** Develop techniques in solving equations and inequalities **Graphing Linear equations** Relationships and formulas and their representations in simple graphs **Pythagoras theorem** Theorem that relates the sides of a right-angled triangle. Students will understand and use Pythagoras' theorem in a variety of situations. **Circle** Identify and name parts of a circle and the related lines. Investigate rotational symmetry of circles. Demonstrate by practical means that the ratio of the circumference to the diameter of a circle is constant Develop formulas to calculate the circumference and area of circles. Find the area and perimeter of quadrants and semi-circles. Calculate the perimeter and area of sectors.

	Number and Algebra	**Equations**	**Collecting & presenting data**
Term 3	Geometric Patterns, Fractions of a group, Addition and Subtraction of Fractions, Equivalent Fractions, Division of large numbers, Division of Decimals, Multiplication by 2-digit numbers **Measurement and Geometry** Volume of prisms, Cubic Centimetres & metres, Kilometres, millilitres& litres, Selections and Elevations of 3D objects, Naming 3D objects, Nets of Prisms, Nets of Pyramids, Number Plane **Statistics and Probability** Possible Outcomes to experiments, Chance using dice, Using samples, Collecting information	Linear and non-linear relationship **Geometry** Geometric reasoning	Collecting, organising, presenting and interpreting data. **Analysing data** based on information collected from statistical surveys and samples **Probability** Use numbers to describe chance more formally
Term 4	**Number and Algebra** Problems using Fractions Prime and Composite Numbers Number sentences, Divisibility and Factors, Addition and Subtraction of large numbers Problem solving **Measurement and Geometry** Tonnes Units of Mass Hectares Square Kilometres Using Maps Transformation Constructing regular Shapes Cones, Cylinders and Spheres **Statistics and Probability** Chance: Expected results Tree Diagrams Likelihood of an Outcome Unusual Graphs	**Polygons, solids and transformations** Location and transformation, Geometrical reasoning. **Measurement** Using units of measurement, Shape **Statistics and Probability** Chance, data representation and interpretation	**Geometrical figures** Students will investigate the properties of angles and shapes and use geometrical instruments to construct them accurately **Area and Volume** Calculations of measurements such as area and volume **Congruent and Similar figures** Used to prove geometrical properties and to solve practical problems

Science

Science in Years 6, 7 and 8 aims to stimulate inquiry and enable students to:

- Pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences;
- Demonstrate knowledge and understanding of scientific terminology, facts, phenomena, definitions, concepts and theories;
- Plan fair experimental methods, identifying variables to be changed and measured;
- Select equipment that improves fairness and accuracy and describe how they considered safety;
- Draw on evidence to support their conclusions;
- Summarise data from different sources;
- Describe trends and refer to the quality of their data when suggesting improvements to their methods;
- Communicate their ideas, methods and findings using scientific language and appropriate representations.

Students study Science 6 x 40 minute lessons per week

	Year 6	Year 7	Year 8
Term 1	**Practical skills of Science** Using apparatus Safely setting up and using a Bunsen burner Problem solve to separate soluble and insoluble materials Use hand lenses and a light microscope. **Use SI Units of measurement** for length, area, volume, time, temperature and mass. Writing up reports Recording Moon observations, Growing moulds and observing leaf water loss. Practical application of new skills	**What is Science?** Related fields in Science Study Science laboratory Analysing Data Reporting and Investigating **Classification** Pattern, Order & Organisation Identification Keys in Science Animal Kingdom Plant Kingdom	**Cells** History Form and function Animal cell and Plant cell Cell Division **Body Systems (Living Connections)** Discovery Skeleton Circulatory system Respiratory system Digestive system
Term 2	**More introductory Science** Practical skills Prepare labelled drawings of scientific apparatus Draw to different scales Demonstrate reflection and refraction Do science discoveries improving conditions for all? Understanding good nutrition Practical application of new skills.	**Ecosystem** Systems – Level of Organisation Food Chain & Food Web Cycles in Nature Nutrition Seeds Unbalanced Ecosystem Ecological Footprints Environmental Pollution Introduced Species **Separating Mixture** Mixtures Techniques of separating Mixtures Sewage treatment system Safe Water Separation in Industry Recycling	**Reproduction** Human reproduction Anatomy Puberty Contraception Reproductive Technologies Non-human reproduction Plant reproduction Asexual reproduction **States Of Matter** Changing states Weather Particle Model Increasing Energy

Term 3	**Science Investigations Continued** Germinate seeds and investigate tropism Complete an energy audit and investigate alternative energy sources Understand the "big ideas" of scientific time and distance Introducing the concept of particles. Practical application of new skills	**Precious Resources** Minerals & Mines Fossil Fuels Renewable and Non-Renewable Air & Water Soil Salt **Earth In Space** Sunrise & Sunset Moon – Phases Tides Night Sky	**Elements, Compounds And Mixtures** History Atomic model and structures Periodic table Molecules Carbons **Chemical Change:** Chemical properties Chemical reactions Writing chemical equations Rate of reactions Advanced materials Recycling
Term 4	**Animals, Rocks and Numbers** Observe living Animals Prepare a metamorphic life cycle Explain the formation of the three rock types Calculate really big numbers!! Plan, do and present a scientific research task! Practical application of new skills	**Forces In Action** Force Magnetism Static Electricity Scale & Measurement Friction Buoyancy Cycling **A World Of Machines** Levers Incline Plane Wheels and Axles Gears Compound machines Microbots	**Transferring And Transforming Energy** What is energy? Heat transfer Heat energy Sound energy **Rocks** Hot rocks Sedimentary rocks Metamorphic rocks Mining Stone age Every rock tells a story

Studies of Society and Environment – SOSE

Studies of Society and Environment in Years 6, 7 and 8 is concerned with developing globally articulate and critical thinkers who are ready to take action on a variety of issues at a variety of scales. The course covers the following strands:

- Time, Continuity and Change;
- Culture and Identity;
- Place and Space;
- Social, Political and Economic Activity.

Students study SOSE 5 x 40 minute lessons per week

	Year 6	Year 7	Year 8
Term 1	**Seachange** An inquiry into the dynamic nature of coastal processes and how and why people change marine environments. Coastal processes. Human changes to coasts. The Great Ocean Garbage Patch. Overfishing. Conservation of Turtles Fieldwork: Processes operating on a local beach. Simple analysis of human impact on the coastal environment	**WWI and the Inter War Years (1914-1939)** An inquiry into the causes, course and consequences of the Great War and the key events of the Inter War Years. Topics to be Studied; Long term and short term causes of the Great War, Stalemate, Technological changes to warfare, Why did the Allies win? The Conference of Versailles, The Russian Revolution, Rise of the Dictators, the Great Depression.	**Population 10 Billion & Aid Development** An inquiry into the carrying capacity of our earth. How has the world's population grown? At what rate is it expected to grow? Where will people live? Urbanisation. The demographic divide - quality of life Feeding the world's people How can we sustain the needs of all? Local Case Study: Population pressure on Honiara Aid and Development What is Aid? Types of Aid. Effects of aid on development.
Term 2	**Who Are The Pacific People?** An inquiry into settlement of the Pacific. How these people navigated the huge expanses of ocean. What cultures were brought with them? Influence of later contact - Explorers, whalers, traders, missionaries, colonial powers Case Study the collapse of the ancient Easter Island Society - Why did it collapse? Lessons learnt for Pacific people of today Pacific People today - Expressions of Identity today	**Wild Weather** An inquiry into the claim that the world is now experiencing more frequent and severe weather events. What causes different weather? Interpretation of weather maps (Synoptic charts) Climate change Weather hazards (Cyclones, bushfires, blizzards, etc.) - Impacts, prevention, preparation	**Degrees Of Separation** An investigation into the importance of dignity and opportunity for all. Throughout history individuals and groups of people have been denied human rights. Through an examination of various case studies students will develop a critical awareness of the importance of human rights. Case studies may include: Black Civil Rights Movement in USA, The Holocaust, Apartheid in South Africa, Stolen Generation Australia, Rwandan Genocide, Child Soldiers An outcome of this may be that students take action on a particular issue (it may be local or international)

Term 3	**The Story Of Stuff** An examination of the impacts of globalisation and consumerism Wants and Needs Resource Allocation Food miles Increasing divide between Rich and poor What happens to all the waste? Investigation into where food in the Solomon Islands comes from. How is waste disposed of in Honiara? What issues arise from this?	**WWII In The Pacific** Inquiry into "Is it still relevant to study WWII?" The world in the 1930/40s – League of Nations. Situation in Europe Why did Solomon Islands play such a significant role in WWII? Impacts of the War on the Pacific Legacy of the War in the Pacific WWII tourism in Solomon Islands	**Magnitude 9.0** On the 11th March 2011 a magnitude 9.0 earthquake struck off the east coast of Japan. This unit investigates the hows and whys of earthquakes and tsunamis through a close examination of the March 11 event. What was the physical and human toll of the event? At what cost nuclear energy? Investigate what happened at the Fukushima Power plants and the impacts of the meltdowns. Plate tectonics, Pacific Ring of Fire Impacts - short term/long term Recovery Nuclear Energy Debate - should Nuclear Energy be exploited in countries that are susceptible to Earthquakes and Tsunami?
Term 4	**Learning From The Ancients?** Through an investigation of ancient societies (drawn from Ancient Egypt, Greece, Rome etc.) students discover their legacies in the 21st century; Innovation and Construction. Language and Arts. Systems of government. Maths and Science	**Fragile Environments** An inquiry into the concept of stewardship through an investigation of two of the planets most fragile environments - Antarctica and the Amazon Characteristics of each Processes and systems operating in each Uses of each Cultural and Economic perspectives Management v exploitation Stewardship	**The Cold War** An inquiry into how and why the wartime Alliance of the USSR, Britain and the USA broke down in 1945 and the consequences for the world. Topics to be studied; Wartime Conferences, Containment, Korea, Vietnam, Cuba, Eastern Europe, Collapse of the USSR.

Information Communication Technology – ICT

The ICT course over Years 6, 7 and 8 aims to encourage students to:
- become independent users of IT tools and information sources;
- solve problems and design systems by drawing on the concepts fundamental to computer science;
- understand how IT can help the student's work in other subjects;
- develop the ability to judge when and how to use IT and where it has its limitations;
- develop an awareness of the social, ethical, health and safety issues related to IT use.

The ICT course covers the following strands: Finding Information, Developing Ideas, Communicating Information and Evaluation

Students study ICT 3 x 40 minute lessons per week

	Year 6	Year 7	Year 8
Term 1	**Presentations** Communicating through presentations Using images in a presentation. Select fonts and colours for a presentation Choose sounds to improve your presentation Learn the 'rules' for presenting to an audience Create slides. Change slides in your presentation for consistency. Format and insert images correctly Use appropriate fonts and colours to improve your presentation. Record and add sounds Change the content of your presentation for an adult audience Evaluate your presentation using set criteria. Evaluate other people's presentations.	**Spreadsheet and Data logging** Identify ways that data can be collected including data logging systems Collect data and store in a spreadsheet. Create a web query Identify the ways in which data can be displayed for different types of media. Identify inputs, processes and outputs for a simple public information system Add appropriate images and text Create and edit charts to display data to support a particular viewpoint. Create the processes and outputs for the system after the content, layout and style for specified audiences or locations Use presentation software to display the outputs from your system. Link files so that they will update automatically. Set up the system to run automatically and loop until stopped	Use and refine Internet searches Check the reliability of information gained. Quantitative and qualitative information Truth tables. Make use of persuasive and emotive language Use graphics software to create a festival site map. Layers in graphics software. Save files in different formats for specific reasons Design and test a control system, using input output tables to help Variables within a flowchart Add notes and narration to presentations Make use of hyperlinks to link to other files Make use of Action buttons to improve navigation around the presentation Evaluate your presentation Make your presentation to a specified audience

Term 2	Efficiently locating information How corporate image is created Design elements, Logos, Capture images using digital camera or scanner. Developing questionnaires. Judging reliability of information. Plan a design for the front cover of a newsletter Review and improve design template for your newsletter cover Choose images for your newsletter cover, improve and change appearance of images Change text and images to suit new layout. Create design template on a computer Create the front cover of your newsletter. Create your own logo for a club. Manipulate images to make them more suitable for your design. Use information from newsletter cover to make a two-sided leaflet. Create a design for a folded leaflet. Transfer text and images from the two-sided leaflet to create the folded leaflet. Summarise feedback from survey. Find information on a website. Narrow down a search using an internet search engine. Compare information from different sources	Learn about HTML Learn that web pages can be altered to fit the needs of different users Learn that web pages can be altered to fit the needs of different users Style sheets Revise how to evaluate websites Create and edit some web pages using HTML Structure and navigation of websites Home pages, hyperlinks, hierarchical diagrams. Plan the content of some web pages Using tables on a web page Choose a style sheet for all the web pages Edit style sheets Plan and create the layout for all the web pages Position text and images accurately on your web pages Create the remaining web pages and hyperlinks Check the navigation of your website works Draw a site map for your website	Learn about different formats for questionnaires Learn about coded data and code the response data to your questionnaire Learn about automating processes Work with closed questions in a number of different formats Learn about automating response collection from a questionnaire Continue to develop your report Learn about automating response collection from a questionnaire Learn how to avoid your message being treated like SPAM Continue to develop report
Term 3	**Spreadsheets** What is a spreadsheet? Enter numbers and formulas in a spreadsheet. What is a model is and why it is useful. SPAM. Copy formulas. Use the spreadsheet to help you answer some questions Use a simple spreadsheet model to answer 'what if …' questions Set up a simple model using a spreadsheet. Work out the rules of your model. Work out the formulas needed. Enter the variables Change the rules of your model Use your model to predict possible outcomes. Create graphs and charts from your model Create a report using data from your model including Text, Tables, Graphs, Charts Improve the presentation of your model Use test data to check that your model is working correctly Find out how the use of personal information is controlled: The Freedom of Information Act 2000 The Privacy and Electronic Communications (EC Directive) Regulations 2003	Identify whether information is fact or opinion Domain Names Copyright Flat file and relational databases Check reliability of information Use search techniques to find information: AND, OR and NOT searches text searches, system searches, wild card searches Identify the advantages and disadvantages of information sources Change the look of a database: Fonts, grid lines, background Add data to a database Create a database to store information for the web game Create a query in a relational database Search for information in a database Create reports from search results	Gantt charts. Use and advantages of a relational database Data tables and data types Set data types for database fields Learn about Composite Primary Keys. Identify tasks and subtasks in the development of a database system and create a Gantt chart Relationships between data tables See how queries are set up Develop your System documentation Plan the structure of a relational database. Make data entry easier using forms, and create a form containing a subform Use software tools to make improvements to your data entry forms. Develop System documentation Evaluate the ease of use of your database Continue to develop System documentation and begin work on User documentation Improve the accuracy of data entry into the database using the control toolbox Create a final report for the promoters including: System documentation. User documentation. Bookings report

Term 4	Databases What are Databases and how are they useful? Learn what a hypothesis is and how to test it using data Developing Ideas Look at some data from a database and answer questions about it Consider the difference between national and local data Refine your questionnaire to make the data easy to classify Use graphs and charts to make it easier to understand the data Use some data to test a hypothesis and draw conclusions. Restructure some data to make it easier to understand, for example by converting numbers to percentages. Presenting the data in a graph or chart. Design a questionnaire to collect some data to test a hypothesis Create a data handling file to store the responses to your questionnaire Enter data in a data handling file Check data for errors. Produce a graph of the data Sort and search data in a data file to answer questions. Check whether data is reliable or not Test the hypothesis by Searching your data file Producing graphs / charts from the data Draw a conclusion and check that it is plausible Write a report of your conclusion using data from your data file as evidence Learn about passwords and encryption	Use different methods to answer "what if" questions: trial and improvement using MS Excel function Goal Seek. Identify ways to improve a model Learn about and create drop-down lists Create and edit charts Learn the differences between a model and a simulation Investigate online simulations and models Identify data needed to make an online simulation work Use absolute cell references Copy and paste formulae within a model Add new formulae to improve a model Revise the use of a spreadsheet as a model Create a new spreadsheet model, identifying inputs, processes and outputs Generate random numbers to test a model	Learn how to use the ROUNDDOWN function in a spreadsheet See how a 2D graphical model can be turned into a spreadsheet model See how a 3D graphical model can be turned into a spreadsheet model Start a development journal about the development of your model Develop a three-dimensional model Identify the input, processes and output needed to make a model work See how a financial model can be used to make financial forecasts Use the IF function within the model Add more information sections to your development journal Use the model to carry out comparisons to maximise profit Create a full report on the system life cycle based upon your development journal. Write a recommendation about which size Kool Kart to use based upon the financial analysis

Modern Foreign Language - Italian

All students in Years 6, 7 and 8 will have the opportunity to learn Italian. As the study of Italian has only recently been introduced in the school most classes are at an introductory level. Unlike other subjects Italian is organised on a semester basis but is studied for the whole year.

The study of Italian will enable students to:

- Develop their Italian vocabulary;
- Learn the structure of Italian grammar;
- Apply vocabulary, grammar and phonics in simple Italian conversation;
- Develop an understanding and appreciation of Italian culture.

Students study Italian 3 x 40 minute lessons per week

	Year 6	Year 7	Year 8
Semester 1	**Welcome to Italy** Communication – Greet people, Introductions, Ask and answer questions **Let us Make Friends** Give personal information Book a room in a hotel **Everyday life in Italy** Recognise and describe public places Ask and answer questions about daily life Integrated Grammar, Vocabulary and Phonics	**Living in Italy** Talking about self Describing activities of free time **Let us go on Holiday!** Describe actions in past tense Describe activities and places on holiday Book services and ask information Express personal preferences **Italian Cuisine** Order food and drink Know the names of Italian food Integrated Grammar, Vocabulary and Phonics	**What a Show!** Express personal preference Talk about show business Accepting and refusing invitations **Famous Italians** Describe actions in the past Describe usual actions in the past Relate historical events Integrated Grammar, Vocabulary and Phonics
Semester 2	**Others and Me** Identify People Ask and give personal information Polite forms of asking **The Family** Describe members of the family Ask and give information about family **The City** Describe what is in the city Describe places Say positions in space Ask and say the time Integrated Grammar, Vocabulary and Phonics	**Let's Go Shopping!** Use expressions for shopping Describe clothes Talk about personal preferences Describe actions in the past tense **The Italian Regions** Locate Italian regions and cities Describe characteristics of Italian regions Ask and give information about places Use weather expressions Integrated Grammar, Vocabulary and Phonics	**Feasts and Traditions** Describe traditional religious activities Italian feasts Known Italians' habits during traditional feasts **Advertising** Describe products Give suggestions for purchasing products **A well planned Holiday** Describe future actions Make a holiday plan Predict actions and situations Integrated Grammar, Vocabulary and Phonics

Physical Education – PE

The aim of the PE program in Years 6, 7 and 8 is to develop in students the ability to:

- Sustain activity over appropriate periods of time in a range of physical activities;
- Perform with effective technique and skills in a variety of sports;
- Prepare for and recover from activities appropriately;
- Understand short-term and long-term effects of regular exercise on the body and mind;
- Understand the need to use the right kit and equipment;
- Explain the importance of leading a healthy lifestyle;
- Apply appropriate tactics across a variety of games;
- Develop good sportsmanship.

PE is studied 2 x 40 minutes per week and 3 x 40 minutes in Year 8 (1 period of Health)

	Year 6	Year 7	Year 8
Term 1	Introduction to Striking Games Softball	Volleyball Soccer	Practical Activity: Volleyball and Soccer Health: Healthy Lifestyles
Term 2	Introduction to Invasion Games Soccer	AFL Softball	Practical Activity: AFL and Softball Health: Diet and Nutrition
Term 3	Athletics and Fitness	Athletics and Fitness	Practical Activity: Athletics and Fitness Health: Injuries and First Aid
Term 4	Introduction to Net Games Volleyball	Badminton Dance	Practical Activity: Badminton and Dance Health: Illness and Disease

The Arts

The Arts in Years 6, 7 and 8 are studied on a semester basis. Each class will have a semester of Visual Art and a semester of Music. Contact time is 4 x 40 minute lessons per week.

Visual Art

Art in Years 6, 7 and 8 aims to enable students to:

- Engage with ideas, images and artefacts, and identify how values and meanings are conveyed;
- Develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources;
- Express and realise ideas using formal elements and the qualities of a range of media, making purposeful images and artefacts, selecting from a range of materials, techniques and processes;
- Explore and develop ideas using sketchbooks, journals and other appropriate strategies;
- Reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process.

	Year 6	Year 7	Year 8
Term 1 or 3	**In Their Shoes** Students will start the term with basic drawing skills, focusing on shape, form, value and line. Their project will the lead onto researching different aspects of a country (Art, Architecture, Monuments etc.), designing and then creating their own shoe sculptures which will represent their chosen country.	**All about People** An exploration of portraiture. The project introduces them to the work of many artists – both past and present. Facial Proportions = shading/detail/observation Surrealism = a brief look at Surrealism and study of eyes Colour study = looking at skin tones/unusual use of colour For their final piece students will be introduced to the artist Chris Ofili, whose original style, materials and technique will inform their own mixed media self-portrait.	**Weight & Balance** This project introduces them to the work of many artists who have undertaken the notion of weight and balance in their art. Students will explore this theme in both the natural world and the human body. Life drawing, Renaissance art, 20th Century Artist's representation of the human body, and then producing a Lino print. Nature - looking at various land artists, they will draw inspiration from nature to then create card sculptures. They will then produce a hanging mobile out of wire and tissue paper inspired by nature and the artist Alexander Calder.
Term 2 or 4	**Built Environment** Students will initiate the term with a simple 2 point perspective drawing of a street. Students will experiment with a variety of materials and techniques to look at cities and landscapes: silhouettes using chalk, abstract art using Paul Klee as inspiration, and collage using mixed media. For their final piece students will create a collaborative collage.	**Seeing the Senses** The project is based on the students' artistic response to sound, smell, taste and touch. Students will study the work of Wassily Kandinsky and identify his use of line, shape, space and colour. They will respond to music and food from different countries to draw, use watercolours and make relief prints. Their end of term assessment will be an abstract painting on canvas in response to a stimulus of their choice.	**Disguise** This project focuses on the way in which artistic traditions communicate a theme or a message. Body art and masks from a plethora of different cultures will be the focus of study. Students will be introduced to body art, and then in pairs choose a country/culture to research, paint and then present. They will then have the opportunity to design, paint and present body art of their own design. Their final piece will be designing and making their own mask out of mod-roc or papier-mâché.

Music

Music in Years 6,7 & 8 aims to enable students to:
- Demonstrate understanding and awareness of social, cultural and historical influences on music;
- Demonstrate awareness of music style and forms;
- Demonstrate the ability to work well individually and in group situations;
- Display competence in presenting performances;
- Demonstrate knowledge and understanding of theory work;
- Demonstrate good listening skills and understanding of the elements of music;
- Display creative and adventurous composition ideas;
- Demonstrate the ability to sing songs in a variety of forms.

	Year 6	Year 7	Year 8
Term 1 or 3	**Pulse and Rhythm** Students will be introduced to pulse and rhythm through listening exercises and practical work. Students will experiment with clapping rhythms and then compose their own whilst learning about simple time signatures, bars and notation. Rhythm, pulse and beat Notation - minims, crotchets, quavers and rests Simple Time signatures Bar lines Staves How to notate rhythms	**Study of Indian and Chinese Music** Students will develop an awareness of the cultural and historical background of Indian and Chinese music through listening and compositional tasks. They will also develop an awareness of the technical terms and know how these are constructed and be able to compose and perform their own. They will discriminate between Indian and other ethnic music while becoming familiar with technical terms and commonly used instruments.	**Caribbean Music** Within this unit of study the students will develop their listening and appraising skills by listening to a variety of Caribbean music, in particular UB40 and Bob Marley. They will develop awareness of Reggae and Calypso and use riff and syncopation in their performances.
Term 2 or 4	**Exploring Lyrics and Melody** Students will be introduced to song writing through listening, composing and practical exercises. They will explore the basic skills and techniques of song composition including: - Word setting of given lyrics - Structural elements (verse, chorus, bridge etc.) - Making a chord chart - Composing melodies - Instrument skills – keyboard, guitar, bass line - Musical arrangement using all of the above skills	**Instruments of the Orchestra** Within this unit of work the students will develop their listening and appraising skills by extending their knowledge of orchestral instruments. The sections of the orchestra The different instruments and how they produce sound The elements of music Different musical styles and genres	**The Beatles** Within this unit of study the students will develop their listening and appraising skills by listening to a variety of music by the Beatles and through the cartoon film 'Yellow Submarine'. They will extend their understanding of the influence they have had on music since the 1960s. They will also learn to play some simple songs from The Beatles such as 'Eleanor Rigby' and 'Love me do'.