

**Sierra Bernia School**  
British School



***KEY STAGE 3  
INFORMATION***

***(YEARS 7, 8 & 9)***



## What is Key Stage 3?

Key Stage 3 is the third of five key stages in England and Wales. It is the first stage in secondary education and for children aged 11 to 14.

English System	Spanish System
KS1: Yr1;Yr2	Educación Infantil / 5 <sup>a</sup>
KS2: Yr3; Yr4; Yr5; Yr6	Primaria
<b>KS3: Yr7; Yr8; Yr9</b>	<b>6<sup>o</sup> (primaria) / 1<sup>o</sup> y 2<sup>o</sup> (E.S.O.)</b>
KS4: Yr10; Yr11	3 <sup>o</sup> y 4 <sup>o</sup> de E.S.O.
KS5: Yr12; Yr13	1 <sup>o</sup> y 2 <sup>o</sup> de Bachillerato

### Transition: Primary to Secondary

Although the majority of our Year 7 students have spent their primary education with us at Sierra Bernia School, the transition to secondary can be daunting as well as exciting! There are a number of significant differences and new challenges with which the students have to try to cope. The most common of these are:

- having many different **subject teachers**.
- moving to different **classrooms** between lessons.
- keeping up to date with **homework**
- Organisation of bag..

To help the new Year 7 students to adapt successfully to secondary life, the Year 7 tutors play a crucial role. In Key Stage 3 most tutors have only 5 to 17 students in their care and this means they can dedicate more time and help to each individual student; getting to know them very well. The tutors will help students to organise themselves so that the start to their secondary careers is as successful as possible.

### The Secondary Uniform

#### Students must wear only the official uniform.

- School polo t-shirt or school shirt. If a student wishes to wear another t-shirt underneath in cold weather, it must be plain white.
- The official navy blue school trousers, Bermuda shorts or skirt.
- Plain black or dark blue shoes: moccasins, “*náuticos*” (soft leather shoes) or “*bailarinas*” (flat leather ballet shoes) are allowed and leather sandals may be worn (not flip flops or similar).

An explanatory note from parents is required if there is a reason why your child cannot come in the proper uniform . If for whatever reason, the uniform issue is not resolved within a week of the note being written, another note must be written.

For P.E\*. the sports uniform.

\*A note from home is required if a student needs to be excused from P.E.

### **Jewellery**

Students may wear a small, common sense amount of jewellery should they wish to. We suggest the following:

- Small discreet earrings
- Simple, discreet bracelets may be worn (maximum 2 per arm)
- Two rings may be worn
- A simple, discreet chain or necklace may be worn

Any type of *body piercing* is prohibited and all jewellery must be removed for P.E. lessons.

### **Homework Expectations**

At Sierra Bernia Schoole we believe that homework plays an essential role in the curriculum and should be set regularly for all students. It provides an opportunity for students to reinforce and build upon what they have been learning at school as well as developing skills of independent learning and research. The amount of homework given to the student varies from subject to subject and parents often question about the amount of time their child should be spending on homework.

Below is a general guideline that outlines the length of time we expect our students to spend on homework in Key Stage 3. Periodically we also talk to the students to get their views on how much time they are spending on homework and whether they feel they are being overloaded (or not given enough!) We tend to find that on average our students do spend the expected time on their homework.

	<b>EXPECTED HWK TIME (week)</b>
<b>English</b>	<b>1-2 hours (plus reading)</b>
<b>French</b>	<b>30-45 mins</b>
<b>ICT</b>	<b>30-45 mins</b>
<b>Maths</b>	<b>30-45 mins</b>
<b>PSHE</b>	<b>10 mins</b>
<b>Science</b>	<b>30 mins</b>
<b>Geography</b>	<b>30-45 mins</b>
<b>Span.Leng/Lit</b>	<b>30 mins</b>
<b>History</b>	<b>90 mins</b>
<b>TOTAL</b>	<b>5-8 HOURS PER WEEK APPROX.*</b>

## Contact with Parents

### School Reports

Parents receive reports on their child's progress in the next school term. Each pupil receives a report which signifies their current attainment. By comparing this report with the previous term, this will show how the pupil has progressed from the previous term and how they compare with the expected level of attainment for their year group. They will also receive a grade for effort, progress, organisational and effort to use spoken English. Each term, subject teachers will write a specific comment of advice for improvement. The tutor will then collate the information given by subject teachers in to a review of the student's term.

### Parent Interviews

If parents wish to speak to teachers we usually ask the parent to make an appointment.

### Parent Evenings

There is a parent meeting for each year group twice a year. The meetings are held before start the school year. Parents will be informed of the date by email and make an appointment with reception staff. In addition, at the end of the school year there is one day made available for parents to meet with the teaching staff.

### Respect for learning

At Sierra Bernia we believe that everyone has the right to achieve their potential. In order to do this we believe that our students should be clear about the expectations in the classroom and that a consistent approach is applied to ensuring their ability to learn without distraction. In September 2016 we introduced a policy of 'respect for Learning' which ensures that each student understands the classroom rules and the consequences of breaking those rules. In order to signal to a student that they are breaking classroom rules they are given a *Warning*. A *Warning* is given to a student if he or she is not:

**Ready to learn.**

**Respecting others' right to learn. On-task.**

**Using correct language.**

There is then an incremental escalation policy of the consequences of breaking further classroom rules. This is demonstrated in the diagram below.

Number of warnings	Escalation ladder	Detention	Diary	Classis
1	Name in warning area.	None	None	None
2	Name put in next stage.	10 minutes	Write note (parent and tutor)	None
3	Name put in next stage.	20 minutes	Write note (parent and tutor)	Note written on classis by teacher.
4 (should be very rare)	Name at top of ladder	Referral to Pastoral Detention.	Teacher writes note and Head of KS.	Note written on classis by teacher.
No show for detention	Teacher to exercise judgement as to whether another chance is given or to double the time of the detention.			

It is important to note that *warnings* cannot be taken away once given and should not carry on to future lessons.

# ART

The Art and Design Department at KS3 aims to provide an open learning environment in which students are encouraged to experiment and learn about basic materials and basic processes. Through topics chosen, students are given the opportunity to work both individually and as part of a team producing work in both 2 and 3 dimensions. Instruction and exploration into the History of Art complete their learning experience.

In Year 7, students are introduced to basic compositional, perspective and modelling techniques using various materials explored through topic-based enquiries.

Years 8 and 9 aim to build on skills acquired previously in order to produce students who are confident in their abilities and conscious of their artistic potential, allowing them to make informed choices for their IGCSE years.

Throughout Key Stage 3 the Art department also exploits opportunities to involve the use of spoken and written English. Examples include giving oral presentations to the rest of the class about their work, class discussions about Art and written assignments analysing specific works of Art related to the topics studied.

## ***How can parents help?***

Take your children to visit art galleries, heritage sites, monuments, etc.

Provide them with adequate painting and modelling materials.

Encourage them to explore their creative sides, responding positively to their findings and ideas.



# DRAMA

Students in Years 7, 8 and 9 have 1 period of Drama every week. With each year group we work on a variety of performance skills as well as developing a broader picture of the way in which theatre is created for an audience.

To this end KS3 students devise their own performances in response to themes as well as learning how to bring existing script to life. We work on improvisation using a variety of stimuli and learn how to create believable characters and relationships on stage.

In a school where many of the students are studying in their second language, drama provides a valuable opportunity to practise speaking and listening skills. Students develop their fluency in English as well as gaining new strategies and vocabulary relevant to the out-of-school situations that the subject allows us to explore in the classroom.

# ENGLISH LANGUAGE & LITERATURE

The aims of the English Department are to encourage the enjoyment of and progress in the four main skills of listening, speaking, reading and writing, as well as providing our students with an insight into English speaking cultures using an assortment of resources and materials.

We aim to give our students a positive experience in their practice of the language and, therefore, the motivation to perfect their English, which will help them with their studies across the National curriculum of England and Wales.

## ***Lessons:***

In Years 7, 8 and 9 the students have 4 or 5 lessons per week. Texts studied are used as a springboard for creative learning and thinking. Tasks are based around the texts and include non-fiction, imaginative writing, as well as speaking and listening tasks. Students study a variety of literary and non-literary texts during the year using a variety of media; books, internet and ICT, audio texts, video/DVD etc.

## ***Homework:***

Students should spend 1-2 hours doing formal homework every week. In addition, we expect them to spend time reading in English and carrying out investigational tasks to reinforce their independent learning skills. Students all have English reading books available to them and are asked to read at home as well as during silent reading time in school. Students are expected to read at least 3 novels per term and two Shakespeare plays per year.

## ***Assessment:***

Students' work will be evaluated continuously throughout the year as well as through a formal assessment every half term. At the end of each term, they have a formal exam.

## ***Year 9 exams:***

Year 9 students will sit a written and oral exam. Students will be assessed on their knowledge of poetry studied throughout the year. The Shakespeare play will be studied and will be continuously assessed.

## ***How can parents help at home?***

- Take an interest in your child's work, both class and homework.
- Encourage your child to read at home
- Encourage your son/daughter to watch videos/DVDs in English
- Give your child the opportunity to use English outside school

# FRENCH

Students start to learn French in nursery. They follow a three year compulsory course and a two year optional course based on the English National Curriculum, culminating in the Edexcel IGCSE Foreign Language French examination at the end of Year 11.

## ***Our aims:***

- To provide an enjoyable and stimulating language learning experience for students of all levels of ability.
- To develop the ability to use French effectively to communicate both within and outside the language classroom.
- To establish competence in the four key skills: Speaking, Listening, Reading and Writing, all of which will be examined at IGCSE level.
- To develop a knowledge and understanding of French speakers throughout the world.
- To establish skills and awareness of the language learning process which will facilitate the learning of other languages.
- To promote a range of learning styles, including collaborative work and independent learning.

## ***Resources and Materials:***

We use different resources: Moodle, photocopies, games etc. Other resources include listening material, songs and poems, videos and other visual aids. The use of Information Technology and the Internet have endless possibilities for language learning and their use is encouraged where appropriate. French is the only allowed during lessons. English is only used when explaining important grammar points or difficulties.

## ***Grammar and Vocabulary:***

Knowledge of how language works is fundamental for students of all levels of ability. For this reason grammar is taught systematically, making reference if appropriate to English, Spanish and even to valencian. Great emphasis is also placed on the skills necessary for effective vocabulary learning.

## ***Assessment:***

Students will be tested regularly on new language acquired throughout the course. Additionally, they will be examined in the four skills every term. The end of year exam is taken at the end of the summer term. Students will also be assessed continuously on their homework and class work.

## ***French Club:***

For those children interested in learning more french, we have developed a 20 minutes french club, which takes place twice a week. In French club we mainly work on oral skills.

## ***What can I do to help my child?***

Parents can motivate their child by taking an interest in their child's learning. It is a good idea to help the child to revise for tests (regardless of the parent's own ability in French!), taking an interest in their child's homework and class work. Ideally, they might take their child to a French-speaking country and encourage him or her to practise French whenever possible!

# INFORMATION & COMUNICATION TECHNOLOGY

Students in KS3 will receive formal instruction for one lesson per week. Classes are of mixed ability and all students are expected to become competent users in a range of applications by the end of Year 9. As students come to classes with a wide range of experiences the objectives for KS3 are not divided into year groups. Students will follow a series of activities designed to expand their own knowledge at a level and pace appropriate to the individual. Achievement will be measured by a series of attainment targets. These may be reached at any stage of the student's development. High achievers will be able to demonstrate their abilities through extended activities demanding greater cognition.

Although formal homework will be set infrequently, it is expected that students will use their newly-acquired skills in producing quality work in other subject areas. Parents are asked to ensure that students are provided with access to a computer during the coming year so that they may take full advantage of the technology.

**Document Production** (word processing and PowerPoint presentations) The students will be able to.

1. Type and edit text using the tools of the Formatting Toolbar
2. Use Text boxes to produce publications containing a mixture of text and pictures. These will include newspapers, advertising leaflets and posters.
3. Insert tables, charts and other objects into a text-based document
4. Use publications routinely for cross-curricular projects
5. Activities include poster production, newsletters and homework projects,

**Spreadsheets** (calculations and speculations) The students will be able to:

1. enter data into a spreadsheet and use formatting tools
2. apply formulas and filters to process and print data
3. create an appropriate graph from given information
4. use a spreadsheet creatively in problem solving

**Database** (Information banks) The Students will be able to:

1. enter data into and retrieve data from an existing database
  2. construct a simple database using a variety of fieldtypes
  3. design suitable questionnaires for data collection
  4. use a database for gathering and sorting own information
- Activities include conducting surveys for information and opinions.

## **File Management** (organizing and storing

work) The students will be able to:

1. create folders and organise a storage system
2. save, print, move, duplicate and delete documents efficiently
3. understand the characteristic of different types of storage
4. securely manage own filing system and work

transportation This will be taught routinely alongside the other activities.

# MATHEMATICS

Students in Years 7, 8 and 9 receive eight lessons of Mathematics every fortnight. The students are taught in mixed ability groups in their houses. Expectations are high in mathematics and students are encouraged to participate in group activity work, helping each other, as well as learning to work independently on their own. Self-assessment forms a vital role in helping students to continually improve and reach their maximum potential. Speaking English in every Mathematics lesson is important. It is vital to articulate their mathematical findings given all their examinations and assessments are in English.

Students follow the KS3 Maths New National Framework books. Students will learn mathematical skills in the areas of number, algebra, geometry and data and will develop their ability to solve problems by using and applying these skills throughout the course. Students are registered on the MyMaths website and have their own personal login details under the school's subscription. This is an excellent resource for students to develop their understanding further, explore new topics and revise old ones and can also be used for homework.

## Homework

The homework policy for KS3 is an average of 40 minutes per week. This could take the form of written exercises, completing unfinished class exercises, research or revision. Homework is not optional and parents should write a note in their child's diary for any homework not attempted.

## Assessment

Individual topic tests will be given regularly; students are given notice of these and are encouraged to revise for them. As the year progresses the tests will include more revision questions from earlier topics. It is therefore vital that students regularly review topics previously learnt and not just those currently being studied. Students are made aware of the level they are achieving and will help to set personal learning targets in order to progress. Students will record their exam performance on their tracking sheet in the insert of their exercise book. From here they can track their attainment and progress. Feedback lessons from assessments is given over two days. Students are split into groups according to their assessment needs. This enables the teacher to ensure more streamlined and effective feedback specific to the needs of the students.

## Equipment

All students should come equipped to their Mathematics lessons bringing a pen, pencil, ruler, rubber, protractor and calculator. A compass set is also recommended. The Mathematics teachers can advise students and parents on the most suitable calculators to buy. Although a calculator is an essential tool for some areas of mathematics, teachers will work with students to develop their own mental calculating skills at every opportunity.

# MATHEMATICS

## (continued)

**Year 7 Topics** Negative numbers Calculating with whole numbers and decimals Place value Simple fractions and percentages Sequences and number patterns

Order of operations  
Calculator and non-calculator methods of arithmetic  
Algebra terminology  
Simple linear equations  
Plotting straight lines  
Coordinates Properties of 2D shapes Angles

Compass constructions Area and perimeter of 2D shapes  
Unit conversion Volumes of cuboids Probability  
Collection, recording and analysis of data

**Year 8 Topics** Negative numbers Factors and primes Powers and roots Sequences Fractions, decimals and percentages Estimating

Simplifying and solving algebraic equations  
Straight lines graphs  $y = mx + c$   
Circumference and area of circles  
Surface area and volumes of prisms  
Transformations Scale drawings

Probability Frequency diagrams  
Representation of data

**Year 9 Topics**

Recurring decimals

Direct and inverse proportion and ratio

Percentages including compound percentage

Multiplying and dividing by numbers between 0 and 1  
Standard form

Rounding to decimal place and significant figures

Expanding and factorising quadratics

Manipulating algebraic expressions and equations  
Change the subject of an equation

Inequalities Simultaneous equations Sequences

Functions of real life situations  
Enlargements Pythagoras

Trigonometry for right-angled Triangles

Measures of metric units

Vectors

# P.S.H.E

At Sierra Bernia School we aim to provide our students with an understanding of what constitutes both personal and social well-being. The P.S.H.E. programme (**P**ersonal, **S**ocial, **H**ealth, **E**ducation) works alongside the tutors to provide our students with the skills and knowledge necessary to become personally and socially aware, to be responsible citizens and have an overview of the world that we all live in.

The program of study for P.S.H.E is outlined below. There could be some changes according to the students needs.

Topics Studied/Issues Explored Year 7	Topics Studied/Issues Explored Year 8	Topics Studied/Issues Year 9 Explored
<p>Healthy Eating Perspectives Sleep Smiling Target Setting Who am I? Communication Gambling History of coins Valentines Bias King Arthur Superheroes Bullying Puberty The Island Game</p>	<p>Cleanliness Chewing gum Democracy Gender Issues School food Target Setting Marriage Myths Stress Sweating Crime and Law Planning a school trip World Fashion Peer Pressure Democracy Bullying Moral Dilemmas</p>	<p>Alcohol Freedom of Speech Cleanliness Smoking Option choices Assertiveness Sex and Relationships The works of Homer Stress Bullying Moral Dilemmas</p>

As part of the P.S.H.E program all students also have an opportunity to take part in cooking once every four weeks.



# SCIENCE

## KS3 Statement of Content

The teaching of science in Years 7, 8 and 9 satisfies the criteria laid down by the UK National Curriculum. Teaching ensures that scientific enquiry is encouraged at all times through contexts taken from the four areas of science that students will follow:

- scientific enquiry
- life processes and living things
- materials and their properties
- physical processes

During KS3 students build on their scientific knowledge and understanding and make connections between different areas of science. The teaching of science will also aim to promote the students' spiritual, moral, social and cultural development. It will also try to provide opportunities for students to develop key skills of communication, application of number, ICT, working with others, improving own learning and performance.

### Content:

This is a three-year course which will terminate with an internal KS3 SAT style exam. The students' program of study will be as follows:

#### a) Scientific Enquiry

Ideas and evidence in science  
Investigative skills

#### b) Life Processes and Living Things

Cells and cell function  
Humans as organisms  
Green plants as organisms  
Variation, classification and inheritance  
Living things in their environment

#### c) Materials and their Properties

Classifying materials  
Changing materials  
Pattern of behavior

#### d) Physical Processes

Electricity and magnetism  
Forces and motion  
Light and sound  
The earth and beyond  
Energy resources and energy transfer

Emphasis is placed on the concept of learning by enquiry, and practical work forms a significant part of the course. Health and Safety issues will be carefully addressed at all times.

# SCIENCE

(continued)

## **Books:**

Students will use:

Year 7- Science Progress 1

Year 8- Science Progress 1 and 2

Year 9- Science Progress 2

## **Homework:**

KS3 students are expected to do approximately 30 minutes of homework each week. Performance Assessment and Expectations:

Assessment is based on performance in homework assignments, topic tests and formal end-of-term and end- of-year examinations.

## **How can parents help at home?**

Parents can help students to prepare for tests by checking their understanding of the key words associated with each unit. The textbook has extra questions and activities that students are welcome to complete and show their teacher. Parents can also help by checking that homework assignments have been done and by encouraging their child to be inquisitive about science by using resources available: textbooks, Internet, etc.

## **Relevant Internet sites**

Theory and skills can be revised and tested here: <http://www.bbc.co.uk/education/subjects/zng4d2p>

Curriculum content can be viewed in more depth on the following website: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381754/SECONDARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf)

# SOCIAL SCIENCE

All students in Year 7, 8 and 9 study Social Sciences. The course has been designed to combine the English and Spanish curricula for History and Geography.

Throughout the Key Stage 3 Social Sciences aims to develop the skills necessary for study at IGCSE.

Emphasis is on enquiry and the use of evidence to form questions and test hypotheses. Students are encouraged to discuss events rather than see History as a string of historical facts; they are asked to use empathy to understand the challenges faced by people living in diverse places and at different times.

We aim that the students will begin to think more independently and begin to make informed judgements – a skill useful for all aspects of life.

## **Geography**

In Geography we aim for students to develop a sense of wonder about the world around them, to gain an understanding of how the human and natural world work and how they are interrelated.

During Key Stage 3, students develop a range of Geographical skills and knowledge:

- The use of different types of maps to answer geographical questions and identify geographical features
- Interpretation and creation of a wide variety of imagery (photos, satellite images, sketches, charts, diagrams)
- A sense of themselves as part of the wider world, and knowledge of the physical and political features of Spain, Europe, and the world in general.
- An awareness of the environmental issues which affect the earth

## **History**

In Key Stage 3 students find out about the history of Britain, Europe and the world. They develop a chronological overview that enables them to make connections across different periods and societies. Students are encouraged to explore important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make.

The students study a wide variety of topics and through this study they learn about and gain an understanding of key concepts. These include:

- Chronology understanding
- Culture, ethnic and religious diversity
- Change and continuity
- Causes and consequence
- The significance of events, people and developments
- How historians and others form interpretations

## **Books**

Ciencias Sociales, Bruño

## **Distribution of Lessons?**

In year 7, 8, and 9 we have one hour of social science every two weeks. The lessons are conducted in Spanish

## **How can you help your child?**

Parents can help by checking that homework is completed and by looking through their child's book to see how their work is progressing. Encourage your child to research and plan, if they have a project to complete. Most importantly, get them to talk to you about the things we have covered in class.

# SPANISH AS A FOREIGN LANGUAGE

Students who join Sierra Bernia School with little or no knowledge of Spanish are integrated and immersed into mainstream lessons from the start of their time with us. We find that this is the most effective way for them to learn Spanish as quickly as possible while not being separated from their peers. As the language and culture is all around them, students tend to learn Spanish quickly and often do well in the IGCSE Foreign Language examination at the end of year 11.

## *Our Aims:*

- To provide an enjoyable and stimulating language learning experience for students of all levels of ability.
- To develop the ability to use Spanish effectively to communicate both within and outside the language classroom
- To establish competence in the four key skills: Speaking, Listening, Reading and Writing, all of which will be examined at IGCSE level.
- To develop a knowledge and understanding of Spanish speakers throughout the world.
- To establish skills and awareness of the language learning process which will facilitate the learning of other languages.
- To promote a range of learning styles, including collaborative work and independent learning.

## *Resources and Materials:*

A variety of books and materials are used, including listening material, songs and poems, videos and other visual aids. The use of Information Technology and the Internet have endless possibilities for language learning and they are encouraged where appropriate. The majority of every lesson is conducted in Spanish.

*Cumbre SGEL* (plus their respective workbooks) are the main textbooks used.

## *Vocabulary and Grammar:*

Knowledge of how language works is fundamental for students of all levels of ability. For this reason great emphasis is placed on the skills necessary for effective vocabulary learning, and grammar is taught systematically, making reference to English when appropriate.

***Assessment:***

Students will be assessed regularly on new language acquired throughout the course in the four skills of Listening, Speaking, Reading and Writing. Students will also be assessed continuously on their homework and class work.

***What can I do to help my child?***

Parents can motivate their child by taking an interest in their child's learning, as well as homework and class work. Parents should try to immerse their child as far as possible into Spanish life, encouraging him or her to speak Spanish whenever possible. They should also encourage their children to read books/magazines and watch television in Spanish.

# SPANISH LANGUAGE AND LITERATURE

All students will have lessons tailored to their needs within the Spanish Department, depending on their level of Spanish. They will be given homework on a weekly basis.

## ***General Aims:***

To reflect on the mechanism of the language and the production of the language in different social contexts.

To ensure the correct use of the Spanish language

To use the language as an instrument for the acquisition of new knowledge.

To understand written and spoken forms of Spanish written for different purposes

## ***Distribution of Lessons:***

In Years 7, 8 and 9 we have three hours of Spanish Language and Literature per week during which we will be working on the skills of Writing, Speaking, Listening, Grammar and reading a range of types of text.

## ***Books:***

Students will work with a textbook:

Year 7- Lengua 6º Santillana

Year 8-9- Lengua Castellana y Literatura 1 SGEL

## ***Assessment:***

Work will be regularly assessed in order to check their progress.

## ***Homework:***

Homework will consist of grammatical exercises, lexical work, spelling, and essays.

### ***Parental help at home:***

Parents could supervise the homework and create an interest in their child's work by commenting on the homework, new concepts, reading, essays, and by evaluating their work. Parents could also check the diary on a weekly basis and communicate with the school if they have any problems. It is also essential that they read regularly in Spanish in order to help enrich their spoken and written expression. In the same way it would be beneficial if parents would encourage their children to use the didactic resources that the Internet offers.

Parents of non-native Spanish speakers may not themselves have a high level of Spanish but we would ask them to simply support the work done by the Spanish department and encourage their son/daughter to immerse themselves in as much Spanish as possible.

### **History**

Year 7:

- What is history?
- An introduction to Historical Skills
- The Norman Conquest
- The Middle Ages
- The European and English Reformation
- The Civil War, Commonwealth and Restoration

Year 8:

- The British Empire
- The Slave Trade
- The French Revolution
- Social Change in Britain
- The Agricultural and Industrial Revolution

Year 9:

- The First World War
- Votes for Women
- The Russian Revolution
- Causes of WW2
- The Second World War
- The Holocaust

# VALENCIANO

All students in schools in Valencia must attend Valenciano lessons as part of their curriculum.

***Didactic material for Valenciano Lessons:***

Benvinguts, Bromera.

***Distribution of Lessons:***

In Years 7, 8 and 9 we have one hour of Valenciano every two weeks during which we will be working on the skills of Writing, Speaking, Listening, and Grammar

***Assessment:***

This will be continuous, based on classwork, participation, effort...pupil attitude is most important. Regular tests and tasks will enhance and consolidate pupils' learning and knowledge.

***Parental help at home:***

Parents can create respect and appreciation for the Valenciano language.