



Nishkam High School

Key Stage 3 Curriculum

Years 7, 8 and 9

2019-2020

At Nishkam High School we follow a three year Key Stage 3 programme which ensures all students have the opportunity to secure a firm foundation in the key skills/concepts /knowledge of each subject through a broad and balanced curriculum.

This booklet is designed to give parents/carers and students more information about all the courses that are being followed. We hope it gives a helpful summary of the wide range of topics, themes and activities that are undertaken, and of the numerous important skills that we aim to develop during Years 7, 8 and 9. There may be some adjustments or variations to the programmes as the years progress and in light of our regular curriculum review.

From this booklet you will be able to ascertain the following information about each subject:

Subject Curriculum Plans:

These provide a brief outline of the different themes, topics and activities planned for each subject.

Subject Skills:

A description is given of the various skills each subject aims to develop through the work outlined in the Curriculum Plan.

Nishkam Virtues

How we explicitly draw upon and teach our Nishkam virtues in each subject area.

Methods of Assessment:

Assessment is as an essential part of learning. Through assessment students' achievements can be defined, and areas needing further attention can be identified. Different subjects employ different methods of assessment, carefully chosen by the teachers to suit the nature of the subject taught. The methods may include continuous assessment, end of unit tests and peer review. We also require students to evaluate their own progress and attainment. All subjects will have an end of year examination.

The Nishkam High School Assessment Model:

At Nishkam High School, we have developed our assessment model in response to the demise of the national curriculum levels for assessing attainment at KS3. We have created four threshold categories to describe attainment:

Excellence – far exceeding attainment appropriate to age

Secure – exceeding attainment appropriate to age

Developing – meeting expectations appropriate to age

Foundation – not yet meeting expectations appropriate to age

We believe all children can and will achieve and so we will use this to guide our planning and precision teaching, rather than to label any child.

Your child will regularly receive **feedback** on their learning and progress, both orally and in writing. Teachers will feedback what your child 'can do' relating to the national curriculum programmes of study and 'can do' statements in line with the expected content and range for your child's year group. They will also feedback with what your child is 'not yet able to do' and set targets to ensure they make progress.

Once a half-term your child will sit a **key assessment task** which teachers will use to judge how well they are learning and applying skills, knowledge and understanding.

Several times a year, teachers will make internal judgements on the **attainment** your child is making, using an assessment task to formulate a judgment. At the end of the year, teachers will make a judgment on progress and attainment using summative exams. Attainment and progress are described in the following way:

1. Excellent

Your child has made excellent progress/attainment relative to his/her starting point

2. Good

Your child has made good progress/attainment relative to his/her starting point.

3. Expected

Your child is making expected progress/attainment relative to his/her starting point.

4. Below Expectations

Your child is not yet making expected progress/attainment relative to his/her starting point.

Who to speak to and How to Help

The last two sections provide information about the key staff for each subject and outlines some of the ways in which parents can help their children to succeed.

Please use this document to inform you about the key aspects of the subjects that your child is studying in Years 7, 8 and 9.

Mr D. Kearns
Principal

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English Year 7

Curriculum Overview

Content

Term 1

- Spooks, Spaceships, Goblins and Gumshoes – Exploring Creative Writing Genres
- The Horror, The Horror! – Gothic Horror writing of the 19th Century
- Assessment 1 – Comparative Judgement Task to continue a story in the same style
- Assessment 2 – Discuss how Writers in the 19th Century used Gothic conventions to create horror

Term 2

- Roots Poetry
- Persuasive Writing
- Assessment 1 – Explore how a writer you have studied creates a sense of their culture in their poetry
- Assessment 2 – Write a persuasive speech on a selected topic

Term 3

- Shakespeare – Introduction
- Modern Play – Blood Brothers
- Assessment 1 - Explore How Shakespeare presents aspects of tragedy or comedy in a selected extract

Assessment 2 – Discuss how the writer of Blood Brothers presents the main characters to the audience.

Subject Specific Skills

English Language

Skills

- Genre conventions (first person, writing to inform and entertain etc.)
- Pronouns and perspective (I, Me, He, She)
- Adjectives (sensory and emotive language)
- Figurative language (personification, metaphor and simile)
- Sentence construction (how different sentence types, compound, complex, simple, are used by writers for effect)
- Poetic techniques and effect (metaphor, simile, personification, rhetorical questions, symbolism, rhyming couplet, enjambment, repetition, imagery)
- Form and Structure (haiku, limerick, ballad, sonnet, acrostic, terza rima aba bcb cdc codes)
- Context
- Structure
- Evaluation
- Creative writing
- Comparative writing skills
- Shakespeare biography and context
- Jacobean era/theatre

Methods of Assessment and Exam Structure

Key Assessments –

Assessment 1 – Comparative Judgement Task to continue a story in the same style.

Assessment 2 – Discuss how Writers in the 19th Century used Gothic conventions to create horror.

Assessment 3 – Explore how a writer you have studied creates a sense of their culture in their

poetry.

Assessment 4 – Write a persuasive speech on a selected topic.

Assessment 5 - Explore How Shakespeare presents aspects of tragedy or comedy in a selected extract.

Assessment 6 – Discuss how the writer of Blood Brothers presents the main characters to the audience.

Nishkam Virtues

Term 1

Spooks, Spaceships, Goblins and Gumshoes – Exploring Creative Writing Genres - **Virtues: Honesty, Modesty, Truth, Creativity**

The Horror, The Horror! – Gothic Horror writing of the 19th Century **Virtues – Discernment, Compassion**

Term 2

Roots Poetry - **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance**

Persuasive Writing – **Virtues: Creativity, Self-discipline, respect, Contemplation, Discernment**

Term 3

Shakespeare – Introduction – **Virtues: Justice, Kindness, Compassion, Leadership**

Modern Play – Blood Brothers – **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance**

In all instances the English faculty will seek to encourage student *enthusiasm* in order to achieve *excellence*.

The English Faculty

Ms Laura Mosley (Faculty Leader of English)

Mr Andrew Brown (Assistant Headteacher)

Mrs Balvinder Kaur (Key Stage 3 Co-Ordinator)

Miss Elizabeth Darby (Head of Year 10, Teacher of English & Humanities)

Miss Shannon Kooner (Teacher of English)

Adilah Rafiq (Teacher of English)

Rianna Yafai (Teacher of English)

Miss Sharandep Kaur (Librarian)

If you have any queries please contact Ms L. Mosley on 0121 348 7660 or email at

l.mosley@nishkamschools.org

How parents and carers can help

Parents and carers can help by talking about the texts that their child is reading or studying and encouraging confidence. Parents and carers should look to encourage their children to read widely and explore a range of texts from different contexts and from writers of different backgrounds. This will also help support the Accelerated Reader programme that students will be undertaking as part of their 50 minute library lesson that is essential aspect of curriculum time.

The following websites may prove useful in providing you with further information in order to help support your child:

<http://www.theschoolrun.com/what-your-child-learns-in-key-stage-3-english>

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

Curriculum Overview

Content

Term 1

- Spooks, Spaceships, Goblins and Gumshoes – Exploring Creative Writing Genres
- A Christmas Carol (19th Century fiction)
- Assessment 1 – Write the opening of a crime or Science Fiction Story
- Assessment 2 - How does Dickens present the character of Scrooge in this extract? b) How is Scrooge presented in other parts of the novella that you have studied?

Term 2

- War Poetry
- Persuasive Writing
- Assessment 1 – Explore how a poet presents ideas about war in a poem you have studied
- Assessment 2 – Write a Persuasive article for a broadsheet newspaper on a selected topic

Term 3

- Shakespeare – Heroes and Villains
- Modern Play – A Taste of Honey
- Assessment 1 - How does Shakespeare present heroes/villians in a selected extract?
- Assessment 2 – How does the writer present a main character or theme within A Taste of Honey?

Subject Specific Skills

English Language

Skills

- Genre conventions (writing to entertain etc...)
- Pathetic fallacy
- Adjectives and sensory language
- Empathy and emotive language
- Character construction and development
- Narrative action
- Language techniques (personification, metaphor and simile)
- Creating mystery and suspense
- Sentence construction for effect
- PEARL essay writing techniques
- Punctuation for effect
- Context
- Prose
- Character
- Themes
- Structure
- Literary devices (metaphor, imagery, symbolism, adjectives, sentence constructions)
- Shakespeare biography
- Jacobean era/theatre
- Drama terminology

Methods of Assessment

Key Assessments –

Assessment 1 – Write the opening of a crime or Science Fiction Story

Assessment 2 - How does Dickens present the character of Scrooge in this extract? b) How is Scrooge presented in other parts of the novella that you have studied?

Assessment 3 – Explore how a poet presents ideas about war in a poem you have studied

Assessment 4 – Write a Persuasive article for a broadsheet newspaper on a selected topic

Assessment 5 - How does Shakespeare present heroes/villians in a selected extract?

Assessment 6 – How does the writer present a main character or theme within A Taste of Honey?

Nishkam Virtues

Term 1

Spooks, Spaceships, Goblins and Gumshoes – Exploring Creative Writing Genres **Virtues - Confidence, Contemplation,**
A Christmas Carol (19th Century fiction) – **Virtues – Forgiveness, Gratitude, Compassion**

Term 2

War Poetry - **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance**
Persuasive Writing – **Virtues: Creativity, Self-discipline, respect, Contemplation, Discernment**

Term 3

Shakespeare – Heroes and Villains – **Virtues: Justice, Kindness, Compassion, Leadership**
Modern Play – A Taste of Honey – **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance**

In all instances the English faculty will seek to encourage student *enthusiasm* in order to achieve *excellence*.

The English Faculty

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Mr Andrew Brown (Assistant Headteacher)
Mrs Balvinder Kaur (Key Stage 3 Co-Ordinator)
Miss Elizabeth Darby (Head of Year 10, Teacher of English & Humanities)
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Adilah Rafiq (Teacher of English)
Rianna Yafai (Teacher of English)
Miss Sharandep Kaur (Librarian)

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<http://www.bbc.co.uk/education/subjects/z3kw2hv>

English Year 9

Curriculum Overview

Content

Term 1

- Explorations in Creative Reading and Writing
- The Sign of Four – Sir Arthur Conan-Doyle (19th Century Fiction)
- Assessment 1- Write the opening of a story in response to a stimulus image
- Assessment 2 – a) How does Conan-Doyle present Sherlock Holmes as a detective b) How is this similar in other areas of the short story that you have studied?

Term 2

- Unseen Poetry
- Writers' Viewpoints and Perspectives across two texts and Persuasive Writing
- Assessment 1 – How does the writer present a key theme in an selected unseen poem?
- Assessment 2 – Write a persuasive text based on two different perspectives offered

Term 3

- Shakespeare – Much Ado About Nothing/Midsummer Nights Dream
- Modern Play – DNA (**first GCSE text**)
- Assessment 1 - Explain how Shakespeare presents the theme of love in the extracts given.
- Assessment 2 – How does the writer present a central character or theme in DNA?

Subject Specific Skills

English Language

Skills

- Genre conventions (Writing to describe, inform and entertain etc.)
- Audience
- Purpose
- Presentational features - Graphology
- Pronouns and perspective (I, Me, He, She)
- Adjectives for sense of place
- Figurative language (personification, metaphor and simile)
- Sentence construction for effect
- Article/Journal features
- Subject and Context
- Perspective (first person, third person etc...)
- Identify (purpose, theme, message)
- Explore (emotions, moods and feelings)
- Poetic techniques (rhyme, rhythm, structure, metaphors, alliteration, personification, enjambment, imagery, similes)
- Reader's responses
- Comparative analysis
- Poetic structure and terminology
- Shakespeare biography
- Elizabethan era/theatre

Methods of Assessment and Exam Structure

Key Assessments –

Assessment 1- Write the opening of a story in response to a stimulus image

Assessment 2 – a) How does Conan-Doyle present Sherlock Holmes as a detective b) How is this similar in other areas of the short story that you have studied?

Assessment 3 – How does the writer present a key theme in an selected unseen poem?

Assessment 4 – Write a persuasive text based on two different perspectives offered

Assessment 5 - Explain how Shakespeare presents the theme of love in the extracts given.
Assessment 6 – How does the writer present a central character or theme in DNA?

Nishkam Virtues

Term 1

Explorations in Creative Reading and Writing –**Virtues - Confidence, Contemplation,**
The Sign of Four (19th Century fiction) – **Virtues – Forgiveness, Gratitude, Compassion**

Term 2

Unseen Poetry - **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance**
Writers' Viewpoints and Perspectives across two texts and Persuasive Writing– **Virtues: Creativity, Self-discipline, respect, Contemplation, Discernment**

Term 3

Shakespeare – Much Ado About Nothing/Midsummer Night's Dream – **Virtues: Justice, Kindness, Compassion, Leadership**

Modern Play – DNA – **Virtues: Respect, Courtesy, Detachment, Compassion, Tolerance, Leadership**

In all instances the English faculty will seek to encourage student enthusiasm in order to achieve excellence.

The English Faculty

Ms Laura Mosley (Faculty Leader of English)

Mr Andrew Brown (Assistant Headteacher)

Mrs Balvinder Kaur (Key Stage 3 Co-Ordinator)

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Rianna Yafai (Teacher of English)

Miss Sharandep Kaur (Librarian)

If you have any queries please contact Ms L. Mosley on 0121 348 7660 or email at

l.mosley@nishkamschools.org

How parents and carers can help

Accelerated Reader

Curriculum Overview

Accelerated reader is a powerful tool for monitoring and managing independent reading practice whilst promoting reading skills and reading for pleasure. Quite simply a student reads a book, takes an online quiz, gets immediate feedback and is rewarded with AR points related to difficulty. Students respond to regular feedback and are motivated to make progress. The data the teacher gets from these quizzes shows how well students have understood their book or where they need might need to be supported in order to make progress. The general aim being for the student to continually challenge themselves thus moving up in their reading ability.

During the first week of school, students are given a reading pack of resources and an introduction to Accelerated Reader. Expectations are given on the importance of reading everyday.

Book level range is assessed and guidance is given on how to select books that will provide enjoyable reading and successful quiz passes.

Weekly feedback, praise and motivation are given in their library lesson which is their designated reading time within school curriculum.

Book level is assessed quarterly to chart growth made in reading age and overall progress including national comparisons.

Subject Specific Skills

- Improving literacy
- Building comprehension
- Widening vocabulary demonstrating a command of language including precision in word choice
- Develop understanding and appreciation of texts by broadening reading from for example writers from other cultures, time periods and genres
- Understanding literary features
- Acquiring and developing an understanding of literary features
- Identifying plot
- Demonstrating a command of language including precision in word choice
- Choosing a variety of reading material
- Engaging in literature based reading
- Choosing a variety of reading material
- Understanding historical/cultural factors
- Responding to literature
- Understanding the author's craft
- Identifying feelings
- Identifying concepts and ideas
- Identifying the overall message

Nishkam Virtues

The Accelerated Reader programme covers many of the Nishkam virtues, including most pertinently, **creativity, diligence, reliability, devotion, commitment** and **enthusiasm**.

We aim to capture students' (and teachers') passion for reading and strive for **excellence** at all

times.

The Accelerated Reader Team

Miss S. Kaur (Librarian)

Ms Laura Mosley (Faculty Leader of English)

How parents and carers can help

Parents and carers can support their child's reading by:

- Reading with them
- Checking their reading logs have evidence of independent daily reading
- Encourage reading for pleasure by visiting your local library
- Use the 'Home Connect' link to monitor your child's Accelerated Reader progress using your child's log details at <https://Ukhosted44.renlearn.co.uk/3385631/HomeConnect>
- You can also use www.arbookfind.co.uk if you want suggestions for books in your child's book level range

Enrichment

Curriculum Overview

At Nishkam High School, we are committed to providing a broad, engaging and useful curriculum, to help our students to thrive and flourish. Our curriculum includes the arts, sciences, languages, humanities, social sciences, sport as well as activities to develop skills such as problem solving and drama.

All students in years 7 and 8 enjoy one lesson of enrichment per week. Students participate in a different enrichment subject every 6-7 weeks; there are 6 cycles in total.

Each year group will participate in the enrichment options offered below:

Dance	Table Tennis	The Young REP Drama group
Music	Futsal	Arts and crafts

Subject Specific Skills

This will vary dependant on the activity being undertaken

Nishkam Virtues

The enrichment programme covers many of the Nishkam virtues, including most pertinently, **creativity, diligence, reliability, devotion, commitment** and **enthusiasm**.

We aim to capture students' (and teachers') passion and strive for **excellence** at all times.

The Enrichment Team

Mr T Brush – Enrichment Co-Ordinator

Various sporting, dance, music and drama coaches/teachers

How parents and carers can help

Encourage pupils to extend their learning and experiences after school using local community opportunities.

Curriculum Overview

The content covered includes.

Number – all aspects of number work including fractions and decimals – about 15% of the exam

Algebra – solving equations, graphs, proofs – about 30% of the exam

Ratio - proportion and rates of change – about 20% of the exam

Geometry – shapes, areas, angles, constructions – about 20% of the exam

Statistics – including probability – about 15% of the exam

Problem Solving – techniques taught throughout Year 7 and 8. A skill that is a part of many subjects

Subject Specific Skills

	FOUNDATION	HIGHER
Number, Algebra, Ratio 101	Understand the rules of algebra Substitute numbers into formulas (including negative numbers) Vocabulary of algebra Solving equations Rearranging formulas Trial and improvement to solve equations rules of indices Ordering numbers including fractions, decimals and negatives Use of inequality symbols Four operations to fractions decimals, mixed numbers BIDMAS Primes, factors, multiples, HCF LCM, prime Factorisation Powers, roots Standard form Estimating, rounding	Algebraic fractions Expanding brackets including binomials Factorising quadratics Difference of 2 squares Proofs Functions, function notation Equations with unknown on both sides Solve quadratics, formula, completing square, factorising Building and solving equations Solving inequalities including quadratic, number line and algebraically Surds Rationalising the denominator Estimating powers and roots Fractional indices
Number, Algebra, Ratio 102	Coordinates Drawing straight line graphs $y=mx+c$, gradient intercept Recognising quadratic, cubic reciprocal curves Real life graphs Sequences, nth term, linear sequences Fractions, decimals, ratios Scale factors	Translation and reflection of functions Parallel and perpendicular lines Turning points of quadratic functions Interpreting gradients Equation of circle Quadratic sequences
Number, Algebra, Ratio 103	Find solution to equation graphically Find approx. solution to quadratic, cubic graphically Plot 2 equations and solve simultaneous equations graphically Solve simple linear simultaneous equations	Solve simultaneous equations algebraically (linear/linear) and (linear/quadratic) Construct equations to solve a problem. Interpret the solution of the equation in terms of the problem.

	Algebraically	Find approximate solutions to equations using iteration
Number, Algebra, Ratio 111	Use inequality notation and interpret this on number line Plot straight lines to illustrate inequalities graphically Direct proportion, unitary method	Algebraic solution of inequalities linear and quadratic Inverse proportion Construct equations from situations involving direct and inverse proportion Understand gradient of graph (including curves) as instantaneous rate of change in numerical and graphical situations
Number, Algebra, Ratio 112	This unit will review all topics	This unit will review all topics
Geometry 101	Understand terms associated with shapes Constructions and loci Angle facts including parallel lines and polygons Vocab associated with and properties of 2D shapes esp. triangles and quadrilaterals Congruence and similarity Use of coordinates to describe shapes Symmetry and transformations Measures – area, volume and their units Translation as 2D vector	Pythagoras' Congruence (SSS, SAS, ASA, RHS) Construct proofs Fractional and negative scale factors for enlargement Combinations of transformations and invariance Vector algebra
Geometry 102	Scale drawings Pythagoras in 2D Standard trig in 2D	Use Pythagoras to solve problems in 2D and 3D Know exact values of sin, cos, tan Sin rule Cos rule area of triangle $\frac{1}{2} ab \sin C$
Geometry 111	Know vocab associated with 2D and 3D shapes Plans elevations isometric drawings Formulas for area and volume including circles	Surface area and volume of spheres, pyramids cones and composite Arc lengths, areas of sectors Effect of enlargement of areas and volumes Circle theorems and use to prove results.
Statistics 101	Interpret and construct tables charts diagrams Tables and line graphs for time series Know appropriate use of these Calculate measures to be able to compare discrete continuous and grouped data (mean median mode) Scatter diagrams to recognise correlation	Construct and interpret diagrams from grouped continuous data Cumulative frequency Box plots quartiles and IQR Line of best fit Interpolation and extrapolation
Statistics 111	Understand ideas of randomness and fairness Equally likely outcomes Language of probability (likely , certain etc) 0-1 scale for probability	Relative frequency tending towards theoretical probability Tree diagrams Calculate probability of independent and dependent events

	understand set notation and Venn diagrams listing outcomes systematically	Conditional probability – 2-way tables tree diagrams and Venn diagrams
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Methods of Assessment and Exam Structure

KS3 Maths is assessed 100% through written examinations, using the core fundamentals to prepare students for GCSE. This will consist of three 60 minute papers. The examination is constructed so that any topic area can be tested in any of the areas and all three papers carry equal weighting.

The Maths Faculty

Mr A Cotgreave (Lead Practitioner for Maths)
 Mr G Nandra (Faculty Lead & Teaching Fellow)
 Miss G Ghatoara (KS3 Lead for Maths)
 Mr G Chand
 Mrs R Vaid
 Mrs E Butler
 Mrs T Sehejpal

If you have any questions please contact your son/daughter's maths teacher in the first instance, or Mr Nandra, for more general enquiries via general school number 0121 348 7660
 Email: g.nandra@nishkamschools.org

How parents and carers can help

Parents and carers can help by talking about maths and encouraging confidence. Reminding their son/daughter that the **ONLY** way to revise for maths exams is by **DOING**. Reading notes has very limited value – you can't learn to drive by reading a book about cars, it's the same with maths.

Students also need to have the full set of equipment. A scientific calculator as well as the 'tools of the trade' – pencil, ruler, pair of compasses and protractor are all essential.

There are lots of resources available to help with revision.
www.mymaths.co.uk is an online package to which everyone has access. It contains lessons and online tasks which are sometimes set for homework but which can be used at any time. Tasks are marked online and so give instant feedback.
www.corbettmaths.com has a huge supply of exam style questions along with videos to help consolidate understanding.
www.examsolutions.net also has a huge variety of resources.

Science - Year 7

Curriculum Overview

Topics are taught on a rotation and include:

How science works (HSW)
Speed
Gravity
Potential difference and current
Energy costs and transfer
Sound
Light
Cells
Reproduction
Separating mixtures
Metals and non-metals
Acids and Alkalis
Particle model
Movement
Plant reproduction
Interdependence and variation

KAT 1

HSW, Particles, cells and potential difference

KAT2

Movement, Separating Mixtures, and acids

KAT3

Combination of all units from across the year

Subject Specific Skills

In Science we are aiming to develop the skills of students looking at big ideas across the different specialisms each year.

Students will develop their enquiry skills focusing on:

Analysis – they will develop the skills to analyse patterns, draw conclusions and present their findings in the most suitable manner.

Communication- Justify their conclusions and construct explanations.

Enquire- Plan investigations and test hypotheses.

Solve- Estimate and identify the risks within investigations to solve the big question.

Nishkam Virtues

Science lessons encompass many of the Nishkam virtues, allowing for students to be self-aware and reflective in their studies. The main virtues we aim to develop in Year 7 are:

Courage when faced with using equipment for the first time such as bunsen burners.

Determination to always try your hardest even if the topic is challenging.

Cleanliness to ensure any practical activities are conducted in a safe manner.

Patience especially when completing longer practical activities or when an experiment doesn't go as planned.

Obedience to always follow the rules of the science laboratory to allow for safe working.

Leadership to guide partners during group work.

Creativity to plan and design practical investigations.

Accountability to ensure all equipment is returned, and to always tell the teacher if equipment is broken accidentally.

Compassion to try and understand the different view points by all.

We aim to strive for **excellence** at all times.

The Science Faculty

For more information, please contact your child's science teacher as they will be able to answer any questions. However, you may also contact the following for subject specific support.

Ms A Dale – Faculty Leader for Science a.dale@nishkamschools.org

Mrs S Dhanda – Subject Leader for Biology s.dhanda@nishkamschools.org

Mr T Dowthwaite – Subject Leader for Physics t.dowthwaite@nishkamschools.org

Ms S Riaz – Subject leader for Chemistry l.hendrickse@nishkamschools.org

Ms A Hafeez – Biology Teacher

Ms A Randhawa – Chemistry Teacher

Ms R Argent – Physics Teacher

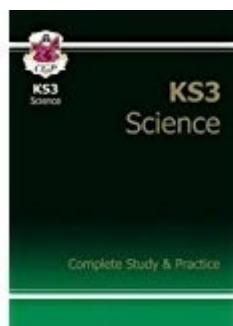
Mr N Cresswell – Physics Teacher

Mrs B Ridley – Chemistry Teacher

Ms E Hawkey – Senior Science Technician

How parents and carers can help

Recommended revision practice books



ISBN-10: 184146385X

ISBN-13: 978-1841463858

Recommended text book

AQA Activate 1 for science

ISBN 978-0-19-840824-6

Science - Year 8

Curriculum Overview

Topics are taught on rotation and include the following:

How Science Works (HSW)
Pressure and work
Contact forces
Electromagnets
Heating and Cooling
Wave properties and effects
Types of reaction
Chemical energy
Elements
Periodic table
Climate and earth resources
Breathing
Digestion
Respiration
Photosynthesis
Evolution and genetic modification

KAT 1

HSW, Elements, and Breathing

KAT2

Digestion, Climate and Earths resources and Electromagnets

KAT3

Combination of all topics from across the year.

Subject Specific Skills

In Science we are aiming to develop the skills of students looking at big ideas across the different specialisms each year.

Students will develop their enquiry skills focusing on:

Analysis – they will develop the skills to analyse patterns, draw conclusions and present their findings in the most suitable manner.

Communication- Justify their opinions and construct explanations to support any conclusions made.

Enquire- Identify and plan variables for investigations.

Solve- Estimate and identify the risks within investigations to solve the big question.

Nishkam Virtues

Science lessons encompass many of the Nishkam virtues, allowing for students to be self aware and reflective in their studies. The main virtues we aim to develop in Year 8 are:

Respect for staff and your peers.

Determination to always try your hardest even if the topic is challenging.

Cleanliness to ensure any practical activities are conducted in a safe manner.

Resilience especially when completing longer practical activities or when an experiment doesn't go as planned.

Obedience to always follow the rules of the science laboratory to allow for safe working.

Leadership to guide partners during group work.

Creativity to plan and design practical investigations.

Confidence when developing revision or learning strategies.

Accountability to ensure all equipment is returned, and to always tell the teacher if equipment is broken accidentally.

Compassion to try and understand the different view points by all.

We aim to strive for **enthusiasm** and **excellence** at all times

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Ms S Riaz – Subject leader for Chemistry l.hendrickse@nishkamschools.org

Ms A Hafeez – Biology Teacher

Ms A Randhawa – Chemistry Teacher

Ms R Argent – Physics Teacher

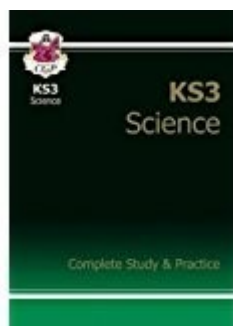
Mr N Cresswell – Physics Teacher

Mrs B Ridley – Chemistry Teacher

Ms E Hawkey – Senior Science Technician

How parents and carers can help

Recommended revision practice books



ISBN-10: 184146385X

ISBN-13: 978-1841463858

Recommended text book

AQA Activate 2 for science

Science - Year 9

Curriculum Overview

Students will be following the AQA GCSE science specification on rotation completing 3 units for each subject across the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Biology	Cell Biology	Cell Biology	Organisation	Organisation	Infection and Response	Infection and Response
Chemistry	Atomic Structure	Atomic Structure	Structure and Bonding	Structure and Bonding	Chemical Change	Chemical Change
Physics	Energy	Energy	Electricity	Electricity	Particle Model	Particle Model

Subject Specific Skills

In Science we are aiming to develop the skills of students looking at big ideas across the different specialisms each year, prior to starting GCSE subject content in term 2.

Students will develop their enquiry skills focusing on:

Analysis – they will develop the skills to analyse patterns, draw conclusions and present their findings in the most suitable manner.

Communication – Critically analyse findings and identify the advantages and limitations.

Enquire – Devise a big question to plan and test a hypothesis.

Solve – Estimate and identify the risks within investigations to solve the big question. Students will be comparing data from different sources.

Nishkam Virtues

Science lessons encompass many of the Nishkam virtues, allowing for students to be self aware and reflective in their studies. The main virtues we aim to develop in Year 9 are:

Respect for staff and your peers.

Determination to always try your hardest even if the topic is challenging.

Cleanliness to ensure any practical activities are conducted in a safe manner.

Resilience especially when completing longer practical activities or when a topic does not include as many practical activities.

Obedience to always follow the rules of the science laboratory to allow for safe working.

Leadership to guide partners during group work.

Creativity to design and test a hypothesis.

Confidence when developing revision or learning strategies.

Accountability to ensure all equipment is returned, and to always tell the teacher if equipment is broken accidentally.

Compassion to try and understand the different view points by all especially when learning about ethical subjects including stem cell therapy.

We aim to strive for **enthusiasm** and **excellence** at all times.

The Science Faculty

For more information, please contact your child's science teacher as they will be able to answer any questions. However, you may also contact the following for subject specific support.

Ms A Dale – Faculty Leader for Science a.dale@nishkamschools.org

Mrs S Dhandra – Subject Leader for Biology s.dhandra@nishkamschools.org

Mr T Dowthwaite – Subject Leader for Physics t.dowthwaite@nishkamschools.org

Ms S Riaz – Subject leader for Chemistry l.hendrickse@nishkamschools.org

Ms A Hafeez – Biology Teacher

Ms A Randhawa – Chemistry Teacher
Ms R Argent – Physics Teacher
Mr N Cresswell – Physics Teacher
Mrs B Ridley – Chemistry Teacher
Ms E Hawkey – Senior Science Technician

How parents and carers can help

Recommended websites and specification

<http://www.aqa.org.uk/subjects/science/gcse>

AQA GCSE Biology specification (8461)

AQA GCSE Chemistry specification (8462)

AQA GCSE Physics specification (8463)

AQA GCSE Combine Science Trilogy (8464)

Useful websites:

<http://www.my-gcse-science.com>

<http://www.revisionworld.co.uk>

<http://www.creative-chemistry.org.uk/>

http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/

<http://www.s-cool.co.uk/gcse>

Recommended revision practice books

AQA GCSE Biology Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160678

AQA GCSE Chemistry Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160685

AQA GCSE Physics Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160692

AQA GCSE Combined Science Trilogy Revision Guide (Collins GCSE Revision and Practice: New Curriculum) **ISBN-13:** 978-0008160791

Religious Studies Year 7

Curriculum Overview

Term 1

- 'The Island', Ship wrecked on an island, this topic allows pupils to explore what it means to belong to a community, examining the meaning of virtues, how and when they are applied in life and what they mean to us.

Term 2

- Rites of passage – pupils analyse beliefs and practices, which mark the transition from one phase to another, understanding the importance and significance they have in a human's life.

Term 3

- Religious building/signs and symbols – pupils learn how and why individuals and communities express the meaning of their beliefs and virtues in different ways within the Sikh, Christian, Hindu and Islamic faiths

Subject Specific Skills

Learning about religion; refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression

Learning from religion; refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- virtues and commitment

Nishkam Virtues

Term 1 – all virtues, a large majority of the virtues to be studied, pupils to understand the importance of building the character of a person

Term 2 – Gratitude, to be thankful for what you have.

Term 3 – Contemplation, Pupils learn about the meaning, purpose and importance of religious places of worship

The Religion and Faith Faculty

Mrs S. Laddher – Director of Faith

Miss F. Jones – Head of Religious Studies

Ms G. Chana - Teacher of Religion

How parents and carers can help

Bitesize BBC for Religious Studies

BBC Religion and Ethics website

BBC World Service

Religious Studies Year 8

Curriculum Overview

Term 1

- Religious Stories – Pupils spend time on examining the key themes, concepts and ideas expressed in each story, assessing the key lessons that can be applied to one's life.

Term 2

- 5 Pillars of Islam - Pupils to observe and interpret the way in which commitment and identity are expressed in the 5 pillars of Islam, pupils are encouraged to assess the value of rules and codes which guide individuals in life.

Term 3

This term will be split into two areas of study

- The first half of the term will be spent looking into the lives of Jesus and Guru Nanak Dev Ji, examining their key messages and the reasons for them.
- The second half of the term will be based on Jewish life and religious tradition, pupils will learn about the meaning of religious rituals the meaning and purpose behind

Subject Specific Skills

Learning about religion; refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression

Learning from religion; refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- virtues and commitment

Nishkam Virtues

Term 1 – Purposefulness, understanding the key message in a story, showing awareness of its meaning.

Term 2 – Devotion, understanding the commitment we must demonstrate when following set rules and religious beliefs

Term 3 – Wisdom, to learn how religious teachers provides us with a deeper understanding in making the right choices and judgements in life

The Religion and Faith Faculty

Mrs S. Laddher – Director of Faith
Miss F. Jones – Head of Religious Studies
Ms G. Chana - Teacher of Religion

How parents and carers can help

Bitesize BBC for Religious Studies
BBC Religion and Ethics website
BBC World Service

Religious Studies Year 9

Curriculum Overview

Term 1

- Beliefs in Christianity and Islam GCSE – pupils will study the key religious beliefs from the Christian faith such as the trinity and the creation of the universe and will compare them to beliefs within the Islamic faith. They will also learn about the problem of evil and suffering as well as the solutions offered by Christians and Muslims alike. Where directed by the syllabus, comparisons will be made to the Islamic faith.

Term 2

- Philosophy of Religion GCSE (Christian and Islamic point of view) – Pupils will learn about revelations, visions and miracles as proof of the existence of God. They will learn about the Christian and Muslim attitudes towards religious experiences and their use of philosophical argument and spend time in exploring how a religious upbringing can support belief in God. Where directed by the syllabus, comparisons will be made to the Islamic faith.

Term 3

- Living the Christian Life GCSE (Christian and Islamic point of view) – pupils will learn about Christian and Muslim worship, the nature and purpose of prayer and the meaning of pilgrimage. They will explore the nature of religious celebrations as well as their significance in the modern world and will also have the opportunity to assess the future of the church, mainly its role and function in the local and worldwide community. Where directed by the syllabus, comparisons will be made to the Islamic faith

Subject Specific Skills

Learning about religion; refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression

Learning from religion; refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- virtues and commitment

Nishkam Virtues

All virtues, a large majority of the virtues to be studied, pupils to understand the importance of building the character of a person

The, Religion and Faith Faculty

Mrs S. Laddher – Director of Faith
Miss F. Jones – Head of Religious Studies
Ms G. Chana - Teacher of Religion

How parents and carers can help

Bitesize BBC for Religious Studies
BBC Religion and Ethics website
BBC World Service

KS3 Core PE

Curriculum Overview

In KS3 the curriculum allows students to learn a variety of skills through activities such as indoor athletics, gymnastics, handball, netball, football, basketball, badminton, tennis, rounders and cricket. Pupils will learn through these activities, skills such as cooperative learning skills, problem solving, teamwork, communication and thinking skills. Pupils will also have the opportunity to develop many of the school virtues through the various sports activities. Each term pupils represent their form and compete in an inter form competition.

Subject Specific Skills

All students will have the opportunity to develop their **PHYSICAL, SOCIAL, PERSONAL, HEALTH and THINKING** skills within lessons. Students will be encouraged to meet the national weekly participation targets of five hours of physical activity through lessons and extra-curricular activities.

Methods of Assessment and Exam Structure

Students will be assessed throughout the year on their knowledge, skill and understanding in the different ME's (ME in P.E outcomes) which are personal ME, physical ME, social ME, healthy ME and thinking ME.

The Physical Education Faculty

Mr T. Brush - (Faculty Leader)
Miss E. Lloyd (P.E Teacher)
Mr A. Brown (Assistant Principal)

How parents and carers can help

Encourage participation in a range of sports and exercise activities within and outside of school and encourage pupils to take part in local community clubs and sessions.

Art Year 7

Curriculum Overview

Term 1

- Transforming shape into form using tone
- Drawing form observations
- Colour theory
- Painting skills
- Researching and responding to the work of Pop Artists

Subject Specific Skills

- Observational drawing
- Mark making
- Basic colour theory
- Learning the formal elements and how to use them
- Control of materials
- Creative thinking

Nishkam Virtues

In art we embed the virtues of:

Determination, Perseverance, Awe, Resilience, Creativity, Excellence

Methods of Assessment and Exam Structure

Assessment is on a series of statements that are progressively more demanding than the previous statement. The statements are based on AQA GCSE Assessment Criteria and contain descriptive language that seeks to qualify what students know and how well they understand or can do something. This enables pupils to make closer links to be drawn between existing GCSE assessment and their own work.

Progress Objectives

Develop: Researching artists and ideas

Refine: Experimenting with techniques and materials

Record: Recording ideas

Present: Making and presenting artwork

The Art, Faith & Culture Faculty

Mrs J. Chauhan – Faculty Director of Business, Art and Culture

– j.chauhan@nishkamschools.org

Ms N. Kaur – Subject Leader for Art

How parents and carers can help

Art packs (can be ordered through school)

Websites

www.nationalgallery.org.uk

www.britishmuseum.org

www.artchive.com

www.npg.org.uk

www.tate.org.uk

Art Year 8

Curriculum Overview

Term 1 – Drawing skills - Bugs and Beetles

- Different methods of drawing
- Building up skills in using a range of materials
- Printmaking
- Compare, analyse and describe the work of appropriate artists
- Create an imaginative response to theme that reflects their research and experimentation.

Term 2 – Painting/collage skills Conflict and Propaganda

- Observational drawing skills in pen and pencil
- Compare, analyse and describe the work of appropriate artists (war photography, propaganda posters and German Expressionists)
- Producing composition ideas and making choice for final piece
- Painting and collage skills

Term 3 – 3-D skills Green Man

- Observational drawing skills
- Facial proportion
- Oil pastel and scraffito skills
- Colour blending
- Compare, analyse and describe the myth of 'The green man'
- Use clay, card to produce a relief version of 'green man'

Subject Specific Skills

- Develop observational drawing skills
- Printmaking and mixed media
- Research and analysis skills
- Using different media and materials with skills and understanding
- Producing an outcome that is unique but reflects the influence of artists/work studied

Nishkam Virtues

In art we embed the virtues of: Determination, Perseverance, Awe, Resilience, Creativity, Excellence. In this project we will also be showing Gratitude, Respect, and Tolerance when we discuss and work with theme of Conflict and Propaganda

Methods of Assessment and Exam Structure

Assessment is on a series of statements that are progressively more demanding than the previous statement. The statements are based on AQA GCSE Assessment Criteria and contain descriptive language that seeks to qualify what students know and how well they understand or can do something. This enables pupils to make closer links to be drawn between existing GCSE assessment and their own work.

Progress Objectives

Develop: Researching artists and ideas

Refine: Experimenting with techniques and materials

Record: Recording ideas

Present: Making and presenting artwork

Each year group is assessed on a half term basis, the assessment will be based on significant pieces of work and/or skills and techniques covered in the module

The Business, Art and Culture Faculty

Mrs J. Chauhan – Faculty Director of Business, Art and Culture

– j.chauhan@nishkamschools.org

Ms N. Kaur– Subject Leader for Art

How parents and carers can help

Art packs (can be ordered through school)

www.nationalgallery.org.uk

www.britishmuseum.org

www.artchive.com

www.npg.org.uk

www.tate.org.uk

Curriculum Overview

Term 1 – Graphic design – Lettering techniques

- Design and layout skills
- Lettering and writing skills
- 1 (some 2) point perspective
- Compare, analyse and describe the work of appropriate artists (Urban artists and graphic designers)
- Produce hand written quote and a relief 'graffiti' style word/name

Term 2 – Portraits – Pop art style portraits

- Using grid technique to draw a portrait
- Compare, analyse and describe the work of Chuck Close, Andy Warhol and other appropriate artists
- Use colour and pattern to produce a Pop art inspired portrait

Term 3 – GCSE Preparatory Project

- Observational drawing skills task
- Skills grid preparing students for GCSE : *drawing and shading, Impasto painting, Zentangle techniques, pastel techniques, pencil crayon blending*

This skills grid can be used as part of a GCSE portfolio but also gives pupils an opportunity to show skills they have acquired in years 7, 8 and 9

Subject Specific Skills

- Develop observational drawing skills
- Printmaking and mixed media
- Research and analysis skills
- Using different media outcome that is unique but reflects the influence of artists/work studied

Nishkam Virtues

In art we embed the virtues of:

Determination, Perseverance, Awe, Resilience, Creativity, Excellence

Methods of Assessment and Exam Structure

Assessment is on a series of statements that are progressively more demanding than the previous statement. The statements are based on AQA GCSE Assessment Criteria and contain descriptive language that seeks to qualify what students know and how well they understand or can do something. This enables pupils to make closer links to be drawn between existing GCSE assessment and their own work.

Progress Objectives

Develop: Researching artists and ideas

Refine: Experimenting with techniques and materials

Record: Recording ideas

Present: Making and presenting artwork

Each year group is assessed on a half term basis, the assessment will be based on significant pieces of work and/or skills and techniques covered in the module

Mrs J. Chauhan – Faculty Director of Business, Art and Culture

– j.chauhan@nishkamschools.org

Ms N. Kaur– Subject Leader for Art

How parents and carers can help

Art packs (can be ordered through school)

www.nationalgallery.org.uk

www.britishmuseum.org

www.artchive.com

www.npg.org.uk

www.tate.org.uk

Curriculum Overview

Term 1

Introduction to computer science.

- Researching about the pioneers of computer science and learning about them.
- Presenting Heroes of Computing.

Programming using Python

- Understand how to create an algorithm
- Creating shapes using python turtle
- Understanding what different commands in python mean
- Producing subroutines using python turtle

Term 2

Spreadsheet modelling

- Collecting data
- Producing graphs
- Creating formulas
- Producing if statements

Data Representation

- What is binary
- Binary to denary
- Denary to binary
- Hex to binary
- Binary to hex

Term 3

Kodu

- Understand how the Kodu gaming environment works
- Design a Kodu world
- Create a Kodu world
- Test and evaluate a Kodu world

E-safety

- Know the different types of social networking
- Understand the dangers of the internet and how to be safe.
- Understand how to report any issues regarding social networking

Subject Specific Skills

Computer Science encourages learners to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a

fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The computer science curriculum at key stage 3 incorporates the GCSE exam specification for WJEC Computer Science.

Methods of Assessment and Exam Structure

In key stage 3 computer science the method of assessment ranges from:

- Exam questions based on the topic area
- Programming project based on a problem students will be expected to solve

Creative IT project, students will be developing their digital literacy skills using range of software.

Nishkam Virtues

Creativity- projects where students show their creativity.

Enthusiasm- new topics and work regarding computer science/ICT,

Reliability- how to look for reliable information on the internet and searching for appropriate content

The Business Art and Culture Faculty

Mrs J Chauhan – Subject Lead for Computing & Faculty leader of Business, Art and Culture - j.chauhan@nishkamschools.org

How parents and carers can help

<https://www.codecademy.com/>

Completion of the homework menu- these topics are based on KS3 computer science curriculum

KS3 BBC bite size computer science- <http://www.bbc.co.uk/education/subjects/zvc9q6f>

Teach ICT- www.teach-ict.com

<https://www.khanacademy.org/computing/computer-programming>

Python for kids: A Playful Introduction to Programming Book by Jason R. Briggs

Coding Club Python: Next Steps Level 2 Paperback – 18 Apr 2013 Book by Chris Roffey (Author)

Computer Science - Year 8

Curriculum Overview

Term 1

Security- cyber crimes

- Introduction to cyber security
- What is hacking?
- How can hacking be prevented?
- What are the methods of hacking?
- What is a virus?
- How do viruses effect a system?
- How can viruses be prevented?

Python programming

- Introduction to variables and data types
- loops
- Use of comments
- Functions and procedures
- Syntax and semantic errors
- Introduction to GUI
- End of unit assessment

Term 2

Hardware

- Introduction to motherboard- parts of a computer
- Storage devices- magnetic, optical, solid state, cloud
- Central Processing unit- ALU, Control unit, registers
- Computer memory- RAM/ROM

Social, moral, ethical and environmental issues with technology

- Explain the environmental issues with technology
- Re-cycling of IT equipment
- Danger to the environment
- Law regarding IT recycling

Digital divide- what are the issues with digital divide globally

Term 3

Programming using Gamesfactory

- Consolidation of what is an algorithm- this was in 1.1
- Flowcharts- how to create a flowchart using symbols
- Tutorials on Gamesfactory learning what the different themes are for games in Gamesfactory e.g. brick breaker, invaders, scrolling screen, platform Planning stage of a game- completing a plan with storyboard

E-safety

- Understanding how to be safe on social networking
- What are the different types of social networking
- What are the dangers of social networking
- How to report any concerns regarding online

Subject Specific Skills

Computer Science encourages learners to:

Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation

- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The computer science curriculum at key stage 3 incorporates the exam specification for WJEC Computer Science.

Methods of Assessment and Exam Structure

In key stage 3 computer science the method of assessment ranges from:

- Exam questions based on the topic area
- Programming project based on a problem students will be expected to solve
- Creative IT project, students will be developing their digital literacy skills using range of software..

Nishkam Virtues

Creativity in programming projects

Enthusiasm- in new topics and learning about new technology

Tolerance- learning about social media and security and impact of society

Confident- Becoming confident learners

The Business Art and Culture Faculty

Mrs J Chauhan – Subject Lead for Computing & Faculty leader of Business, Art and Culture - j.chauhan@nishkamschools.org

How parents and carers can help

<https://www.codecademy.com/>

Completion of the homework menu- these topics are based on KS3 computer science curriculum

KS3 BBC bite size computer science- <http://www.bbc.co.uk/education/subjects/zvc9q6f>

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Coding Club Python: Next Steps Level 2 Paperback – 18 Apr 2013 Book by Chris Roffey (Author)

Computer Science - Year 9

Curriculum Overview

Term 1

Cyber Security

- Cryptography- understanding how hacking works
- Encryption/decryption
- Cyber threats in modern society
- GCHQ
- Law- Computer Misuse Act, Data protection Act and Copyright & design patent act

Network

- Network polices: acceptable user policy
- Network security: methods of protecting computer systems on a network what are the dangers and how they can be prevented

Computational thinking using Python

- Consolidation of algorithm from previous years
- Going through key skills in python: Selection, sequence and iteration
- Creating a program in python- Money bags
- Writing a report

Problem Solving using Greenfoot:

- Learning the environment of Object orientated learning
- Populating the world with objects
- Making object move randomly
- Making object move using arrow keys
- Adding sound
- Removing an object if it touches one
- Adding counter for a point
- Minus a point in counter
- Saving the Greenfoot world

Term 2

Data representation

- Binary to denary
- Denary to binary
- Hexadecimal to binary
- Binary to hexadecimal
- Left and right binary shift
- Binary addition

Logic Gates

- What are logic gates
- How they work
- AND Gate
- OR Gate
- NOT gate
- XOR gate
- Multiple gates
- Drawing truth tables for each gate

Boolean Algebra

- Simplify expressions

Drawing truth tables and simplifying

Term 3

Software Developing

- Researching on the internet
- Finding reliable information on the internet
- Producing a travel brochure
- Use of application software- features involved
- Links into from year 7

Programming using Gamesfactory or scratch

- Learning about retro theme
- What are pixels
- Why retro have limited pixels
- The difference in graphics from the 80s,90s and now
- Planning a retro theme game
- Programming a retro game
- Testing and evaluating retro game.

E-safety

- How to be safe on social networking

Dangers of social networking

Subject Specific Skills

Computer Science encourages learners to:

Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation

- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

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Methods of Assessment and Exam Structure

In key stage 3 computer science the method of assessment ranges from:

- Exam questions based on the topic area
- Programming project based on a problem students will be expected to solve
- Creative IT project, students will be developing their digital literacy skills using range of software..

Nishkam Virtues

Creativity in programming projects,

Determination- learning about new programming software,

Patience- learning about new programming and learning to de-bug,

Resilience- wanting to do well in work and being resilient learner

The Business Art and Culture Faculty

Mrs J Chauhan – Subject Lead for Computing & Faculty leader of Business, Art and Culture -
j.chauhan@nishkamschools.org

How parents and carers can help

<https://www.codecademy.com/>

Completion of the homework menu- these topics are based on KS3 computer science curriculum

KS3 BBC bite size computer science- <http://www.bbc.co.uk/education/subjects/zvc9q6f>

Teach ICT- www.teach-ict.com

<https://www.khanacademy.org/computing/computer-programming>

Python for kids: A Playful Introduction to Programming Book by Jason R. Briggs

Coding Club Python: Next Steps Level 2 Paperback – 18 Apr 2013 Book by Chris Roffey (Author)

Greenfoot programming: <http://www.greenfoot.org/>

French – Year 7

Curriculum Overview

Content

- Term 1: Introductions, numbers 1-30, family, likes and dislikes.
- Term 2: Artwork, school and clothing
- Term 3: Weather and seasons, sports and hobbies
- Term 4: Higher numbers, pets and physical descriptions
- Term 5: Places in the town
- Term 6: My house

Subject Specific Skills

Students will learn to do the following things across the year:

- Introduce yourself in French.
- Recall the numbers 1-30.
- Describe your family.
- Understand the present tense for '-er' verbs.
- Give your likes and dislikes.
- Describe a piece of artwork.
- Describe what you wear to school.
- Give your opinions on school subjects.
- Give reasons for your opinions.
- Talk about the weather.
- Talk about what sports you play.
- Be able to describe a photo.
- Use the verb 'jouer à' and 'faire de'.
- Giving your opinion with justification.
- Recall numbers up to 100.
- Describe your family and give physical descriptions.
- Describe the places in your town
- Say where you go at the weekend
- Say what you plan to do using the near future. Give a description of your local area.
- Describe where you live, your house and your room.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their end of year exams.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

Mrs N Deeks Faculty Leader

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

If you have any queries please contact Mrs N Deeks on 0121 348 7660 or email at

n.deeks@nishkamschools.org

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. There are a number of useful websites which will be useful for students when carrying out independent learning tasks. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Recommended Websites

- Kerboodle
- Linguascope
- MFL Resources
- Language online
- BBC languages
- MFL Heinemann
- The Ashcombe
- Bitesize languages
- Pearson active learn
- Seneca learning

French – Year 8

Curriculum Overview

Content

- Term 1: The media
- Term 2: Tourism
- Term 3: My world
- Term 4: Food
- Term 5: Studying a French film
- Term 6: Holidays

Subject Specific Skills

Students will learn to do the following things across the year:

- Give your opinions on different TV programmes.
- Discuss reading habits.
- Recap the present tense.
- Discuss films.
- Understanding the past tense.
- Talking about what you did yesterday evening.
- Describe a trip you have been on.
- Describe what you did on your trip.
- Describe how you travelled there.
- Understanding information about tourist attractions.
- Describe family relationships.
- Describe your personality.
- Discuss music and give your opinions.
- Talk about clothes.
- Talk about plans for the weekend.
- Talk about meals
- How to order food and drink in a restaurant
- Understand how to describe a photocard
- Understand a film trailer.
- Describe a film poster.
- Create a film review.
- Talk about where you normally go on holiday.
- Talk about future holidays.
- Talk about a dream holiday.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their end of year exams.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

Mrs N Deeks Faculty Leader

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

If you have any queries please contact Mrs N Deeks on 0121 348 7660 or email at

n.deeks@nishkamschools.org

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- Pearson active learn
- Seneca learning

Curriculum Overview

Content

- Term 1: Family Relationships
- Term 2: Going Out
- Term 3: Childhood, sport and music
- Term 4: Media
- Term 5: Clothes
- Term 6: Special occasions/Religious festivals

Subject Specific Skills

Students will learn to do the following things across the year:

- Describe your family.
- Reviewing the present tense.
- Talk about what makes a good friend.
- Talk about family relationships.
- Making arrangements to go out.
- Understand and use the near future.
- Describe a day out.
- Understand and use the perfect tense.
- Describe your life when you were younger.
- Discuss role models.
- Talk about sport and music preferences.
- Discuss reading habits.
- Use negatives.
- Understand and use the imperfect tense.
- Discuss TV shows.
- Understand and use comparatives.
- Discuss clothes.
- Understand transactional language for shopping.
- Understand and practise role play scenarios e.g. buying clothes/ lost property etc.
- Describe birthdays and family celebrations.
- Practice using a combination of tenses.
- Talking about food for special occasions.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their end of year exams. In Year 9 students will have begun the GCSE course for French so assessments will be in the style of GCSE questions.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

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-

Food Preparation and Nutrition – Year 7

Curriculum Overview

Term 1

Introduction to Food preparation and Nutrition.

- Health and safety
- Hygiene
- Understand food groups and provide examples
- General practical skills -Weigh and measure -Prepare ingredients and equipment
- To understand how ingredients are grown, reared and caught
- Design and create a packed lunch product

Term 2

- Analyse various food preparation methods
- Examine factors that affect food choices
- Knife skills -Bridge hold -claw grip -peel -slice -dice -cut into even size pieces

Term 3

- Understand how ingredients are grown, reared and caught
- Design and create a packed lunch product
- Use of equipment -Microwave -Blender

Subject Specific Skills

Food Preparation and Nutrition encourages learners to:

Understand and apply the fundamental principles and concepts of nutrition, including hygiene safety, food properties, diet analysis, food provenance, food science, food choice, healthy eating and wellbeing. It also includes basic food preparation and practical skills equipping students with an understanding of how to prepare a range of sweet and savoury dishes.

The Food Preparation and Nutrition curriculum at key stage 3 incorporates the GCSE exam specification for AQA Food preparation and Nutrition

Methods of Assessment

In key stage 3 Food preparation and Nutrition the method of assessment ranges from:

- Exam questions based on the topic area
- Practical and skills development
- Creative food development projects

Nishkam Virtues

Creativity- projects where students show their creativity.

Enthusiasm- new topics and work regarding Food preparation

Cleanliness-being responsible for their own working environment

Commitment- to bringing in and organising their ingredients

Respect-for the equipment and ingredients being used

The Technology and Business Faculty

Please see Mrs J Chauhan - Head of Faculty – j.chauhan@nishkamschools.org

Mrs Y Sidhu– Subject Lead for Food preparation and Nutrition y.sidhu@nishkamschools.org

How parents and carers can help

Provide students with ingredients for practical lessons

Support with use of knowledge organisers

Food Preparation and Nutrition – Year 8

Curriculum Overview

Term 1

- State the food safety principles
- Understand micro and macronutrients
- General practical skills

Term 2

- Analyse various food preparation methods
- Examine factors that affect food choices in relation to religion and culture
- Knife skills -Bridge hold -claw grip -peel -slice -dice -cut into even size pieces

Term 3

- Understand the environmental issues associated with food
- Design and create a balanced meal for a teenager
- Cooking methods -Steaming -boiling and simmering -blanching -poaching

Subject Specific Skills

Food Preparation and Nutrition encourages learners to: Understand and apply the fundamental principles and concepts of nutrition, including hygiene safety, food properties, diet analysis, food provenance, food science, food choice, healthy eating and wellbeing. It also includes basic food preparation and practical skills equipping students with an understanding of how to prepare a range of sweet and savoury dishes.

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- Practical and skills development
- Creative food development projects

Nishkam Virtues

Creativity- projects where students show their creativity.
 Enthuisam- new topics and work regarding Food preparation
 Cleanliness-being responsible for their own working environment
 Commitment- to bringing in and organising their ingredients
 Respect-for the equioment and ingredients being usedConfident- Becoming confident in practical lessons

The Technology and Business Faculty

Please see Mrs J Chauhan - Head of Faculty – j.chauhan@nishkamschools.org
 Mrs Y Sidhu– Subject Lead for Food preparation and Nutrition y.sidhu@nishkamschools.org

How parents and carers can help

Provide students with ingredients for practical lessons
 Support with use of knowledge organisers

Geography Year 7

Curriculum Overview

Term 1 - Chocolate:

Students will study the journey of their favourite chocolate from bean to bar. They will also learn about the economic, environmental and social impacts of their purchases on a variety of scales. There will also be an opportunity to critically evaluate the Fairtrade movement.

Treasure Island:

People have been using maps for millennia; from cave paintings of the stars 16,500 years ago to the GPS devices in cars today. In this topic students will learn a range of cartographic skills that will enable them to navigate their environment and solve a range of problems.

Term 2 - Tera Nova Expedition:

In this topic students will travel back to 1912 and learn about the race to become the first person to reach the South Pole. They will investigate the Tera Nova Expedition and make evaluative judgements about the factors that lead to the failure of the mission.

California:

Students will investigate the human and physical characteristics of 'The Sunshine State'. They will also have the opportunity to plan their own holiday to California and assess the extent to which the importance of tourism has changed over time.

Term 3 - The Geography of Film:

Films have a major influence of the way that we view the world. In this topic students will research the locations of major box office hits, before using their geographical knowledge to plan the shooting schedule for their own film.

The World's Greatest Explorer (Sea):

In this topic students will investigate the accomplishments of famous explorers. They will also have the opportunity to investigate an explorer of their choice and present an argument as the why they should be crowned 'The World's Greatest Explorer'.

Subject Specific Skills

The KS3 geography curriculum map has been designed to equip students with a range of analytical, cartographic, numerical and presentation based skills, which they will be required to apply in a range of familiar and unfamiliar contexts.

Methods of Assessment and Exam Structure

Students will undertake a range of assessments including multiple choice questions, presentations and extended essays, designed to prepare them for the rigour of GCSE, A-level and beyond.

Nishkam Virtues

Geography promotes **reverence** for the world around us. Furthermore, it is an extremely diverse subject that promotes **compassion** and **tolerance** through the study of other cultures. The KS3 geography curriculum at Nishkam High School promotes **creativity**, **excellence** and **resilience** by encouraging students to always go 'The Extra Mile'.

The Humanities Faculty

Mr P. Blackburn – Faculty Leader of Humanities: p.blackburn@nishkamschools.org

Mr A. Vaughan (Head of Geography): a.vaughan@nishkamschools.org

Ms S. Kainth (Teacher of Geography)

How parents and carers can help

Encourage an interest in the world through conversation and all forms of media e.g. broadsheet newspapers, documentaries and film. The National Geographic website contain a range of contemporary issues and useful information: www.nationalgeographic.com

Geography Year 8

Term 1 - The Seven Seas:

Oceans cover 71% of the earth's surface, however, we know more about the surface of the moon than the sea floor. In this topic students will have the opportunity to investigate the mysteries of the deep and assess the extent to which marine debris is affecting the world's oceans.

Junk Food:

In 2015, an estimated 7.3 million tonnes of household food waste was thrown away. In this topic students will consider the economic, environmental and social impacts of food waste, before having the opportunity to design their own 'Dumpster Diver Menu'.

Term 2 - Into Thin Air:

Since the first ascent in 1953, the number of people climbing Everest each year has increased exponentially. In this topic students will investigate the geography of Nepal and make evaluative judgements about whether people should be allowed to climb the world's tallest peak.

Storm Chaser:

In this topic students will assume the role of a storm chaser and investigate the causes, effects and responses to one of nature's most devastating phenomena, tornadoes. They will also assess the extent to which the location of 'Tornado Alley' is changing and the impacts this could have.

Term 3 - City of the Future:

More than half of the world's population now lives in cities. In this topic, students will investigate the current problems affecting urban areas in addition to strategies that can be used to achieve sustainable development, before designing their own 'City of the Future'.

World's Greatest Explorer (Air):

In this topic students will investigate the accomplishments of famous explorers. They will also have the opportunity to investigate an explorer of their choice and present an argument as to why they should be crowned 'The World's Greatest Explorer'.

Subject Specific Skills

The KS3 geography curriculum map has been designed to equip students with a range of analytical, cartographic, numerical and presentation based skills, which they will be required to apply in a range of familiar and unfamiliar contexts.

Methods of Assessment

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Geography Year 9

Curriculum Overview

Term 1 - Smartphone:

Over 2 billion people worldwide own a smartphone and this number is expected to rise. Students will learn about the extraordinary journey that mobile devices make before reaching our shelves. They will also have the opportunity to evaluate the sustainability of the latest smartphone model.

Walking the Nile:

Between 2013-14 Levison Wood walked 4,000 miles from the source of the River Nile in the mountains of Rwanda to the Mediterranean Sea. In this topic students will relive his epic journey and assess the impact that human activity, particularly HEP is having on the surrounding area.

Term 2 - Land of Fire and Ice:

Iceland is a land of extremes, with glaciers and volcanoes located next to each other. In this topic students will learn about the human and physical characteristics of the island and the extent to which glaciers and/or volcanoes are responsible for shaping the landscape.

Extinction Park:

Scientists predict that the world could lose 2/3 of animal species by the year 2020 (based on 1970 levels). During this topic students will learn about the main threats to animals and the attempts to conserve endangered species, before designing their own "Extinction Park" for the year 2100.

Term 3 - Extreme Sports:

Extreme sports push participants to the limits of human endurance, often in some of the most spectacular environments on earth. During this topic students will develop their knowledge of the physical landscape by investigating different examples of extreme sport.

World's Greatest Explorer (Land):

In this topic students will investigate the accomplishments of famous explorers. They will also have the opportunity to investigate an explorer of their choice and present an argument as to why they should be crowned 'The World's Greatest Explorer'.

Subject Specific Skills

The KS3 geography curriculum map has been designed to equip students with a range of analytical, cartographic, numerical and presentation based skills, which they will be required to apply in a range of familiar and unfamiliar contexts.

Methods of Assessment

Students will undertake a range of assessments including multiple choice questions, presentations and extended essays, designed to prepare them for the rigour of GCSE, A-level and beyond.

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History – Year 7

Curriculum Overview

Term 1 - 'A Nation of Immigrants'

Students will study historical immigration to Britain, and focus upon the Norman invasion of 1066.

Medieval Power Struggles – King vs Pope

Students will investigate the power struggles between the church and state in the medieval period.

Term 2 - Power to the People

Students will investigate how the medieval kings began to lose their powers. They will focus on events such as the Magna Carta and the Peasants revolt.

Was the British Empire a Good Thing?

Students will learn about the British Empire, and how Britain benefitted from having it. They will also learn about the positive and negative effects of the empire on the countries that were part of it. Furthermore, they will focus on events such as the Indian Mutiny and the Amritsar massacre.

Term 3 - Slavery and The Civil Rights Movement in USA

Students will begin to investigate the African slave trade. They will focus on the experiences of slaves and the way in which slaves resisted their captivity. They will also look at the lasting impact of slavery, by considering the key events of the Civil Rights Movement.

Heroes and Villains of History

In this unit they will consider the reputations of key individuals related to the topics they have studied throughout the year. They will learn about how and why historians interpretations are formed and begin to scrutinise these interpretations. Students will also be encouraged to form their own historical interpretations based on the evidence which they are presented with.

Subject Specific Skills

Students will develop an understanding of the work of a historian. They will engage with historical source material and investigate key historical debates. Through out the course, students will be encouraged to think critically and make judgements which are based in evidence.

Methods of Assessment

Each half term assessment tasks will be completed to check knowledge, understanding and application

Nishkam Virtues

Throughout the study of history at Key Stage 3, students will be asked to consider where the Nishkam virtues do, or do not, play a part in historical events. Students will consider virtues such as respect, tolerance, courage and responsibility.

The Humanities Faculty

Miss H Moody - Subject Leader h.moody@nishkamschools.org

Ms E Butler – History Teacher e.butler@nishkamschools.org

Mrs E Darby – History Teacher e.darby@nishkamschools.org

Mr W Popplewell – History Teacher w.popplewell@nishkamschools.org

How parents and carers can help

As a parent, one of the best ways to help students make progress in history is to discuss what they are learning at home; ask your child to tell you what they know about the topic they are studying and get them to discuss events with you. When questions are asked that cannot be answered, you can encourage them to research these things at home. Students also have a knowledge organiser detailing key words and concepts for each unit. Please help your child to learn these. Websites such as **BBC Bitesize**, provide free useful revision tools e.g. notes, quizzes, videos and

subject specific mobile revision apps. Students should also be encouraged to read around their topics of study. This will enable them to expand their historical vocabulary and develop their contextual understanding. This does not have to be factual books, it could be historical fiction.

History – Year 8

Curriculum Overview

Term 1 – A Religious Rollercoaster.

Students will learn about the religious changes that took place in England under the Tudor monarchs and focus upon how far those changes can be considered 'a revolution'.

The English Revolution

Students will study the English Civil war, exploring both the causes and consequences of the political revolution.

Term 2 - The French Revolution.

Students will explore the causes and events of the French Revolution. In addition, they will investigate the events that followed the events of 1789 to explain why France is a Republic today.

Industrial Revolutions

Students will investigate the the social consequences of the Industrial revolution, by examining living and working conditions for people at this time.

Term 3 - The Russian Revolution

Students will study the rise of communism in Russia and the fall of the Tsars. They will investigate the revolutions of both 1905 and 1917.

Heroes and Villains of History

In this unit they will consider the reputations of key individuals related to the topics they have studied throughout the year. They will learn about how and why historians interpretations are formed and begin to scrutinise these interpretations. Students will also be encouraged to form their own historical interpretations based on the evidence which they are presented with.

Subject Specific Skills

Students will develop an understanding of the work of a historian. They will engage with historical source material and investigate key historical debates. Through out the course, students will be encouraged to think critically and make judgements which as based in evidence.

Methods of Assessment

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History – Year 9

Curriculum Overview

Term 1 - World War One

Students will begin by exploring the causes of the First World War. They will then examine the differing experiences of soldiers who fought in the war.

World War Two

Students will investigate the consequences of the Treaty of Versailles and the rise of the Nazi party in Germany. They will also look at key aspects of the war in Britain, such as the Blitz and rationing.

Term 2 - The Holocaust

Students will explore the treatment of Jews and other groups in Europe during the period of the Second World War. In addition to exploring the key events of the holocaust, students will focus upon issues such as why and how an event like this can happen.

Term 3 - The Cold War

Students will conduct a GCSE style depth study into the conflict between the USSR and the USA after World War Two. They will explore the causes, events and consequences of the key moments in the Cold War.

Heroes and Villains of History

In this unit they will consider the reputations of key individuals related to the topics they have studied throughout the year. They will learn about how and why historians interpretations are formed and begin to scrutinise these interpretations. Students will also be encouraged to form their own historical interpretations based on the evidence which they are presented with.

Subject Specific Skills

Students will develop an understanding of the work of a historian. They will engage with historical source material and investigate key historical debates. Through out the course, students will be encouraged to think critically and make judgements which are based in evidence.

Methods of Assessment

Each half term assessment tasks will be completed to check knowledge, understanding and application

Nishkam Virtues

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contextual understanding. This does not have to be factual books, it could be historical fiction.

Music Year 7

Curriculum Overview

NB: Music forms part of the 'carousel' curriculum in Year 7, meaning pupils receive one term of music education.

Terms 1/2/3 – Musical Openings

- Pupils learn about two fundamental elements of music (rhythm and pitch) and how these are notated.
- Pupils gain skills in dictating music they hear.
- Pupils follow the ABRSM Grade 1 syllabus to sit an examination at the end of the unit.
- Pupils develop their singing skills.
- Pupils understand what makes a 'good' melody, and are able to then apply this understanding in composing their own.

Subject Specific Skills

- Learn how to read and write music
- Develop singing skills
- Develop performance skills and explore different genres
- Understand how music is composed for a specific purpose
- Composing a 'good' melody

Methods of Assessment and Exam Structure

- Practical assessments used throughout the unit to inform End of Unit thresholds for performing and composing
- Written examination at the end of the unit to assess pupils' listening and appraising

Nishkam Virtues

- **Confidence** – pupils learn how to become more confident musicians and performers
- **Creativity** – pupils are encouraged to be creative in their compositional ideas
- **Determination** – pupils develop the value of determination by being challenged during lessons and persisting with difficult skills/tasks
- **Modesty** – pupils learn that a good performer or composer is always aware of what they can do well, but also can constructively self-critique and identify areas for development
- **Patience** – pupils tackle difficult subject content, requiring patience to persist with it before they succeed
- **Reliability** – pupils work in groups and their peers rely on them, just as they rely on others
- **Self-discipline** – pupils sometimes have to work without direct teacher support, requiring them to develop their self-discipline
- **Trust** – pupils develop a trust within their groups, knowing how and when to support each other with composition and performance

The Art, Faith and Culture Faculty

Music is part of the Business, Art and Culture Faculty at Nishkam High School, and aims to equip pupils with core musical skills, and appreciation of music both past and present. It also aims to equip pupils with specific skills in the three main strands of the music curriculum: performing, composing and listening.

Contact: Mr W Gee – Subject Leader of Music – w.gee@nishkamschools.org

How parents and carers can help

Pupils can use the following online resources to assist with their studies:

www.teoria.com – Aural training and theoretical exercises

BBC Radio 3/Classic FM – Listening to these can deepen understanding of musical context

www.nishkamhigh.musicfirst.co.uk/app - For composition tasks set as homework

Music Year 8

Curriculum Overview

Term 1 – The Blues

- Pupils learn about the contextual origins of The Blues and learn about the musical ingredients of the Blues. They then split off into bands to work on their own Blues performances.

Term 2 – Music for Film and Hooks & Riffs

- Pupils learn about the devices of film music composition before composing their own piece of music to underscore a film clip

Term 3 – Variations & Singing Skills

- Pupils learn how to compose a good theme, and then learn techniques to vary this theme.
- Pupils learn how to improve their singing skills, both in whole class activities and smaller 'band' style projects.

Subject Specific Skills

- Understand the origins and contexts of varying genres and styles of music
- Compose and perform music in groups
- Develop knowledge and understanding of how music is composed for a specific purpose
- Become self-critical musicians – knowing what they can do well, and what they can not do yet

Methods of Assessment

- Practical assessments used throughout the year to inform End of Year thresholds for performing and composing
- Written examination at the end of the year to assess pupils' listening and appraising

Nishkam Virtues

- **Confidence** – pupils learn how to become more confident musicians and performers
- **Creativity** – pupils are encouraged to be creative in their compositional ideas
- **Determination** – pupils develop the value of determination by being challenged during lessons and persisting with difficult skills/tasks
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Curriculum Overview

Term 1 – Music for Theatre & Music for Celebration

- Pupils study the origins and context and opera and musical theatre before working in groups to compose and perform their own song from a musical.
- Pupils study fanfares and Samba, before fusing the two genres together to compose and perform their own fanfare for the Rio Olympic Games.

Term 2 – Songwriting and The Baroque Concerto

- Pupils gain a deeper understanding of harmony and compositional devices, writing their own songs in the popular style, drawing inspiration from the greatest songwriters of the last 60 years.
- Pupils study the genre of the Baroque Concerto, before composing and performing their own in small groups.

Term 3 – The Baroque Concerto (cont.) and Nishkam Records

- Pupils continue to study the Baroque Concerto, and present their compositions for assessment.
- Pupils work in groups to create, promote and write music to present to (fictional!) executives at Nishkam Records. Not only based around musical skill, this project incorporates art, business and marketing.

Subject Specific Skills

- Performing and composing in groups
- Improving ensemble/solo performance skills
- Identifying and analysing a range of instruments and genres
- Becoming a more creative and independent composer

Methods of Assessment

- Practical assessments used throughout the year to inform End of Year thresholds for performing and composing
- Written examination at the end of the year to assess pupils' listening and appraising

Nishkam Virtues

- **Confidence** – pupils learn how to become more confident musicians and performers
- **Creativity** – pupils are encouraged to be creative in their compositional ideas
- **Determination** – pupils develop the value of determination by being challenged during lessons and persisting with difficult skills/tasks
- **Modesty** – pupils learn that a good performer or composer is always aware of what they can do well, but also can constructively self-critique and identify areas for development
- **Patience** – pupils tackle difficult subject content, requiring patience to persist with it before they succeed
- **Reliability** – pupils work in groups and their peers rely on them, just as they rely on others
- **Self-discipline** – pupils sometimes have to work without direct teacher support, requiring them to develop their self-discipline
- **Trust** – pupils develop a trust within their groups, knowing how and when to support each other with composition and performance

The Business, Art and Culture Faculty

Music is part of the Business, Art and Culture Faculty at Nishkam High School, and aims to equip pupils with core musical skills, and appreciation of music both past and present. It also aims to equip pupils with specific skills in the three main strands of the music curriculum: performing, composing and listening.

Contact: Mr W Gee – Subject Leader of Music -w.gee@nishkamschools.org

How parents and carers can help

Pupils can use the following online resources to assist with their studies:

www.teoria.com – Aural training and theoretical exercises

BBC Radio 3/Classic FM – Listening to these can deepen understanding of musical context

www.nishkamhigh.musicfirst.co.uk/app - For composition tasks set as homework

Punjabi – Year 7

Curriculum Overview

Content

Term 1: Punjabi alphabet, Numbers 1-30, Time, Food and Days of week
Term 2: Alphabet, Myself, Numbers 30-50
Term 3: School, Subjects, Vowels, Numbers 50 -60
Term 4: Free Time, vowels, Numbers 60-70
Term 5: My Home, Vowels, Numbers 70-80
Term 6: Local area, Vowels, Numbers 80-100

Subject Specific Skills

Students will learn to do the following things across the year:

- Identify the days of the week.
- Recognise the Punjabi alphabet.
- Identify healthy and unhealthy food items.
- Count numbers 1-30.
- Write down Punjabi alphabet and their sounds.
- Know some words to describe personality in Punjabi.
- Say if they have any brothers or sisters.
- Count numbers 30-50.
- Recognise some adjectives to describe subjects.
- Know some classroom objects in Punjabi.
- Say what they would like to wear for school.
- Give a justified but simple opinion on their school uniform.
- Count numbers 50-60.
- Compose some two/three or four letters words or phrases using alphabet and vowels.
- Count numbers 50-60.
- Learn the names of activities associated with free time.
- Understand simple use of tenses within sentences.
- Recognise and use opinion words correctly.
- Count numbers 60-70.
- Identify types of houses.
- Use simple vocabulary to describe rooms in a house
- List some house items.
- Count numbers 70-80.
- Learn about important places in local area.
- Know the facilities available in local area.
- Count numbers 80 -100.
- Compose phrases and simple sentences using alphabet and vowels.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their EOY exams.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

Mrs N Deeks Faculty Leader

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

If you have any queries please contact Mrs N Deeks on 0121 348 7660 or email at

n.deeks@nishkamschools.org

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Punjabi – Year 8

Curriculum Overview

Content

- Term 1: Myself, Family, body illnesses
- Term 2: Daily routine, Free time activities
- Term 3: World of Work
- Term 4: Food
- Term 5: Going to Punjab
- Term 6: Planning A Holiday

Subject Specific Skills

Students will learn to do the following things across the year:

- How to understand someone talking about his/herself.
- Hold a short conversation with known words.
- Recognise and say parts of body and face.
- How to describe his/her morning routine using the time
- How to say when you get up and go to bed. Also understand when others get up and go to bed
- Describe what jobs your family members do.
- Say what jobs you would like to do in the future.
Understand what jobs others would like to do in the future.
- Begin to learn to state preferences in relation to food.
- How to order food from a menu
- Learn about tourist attractions in Punjab.
- How to which tourist attractions they will visit.
- Identify types of transport.
- How to say where he/she is going on holiday and for how long.
- How to simple language to state preferences.
- How to say what you need to take on holiday.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their end of year exams.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

Mrs N Deeks Faculty Leader

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

If you have any queries please contact Mrs N Deeks on 0121 348 7660 or email at

n.deeks@nishkamschools.org

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Punjabi – Year 9

Curriculum Overview

Content

- Term 1: Modern technology and Media
- Term 2: Healthy Living
- Term 3: Shopping for Clothes/pocket money/friends
- Term 4: Holidays
- Term 5: Weather
- Term 6: Special occasions/Religious festivals

Subject Specific Skills

Students will learn to do the following things across the year:

- Discuss advantages and disadvantages of technology.
- Evaluate attitudes and opinions to the use of technology.
- Design a quiz on technology.
- Give opinions and justify them about healthy/unhealthy food.
- Offer advice to others on how to lead a healthy lifestyle.
- Describe what others wear using more detail (adjectives).
- Understand short passages on this topic such as adverts.
- Discuss fashion trends.
- Describe what people do to earn pocket money.
- Discuss views and opinions about how people earn and spend their pocket money.
- Describe and discuss holiday destinations.
- Describe where you went on holiday and what you can do there.
- Find out information at the tourist office.
- Know some weather phrases.
- Explore Punjab's weather.
- Design weather chart.
- Compare different weather.
- Describe birthdays and family celebrations.
- Give an account of a marriage ceremony you have attended.
- Write invitations to a birthday party.

Methods of Assessment and Exam Structure

Students will be assessed on all 4 skills (listening, reading, speaking and writing) across the year. They will complete all 4 skills as part of their end of year exams. In Year 9 students will have begun the GCSE course for Punjabi so assessments will be in the style of GCSE questions.

Nishkam Virtues

Resilience, respect, confidence, creativity, enthusiasm, patience.

The MFL Faculty

Mrs N Deeks Faculty Leader

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

If you have any queries please contact Mrs N Deeks on 0121 348 7660 or email at

n.deeks@nishkamschools.org

How parents and carers can help

- Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.