

Biddenham International School & Sports College

Key Stage 3 Curriculum 2021 - 2022



Year 7 and 8 Curriculum Overview

The curriculum we offer in year 7 and 8 at Biddenham International and Sports College is a modern and exciting connected curriculum. Different subject areas are linked together around a particular theme for each term. These topics give our students a rich and diverse first-hand experience that will support their learning context in the real world.

A connected curriculum has already been very successful in primary schools for many years. We understand the importance of students making connections between subjects and using these to build on the skills learned in each lesson. We hope this will stop the compartmentalisation of subjects which can often be seen as a barrier when they embark on their GCSE journey. We pride ourselves on providing a curriculum that supports the transition from primary to secondary school by building on knowledge in subject specific areas. Our lessons are delivered by subject specialists and enable learners to reflect on their learning through the themed topics. Each topic will last for a full term and begin with a 'Spectacular Start', something exciting and memorable that will engage the students in the topic.

At Biddenham we are keen to continue to provide opportunities for learners to become independent; this will be a key feature of the year 7 curriculum where students will have access to fantastic ICT facilities. All learners will receive their own chromebook when they join the school. In order to improve the students' independent learning and research skills they will have an additional subject on their timetables called Project Based Learning (PBL). In these sessions, which happen every day, students will work on an independent project of their own choosing. They will be given deadlines to work towards and any support they need to be able to formulate their own ideas and create their final pieces.

The students will then begin on their exciting learning journey which will see ICT, educational trips and independent learning as key features. Families and the wider community will be very much part of their child's learning, with families being encouraged to offer their expertise in topics we can explore together. Topics will end with a 'Fabulous Finish' which will celebrate the achievements and successes of the projects. These will be very carefully planned to ensure they are personalised to meet the needs of all children and will ensure students progress in a range of key skills linked to the requirements of the national curriculum. Parents/carers will be encouraged to come and observe the fantastic work the learners have produced in all subject areas at key points throughout the year.

Subjects Studied

A key feature of our curriculum is our commitment to developing learners' skills so that they are GCSE ready. We do this by offering opportunities for students to experience lessons in subject specific locations, for example Science will take place in the Science labs and PE will use the fantastic facilities already a feature of the school. In this way students can be prepared to make GCSE choices in year 9. Individual subjects will teach subject specific skills lessons and students will also study that same subject with a topic based focus. The subject areas are studied are:

- English, Maths, Science
- PSHE
- Geography, History
- Music
- Oracy
- Physical Education
- Project Based Learning
- Religious Studies
- Languages: German (French is offered in addition to some year 8 students in the academic year 2020-2021.)
- Half termly rotations of: Art and Textiles, Food and Design & Technology, Dance and Drama, Graphics, Computing and ICT for year 8.
- Computing is delivered as off timetable days for year 7s to allow students to explore exciting projects over a period of time.

Core Curriculum Subjects

English

Description

At Biddenham, we take a long-term holistic approach to the new curriculum for English, working ultimately towards the English Language and English Literature exams with the AQA board. Beginning in year 7 and carrying through the rest of key stage 3 in years 8 and 9, the modules studied are designed to equip the students with the skills required to meet the rigours of the new GCSE which are now assessed solely through exams.

Students will study a range of texts: from modern novels, to plays, poems, literature from other cultures, 19th century literature and, of course, Shakespeare, all presented in accessible and lively ways in order to foster a genuine appreciation for the subject. Literacy skills are an integral part of the GCSE and students will develop their understanding and application of spelling, punctuation and grammar, adopting the school literacy policy to help them become reflective writers.

How will I be assessed?

Within each module studied the students will be assessed at regular intervals for their skills in reading and writing; this will inform the progression data presented on reports to parents/carers each term. At the end of year 7 and year 8, students will sit a GCSE style paper, which will be differentiated for their ability and for which they will have practised beforehand. This enables them to become familiar with the skills and process of sitting the exam later in their school career.

What books will be studied?

Modern novels: *Goodnight Mr Tom*, *The Boy in the Striped Pyjamas* and *Refugee Boy*; a range of non-fiction texts on various subjects and themes; at least one Shakespeare text (currently *A Midsummer Night's Dream*); a range of extracts and poems, both modern and pre-1914; *The Hunger Games*.

Is there anything else I need to know?

Schemes of work are designed in conjunction with other subjects to maximise the opportunity for cross-curricular learning. Chromebooks, issued to all students, are used regularly via Google Classroom to ensure that they are kept up to date with work and to enable them to have an interface with their English teacher(s) enabling more immediate feedback.

How does this subject prepare students for GCSE option choice in year 9?

As a core subject, all students will be entered for both English Language and English Literature, offering them the opportunity of obtaining two GCSEs.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

Wherever possible we will always look for opportunities to enhance the learning experience outside the classroom, such as through visits to the theatre. Students are encouraged to take on independent reading whenever possible through the supply of suggested reading lists and introduction to the school library.

Who should I contact for extra information?

Course contact: Mrs Steward laura.steward@biddenham.beds.sch.uk
Mrs Burton caroline.burton@biddenham.beds.sch.uk

Personal, Social and Health Education (PSHE)

At Biddenham we deliver Personal, Social and Health Education (PSHE) following the National Curriculum.

What will I learn?

We teach across core themes:

- Citizenship
- Physical and Mental Health and Wellbeing
- Careers, Enterprise and Employability
- Relationships and Sex education
- First Aid
- Study Skills

The program covers the requirements of PSHE (Personal, Social, Health, Citizenship and Economic education) through which young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. The PSHE programme at Biddenham aims to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

All students will spend 50-55 minutes a week every Tuesday, which is taught in tutor groups with a strong focus on 'age appropriate'. There are times when SEND and EAL students may be taught in separate small groups, in order to best support their learning, according to their individual learning needs.

Relationships and Sex education will have aspects which are taught within PSHE, mainly focusing on 'relationships'. Sex education will be taught through the Science curriculum, Science staff have been trained to deliver not only the biological aspects of sex education, but to ensure aspects of the relationships curriculum are included within these topics.

How will I be assessed?

There is no formal assessment.

Anything else I need to know?

Schools have a statutory responsibility to provide a curriculum that is broadly based, balanced and meets the needs of all students. As part of this responsibility schools must:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepare students at the school for the opportunities, responsibilities and experiences of later life.
- Promote children and young people's wellbeing. (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education; training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- Promote community cohesion. (Education and Inspections Act 2006; Education Act 2002)

PSHE education makes a major contribution to this and as a result it is embedded within the whole school curriculum.

Who should I contact for extra information?

Mrs C Eckett - Deputy Headteacher cathy.eckett@biddenham.beds.sch.uk

Geography

Description

Geography is a highly relevant and evolving subject that aims to enthuse and inspire all learners about the fascinating world that we live in. The curriculum is informed by the key geographical skills from the National Curriculum and longer term the GCSE skills required for Edexcel Geography A.

Starting in Year 7 the course has been designed to guide students in their understanding about the complex, yet complementary relationship between physical and human geography. It equips students with the conceptual knowledge of globally significant places and environments. It deepens their understanding and application of the action of processes and their role in shaping landscapes over space and time. It places significance on the importance of questioning from both the teacher and the students, to invite curiosity and engagement. Built into lessons are opportunities for the students to collect, analyse and communicate with a range of qualitative and quantitative stimulus gathered through primary and secondary data. Geography is an interconnected and exciting subject and the Key Stage 3 content allows for the students to discover this for themselves.

Students will experience a range of assessments and gain an appreciation about the role and importance of formative assessments in securing positive outcomes in summative assessments. Each unit of work will have a summative assessment marked in accordance with the new assessment criteria, but within each unit of work students will peer and self-assess as well as act on teacher feedback. Students will be set at least two project style pieces of homework in each topic to help develop their time management and independent learning in addition to deepening their understanding of content. The department's philosophy is mark, reflect, student action and then repeat. We aim to help our students become reflective learners.

What books will be studied?

There are no set texts for geography but we do encourage students to read geographical magazines such as The National Geographic and Geography Review both can be obtained from the school library or geography department. In addition, students can access online newspaper articles from the broadsheet newspapers focusing on environment and society.

Is there anything else I need to know?

Geography is a subject that changes all the time and we encourage our students to keep a scrapbook of global and local geography examples they discover through media, social media and/or experiences. Fieldwork is an important component of Geography and we offer trips such as a residential visit to The Eden Project to enable students to experience this aspect of Geography.

How does this subject prepare students for GCSE option choice in year 9?

By the end of Key Stage 3 students should be competent in a range of geographical skills that includes, cartographic, numerical, and graphical and atlas, all of which are inherent in the new GCSE. Having an appreciation that geography is not just about places but more about how and why they evolve, change and influence our lives will support the conceptual, people environment and processes aspects of the GCSE course.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

We encourage visits to museums. We also like our geographers to discover more about the place they live, to discover more about its locale, using mobile phone pictures that can be downloaded to their Google drive. Students who may need an extra challenge are invited to a KS3 Geography Challenge Club where we complete lots of different projects based around current affairs to stretch and challenge students.

Who should I contact for extra information?

Course contact: Ms Roberts emily.roberts@biddenham.sch.uk

History

Description

History is more than merely studying the past; it is the key to the present and the clue to the future, for only by understanding where we started and how far we have come can we know how to go forward. As a subject History teaches you important concepts and skills, it is more than dates and names. While studying History at Biddenham you will look at the development of settlements and peoples across spans of time as well as focus on key events and individuals - by the time you finish year 8 you will have a solid foundation in preparation for GCSE.

Students of History will learn how to move beyond just describing the past and start to work on analysing it by addressing key concepts like change, cause, consequence, difference, similarity, continuity and significance. Whilst learning about these students will gain a greater understanding of the past and important terminology that helps with chronology (the study of time).

How will I be assessed?

Assessment is regular, but will not always involve work inside school. Some assessments will be project-based and done as homework while others will take the form of essays, tests or in class activities. Assessment will take place every three weeks in one form or another. It is important to be regularly assessed so that you have a clear idea of how you are progressing.

What books will be studied?

While we do not have set books that are used in history, reading is incredibly important to the subject; there are plenty of books you can read in your own time that will help you improve your learning. A good place to start is with the Horrible Histories series by Terry Deary. Our library carries several history magazines. There are also excellent historical fiction series that you might like.

Is there anything else I need to know?

We encourage our students to pay attention to current events; these are often linked to events in the past, and to visit museums or historical properties if possible.

How does this subject prepare students for GCSE option choice in year 9?

For those students who take History as a GCSE, what you learn in years 7 and 8 is an excellent foundation. You are building up your knowledge, understanding and skills - all of which are useful. For those who opt to not take history at GCSE the work you have done will make you a better well-rounded student as those analytical skills transfer well. In year 9 we continue on with the work done in year 7 and 8 but it is harder, as that is our pre GCSE year where you continue developing your skills and concept knowledge. Reading is incredibly important in history so continue to read and expand your vocabulary - the more complex the ideas you can share the better you are likely to do.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

Try, if possible, to visit historical sites and museums. Watching documentaries related to periods you are studying or even other periods that interest you can also help you improve your historical knowledge and skills.

Who should I contact for extra information?

Course contact: Mrs Vaughan reeann.vaughan@biddenham.beds.sch.uk

Languages (German and French)

Description

In year 7 students are introduced to German. They are encouraged to develop skills that will provide grounding in languages. They learn to communicate in German by being given a range of tasks with a real purpose with the view of helping them to develop their language learning skills, language awareness, cultural awareness and the ability to work both with others and independently. The topics taught concentrate on the immediate world of the learner, for example self, family, local area and daily routine. In year 8 students carry on studying the language more in depth. In addition, some students are given the opportunity to study French.

The four attainment targets of listening, speaking, reading and writing are assessed at the end of each term. Student attainment and standard of work throughout year 7 are monitored on a regular basis.

How will I be assessed?

Upon entry to Biddenham Upper School year 7 students are awarded a Key Stage 3 target based on Key Stage 2 results and CATS score. Students' progress is closely monitored and all sit an assessment every term. This allows students and teachers to monitor progress and their working level is reviewed at the time. Strategies are put into place for those who are underachieving.

Students are assessed summative termly, by completing tests which assess them on their understanding of topics covered in each term. Formative assessments are completed regularly, and this may include practice questions, and through the marking of their books and homework tasks.

What books will be studied?

The department will be using the new textbook *Echt*. Students learning French in year 8 will use the textbook *Allez*. Both course books can be accessed digitally at [kerboodle](#)

Is there anything else I need to know?

Universities and businesses prefer students who have studied a modern foreign language to either GCSE or level. The ability to speak a language widens students' horizons and increases career opportunities. Employers in the following sectors look for people who can speak another language: business services, education, banking/finance, wholesale/retail sales, manufacturing, to name a few.

How does this subject prepare students for GCSE option choice in year 9?

By the end of Key Stage 3 students will be competent in a range of linguistic skills that will enable them to progress successfully to GCSE level. We also endeavour to open students' minds to the cultural life of the respective countries.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

There is an opportunity to take part in the residential trip to the German town of Boppard. Trip costs are in the region of £450 to include all expenses: travel to and from school, accommodation, food, language activities and excursions.

The department also organises a language lunch club with native speakers to improve students' skills.

Who should I contact for extra information?

Course contact: Miss Calvete estefania.calvete@biddenham.beds.sch.uk
Miss Di Salvo sofia.disalvo@biddenham.beds.sch.uk

Maths

Description

Mathematics is a creative and highly connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to Science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The programme of study for Key Stage 3 is organised into units, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also be given the opportunity to apply their mathematical knowledge in Science, Geography, Computing and other subjects.

How will I be assessed?

Students will be assessed each term. In year 7 students will be tested on their basic arithmetic skills in September and then on their reasoning and fluency throughout the year. Year 8 students will be assessed on the content of the units they are studying and on their prior knowledge from year 7. At the end of year 8 students will sit an exam paper that is more of a GCSE style, as preparation for year 9. This enables them to become familiar with the skills and process of sitting the exam later in their school career.

What books will be studied?

All maths books are digital and students have free access to them at www.kerboodle.com. There are 9 books and students are studying particular books depending on their ability.

Is there anything else I need to know?

Students will be required to bring their own mathematical equipment, including a scientific calculator to each lesson. They may not use a mobile phone for this purpose in Mathematics as mobile phones are not allowed in examinations and they need to be familiar with using their own calculator. We recommend the Casio FX-83GT range.

How does this subject prepare students for GCSE option choice in year 9?

As a core subject, all students will be entered for either a Foundation or Higher GCSE exam depending on ability.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

At school we offer weekly maths challenge lessons which gives our students a chance to solve abstract problems and compete with other students in the UK at District, County and National level. A maths catch up session is held in the main school once a week after school or lunch break, this is open to all students from year 7 and 8, and it can be used for additional support or for stretch and challenge opportunities.

At home students are given a series of challenges they can choose to complete each term. In addition they have access to websites to support their learning, for example: kerboodle, mymaths and tt rockstars.

Who should I contact for extra information?

Course contact: Mr Strzelec piotr.strzelec@biddenham.beds.sch.uk

Mr Grosu daniel.grosu@biddenham.beds.sch.uk

Music

Description

Students follow the National Curriculum for Music incorporating listening, appraising, performing and composing in different styles of music. Our inclusive curriculum provides all students to learn instruments of the orchestra string, woodwind and brass families and contemporary mediums including ukulele and music technology. We are inclusive to all levels of ability whether you already play an instrument or sing or are just starting out. Through our Key Stage 3 programme you will learn to read music, tablature and chord diagrams all through practical based activities. Our lessons are linked to the creative curriculum providing an interesting collection of genres.

How will I be assessed?

Assessment is mainly practical through verbal feedback and peer assessment. Our weekly Google quizzes create an enjoyable way to track your progress. We also have personal learning checklists at the end of every lesson so you can visualise your learning journey. Our Google Classrooms have a range of activities for every learner so you can be sure to work at your own pace and your own level.

Is there anything else I need to know?

Our creative curriculum works alongside The Guildhall School of Music and Drama, Bedford Music Co-operative, Music for Bedford Borough and Bedfordshire Orchestral Society to provide an exciting menu of creative workshops and visits throughout each topic. The Biddenham Music Scholarship provides free and highly subsidised instrumental tuition available to all students.

How does this subject prepare students for GCSE option choice in year 9?

GCSE Music is 30% performance and students will become very familiar with performing on a musical instrument during lessons by the end of year 8. We learn a range of notation styles throughout years 7 and 8 which leads simply onto the skills needed for composition and dictation at GCSE. Alongside this we learn key musical concepts such as pitch, rhythm and tempo giving a good grounding of the basics of musicianship needed for future musical study. Our creative curriculum provides a unique platform for exploring multiple genres and styles of music ensuring students have a broad knowledge and understanding of music.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

If you have enjoyed learning to play an instrument or sing you can be involved in many of our extra-curricular projects such as: StringTastic, Ukulele Choir, School Musical, Fiddle Fiesta, Band Bananza, Battle of the Bands and Recital Nights. You can join in with free termly visits to orchestral concerts which are available to all students. Music students also attend performing arts theatre visits

Who should I contact for extra information?

Course contact: Mrs Murphy georgina.murphy@biddenham.beds.sch.uk

Oracy

'We want every child at Biddenham to find their voice - metaphorically and literally'

Oracy is the ability to communicate effectively through talk. At Biddenham School we have worked closely with Voice 21 and the University of Cambridge to develop an oracy programme connected to the KS3 curriculum themes. One of the biggest barriers stopping young people from progressing in life is a lack of eloquence. Employers put good oral communication at the top of their requirements for employees, yet it is rarely taught systematically in schools. Research has also found that good oracy leads to higher order thinking and deeper understanding, but on average some children, particularly from more disadvantaged backgrounds, will speak no more than four words a lesson. For this reason Oracy plays a key role in the overall KS3 curriculum at Biddenham.

Our aim as a school therefore, is to elevate speaking to the same status as reading and writing. We have developed a framework for oracy with the University of Cambridge, which breaks down oracy into four distinct strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional

At the heart of good oracy is the dialogic classroom. A classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. At the heart of our school values we believe it is important to provide 'real experiences' to develop talk and learn how to analyse and talk about talk. At Biddenham School we have evolved a series of Oracy opportunities:

- First Give in conjunction with the Harpur Trust, presentations in year 7 performing to the class and then an audience from the community.
- Up for Debate in conjunction with PiXL, for students to develop an understanding of debate. Skills are put into practice through attending regional finals in London after competing in class and with the year groups.
- Student Forum - opportunities for students to have a say on school life in an open forum.
- Philosophy for children - gives students opportunities to discuss moral issues in depth through teacher questioning and student inquiry projects.
- Ample opportunities to deliver assemblies to peers.
- Sports leaders' activities - leading and instructing students from our feeder primary schools.
- Take part on student panels when interviewing teaching candidates who aspire to work at Biddenham.

All teachers at Biddenham School are oracy teachers. There is an understanding across all subject areas of how talk aids teaching, analysis and higher order thinking. At the heart of each subject specialism is an understanding of how talk aids analysis and a precise understanding of the subject specific language requirements.

Students will leave Biddenham with the confidence gained from having found their voice

Physical Education

Description

Within Physical Education lessons across Years 7 and 8 students will take part in a variety of physical activities in line with the new KS3 National Curriculum. The topic that is being covered that term will be delivered through the variety of practical sports. They will be grouped into single sex groups all having the same opportunities as each other.

At Key Stage 3 students will learn how to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

How will I be assessed?

PE is a non-examined core subject within the curriculum. Traditionally it has been assessed using National Curriculum levels. However, the National Curriculum has changed and as a result the previous system of levels has disappeared. At Biddenham we have replaced them by identifying key PE skills and concepts, Physical, Personal and Thinking to get an overall grade, and assessing progress using the following grading system:

- Skills and Concepts
 - Physical: Technical skills, competitive situation and fitness.
 - Personal: Leadership, teamwork, sportsmanship and taking part in extra-curricular.
 - Thinking: Decision making and tactics, solving problems, evaluating own and peer performance.

Is there anything else I need to know?

There will be opportunities for students to develop their leadership skills by being part of the Leadership Academy run through our Bedford and Kempston School Sports Partnership. Students involved in the academy have the opportunities to attend leadership courses in a variety of physical activities.

How does this subject prepare students for GCSE option choice in year 9?

The variety of sports covered during this key stage helps develop the necessary practical skills required for the practical component of GCSE PE.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

All students will be able to access a variety of extracurricular activities both at lunch and after school. This will allow for all students to participate in competitive sport outside of the curriculum. Extra-curricular activities range from football, hockey, athletics, rounders, cricket, golf, leadership, softball, handball and dodgeball. These are only a few of those on offer; please see the PE section of the school website for a more detailed overview of the type of activities we offer.

Who should I contact for extra information?




Course contact: Mr Evans michael.evans@biddenham.beds.sch.uk

Project Based Learning

Equip Students with Skills for Life

In Project Based Learning (PBL), teachers make learning come alive for students. Students work on a project over an extended period of time - from a week up to a term - that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. PBL unleashes a contagious, creative energy among students and teachers. It keeps the learning alive and offers opportunities for students to develop skills and knowledge in a wide range of contexts. Below are some examples:

|  Challenging a Problem/Question (Research) |  Student Choice (Planning) |  Public Product (Developing ideas/ concepts) |
|---|--|---|
| <p>Research</p> <ul style="list-style-type: none"> ▪ Analysis ▪ Using Technology ▪ Choice of content to convey meaning & intention ▪ Building on the views of others ▪ Clarifying and summarising the ideas of others <p>Critical thinking</p> <ul style="list-style-type: none"> ▪ Giving reasons to support views ▪ Rhetorical devices, ▪ Argumentation | <p>Planning</p> <ul style="list-style-type: none"> ▪ Interpretation ▪ Recording/ record keeping ▪ Time Management ▪ Prioritising/ organisation <p>Independent learning</p> <ul style="list-style-type: none"> ▪ Enquiry ▪ Organisation <p>Problem solving</p> <ul style="list-style-type: none"> ▪ Decision making | <p>Creativity</p> <ul style="list-style-type: none"> ▪ Drafting and redrafting an authentic project ▪ Product design through use of mixed media <p>Collaboration</p> <ul style="list-style-type: none"> ▪ Working with others ▪ Guiding or managing interactions ▪ Turn-taking <p>Leadership</p> <ul style="list-style-type: none"> ▪ Using initiative ▪ Ownership of your learning <p>Life skills</p> <ul style="list-style-type: none"> ▪ Responding to a task and developing new skills independently (specifics can be made on individual projects) |
|  Critique and Revision (Reviewing Progress) | | |
| <p>Self-regulation</p> <ul style="list-style-type: none"> ▪ Maintaining focus on discussion tasks ▪ Resilience ▪ Perseverance/ determination ▪ Self-assessing/ feedback | <p>Confidence in speaking</p> <ul style="list-style-type: none"> ▪ Self-assurance in expressing own opinions <p>Communication</p> <ul style="list-style-type: none"> ▪ Ability to communicate intentions and justification for choices | <p>Listening and responding</p> <ul style="list-style-type: none"> ▪ Listening actively & responding appropriately ▪ Critique own and other work ▪ Reflection |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Constructive peer feedback | | |
|--|--|--|



How does Project Based Learning differ from 'doing a project'?

Creating projects is a common task that students are asked to do by teachers. Project Based Learning Projects are different in that they move from 'doing a project' to engaging in the process and the analysis and evaluation of what they are doing and how it can impact the world around them.

We find it helpful to distinguish the difference by using two terms: a 'dessert project' - a short, intellectually-light project served up after the teacher covers the content of a unit in the usual way - from a 'main course' project, in which the project *is* the unit. In PBL, the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

In contrast to 'dessert projects', PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a 'Driving Question' and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team.

Please see the table below to show the main differences:

| DESSERT "DOING A PROJECT" |  MAIN COURSE PROJECT BASED LEARNING  |
|---|--|
| An add-on to the traditional instruction; at the end (or alongside) of the unit | Instruction integrated into the project (The project is the unit!) |
| Follows direction of the teacher | Driven by student inquiry |
| Focused on product | Focused on product and process |
| Often unrelated to standards and skills | Aligned to academic standards and success skills |
| Can be completed alone and/or at home | Involves collaboration with students and in-class guidance from teacher |
| Remains within the school world | Has a real-world context and application |
| End result of project displayed in the classroom | Results of project shared beyond the classroom with a public audience |

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At Biddenham we start with short sharp controlled projects in year 7 and then offer the students more choice in their driving questions in year 8. Your experience will begin with a 'Spectacular Start' which will see ICT, educational trips and independent learning as key features. Families and the wider community are very much part of the learning here at Biddenham, with families being encouraged to offer their expertise in topics we can explore together. Topics will end with a 'Fabulous Finish' which will celebrate the achievements and successes of the projects. These will be very carefully planned to ensure they are personalised to meet the needs of all children and will ensure students progress in a range of key skills linked to the requirements of the national curriculum. They achieve this through David Thornburg's theories surrounding making progress through Project Based Learning, which is linked through to the themes and the unique way that our Key Stage 3 curriculum is delivered.

Religious Studies

Description

The place of Religious Education in the lives of children and young people keeps changing. Some things are constant and every person, growing up, finds their own values and beliefs by which to live. The tensions of our differences are creative and fascinating for most of us, but occasionally they cause conflict. The place of religion in the modern world can be challenging. It is therefore vital to help young people to develop their own ideas and ways of living, to learn to be reasonable about belief and religions and to be respectful to those who see the world differently.

Religious Education is a compulsory part of the curriculum. In accordance with legal requirements, at Biddenham we follow the 'RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton'.

How will I be assessed?

Students will be assessed through a combination of teacher observation, written work and project based work.

What books will be studied?

During your studies you will look at various philosophical religious texts and writings including the Torah, Bible, Qur'an, Guru Granth Sahib, and Sutras

Is there anything else I need to know?

In Religious Education we try to encourage students to understand and empathise with people who have different beliefs and values to them. We aim to ensure that lessons are inclusive and all our students are encouraged to explore and question their own beliefs, morals and values and to ask questions about the purpose of our lives in light of religious and philosophical teachings.

How does this subject prepare students for GCSE option choice in year 9?

All students are expected to sit GCSE Religious Studies and there it is a compulsory subject. During year 7 and 8 we aim to develop the skills and understanding necessary to succeed at GCSE including literacy.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

There will be opportunities to take part in the Queens Park Faith Tour and a Hare Krishna temple. Religion and ethical issues affect everything we do. Therefore it is good to be informed. To develop your understanding of the moral and ethical issues we face you should be regularly watching and reading the news.

Who should I contact for extra information?

Course contact: Mr Forster paul.forster@biddenham.beds.sch.uk

Science

Description

The Science curriculum taught at Biddenham broadly follows the whole school connected curriculum design and covers all of the Key Stage 3 National Curriculum. Our curriculum intends to provide the foundations for understanding key processes and concepts through the disciplines of Biology, Chemistry and Physics. In Science lessons, pupils are taught essential aspects of the knowledge, methods, processes and applications of Science. Students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Lastly, our students are encouraged to think about how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

How will I be assessed?

Students will have summative assessments at the end of each unit (there is one unit per Science each term), by completing a test paper which will assess them on their understanding of the topics that have been taught. Formative assessments will be completed regularly, and this may include practice questions, individual or group projects, and through the marking of their books and homework tasks.

What books will be studied?

There are no set texts to be covered in Science, but we strongly recommend the use of Science encyclopaedias at home, to encourage scientific curiosity. We recommend the use of Harpur Collins KS3 Science complete revision and practise from the start of year 7 to help cement learning at home.

Is there anything else I need to know?

Our students will be involved in regular practical activities where they will be expected to assess risks and plan for the hazards involved with experimental work. There will be a small amount of practical work completed in other areas of the site, such as the school pond and on the school field. As part of our curriculum we cover the topic of reproduction, in which the students will learn about the female and male reproductive systems, the menstrual cycle, birth and puberty.

How does this subject prepare students for GCSE option choice in year 9?

By the end of Key Stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. They will have studied general Science but also have also learned about some of the differences between the three separate disciplines: Biology, Chemistry and Physics. This should prepare our students to engage fully in year 9 when they will study the sciences separately, with specialist teachers.

What extracurricular opportunities are available for this subject and what can I do at home to challenge myself?

At school we offer a weekly STEM (Science, Technology, Engineering and Maths) club, which gives our enthusiastic students the chance to experiment with different scientific equipment in a more relaxed and exciting way than is typical in the classroom. There is also a weekly Natural History Club, which gives students the opportunity to engage with their local environment, fauna and flora, and to understand how they interact. There are many Science trips that run for years 7&8, including a visit to the National Space Centre, the Natural History Museum, Woburn Safari Park and Cranfield University to name just a few!

Who should I contact for extra information?

Course contact: Mr Walker karl.walker@biddenham.beds.sch.uk

ROTATION SUBJECTS

Art

Description

In Art we encourage students to look at the world, think and be creative. We use a variety of 2D and 3D materials including pencil-crayons, paint, collage and clay so that students can explore the many different ways that they can record and present their work. Understanding the work of artists and designers and appreciating how they can influence our own work is another aspect of the course. Skills are taught so that eventually students have the understanding to express personal ideas.

How will I be assessed?

Assessment is made by the teacher in a verbal and written way week by week and the project is marked as a whole body of work at the end of each rotation. Self-assessment is also developed in a guided way to encourage independent thinking skills.

How does this subject prepare students for GCSE option choice in year 9?

The course teaches practical skills including drawing, painting and 3D work which will be used as a foundation for the GCSE course. The way we approach creative problem solving is an important dimension; which is further developed at GCSE level. Students build up resilience through practise in projects.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

Students are encouraged to draw, or take photographs outside of school time. Keeping a small sketchbook or scrapbook is a useful way of collecting images and ideas. Being interested in Dance, Drama, reading for pleasure, listening to music and other hobbies are all ways of expanding our creative knowledge. Art trips to The Higgins and other galleries are an important part of informing and developing our creative ideas.

Who should I contact for extra information?

Course contact: Mr Alexis paul.alexis@biddenham.beds.sch.uk
Mrs Lambert susan.lambert@biddenham.beds.sch.uk

Computing & ICT - Year 8 only

Description

Technology is found everywhere in our modern society. Everything from mobile phones, televisions, traffic lights, theme parks, agriculture to sport depends on technology. You need to be prepared for the digital world. The lessons offered to you through these sessions will give you a basic understanding of how computer technology works and a look at what goes on 'behind the scenes' from a Computer Science point of view. From an ICT perspective, the aim is to make sure you are computer literate and can perform basic ICT tasks such as word processing, creating presentations and other tasks using the Google Suite.

How will I be assessed?

Assessment is made by the teacher in a verbal and written way week by week. There will be a project set at the beginning of each term that is marked as a whole body of work at the end of each rotation. Self-assessment is also developed in a guided way to encourage independent thinking skills. Homework is also set to complete badges on [iDEA](#).

How does this subject prepare students for GCSE option choice in year 9?

Through year 8, students will be able to develop their computational thinking and creativity. The KS3 curriculum can help inform students about their options choices for KS4 and whether they might be suited to ICT or Computing. Some of the units of study across the new ICT and computing curriculum in Year 8 include:

- Digital Literacy
- E-Safety and Fake News
- Computer Networks
- Cryptography
- Flow charting
- Binary and the fundamentals of Computer Science
- Python
- HTML

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

Students are encouraged to attend a variety of clubs we have on offer. These include Chess and Coding Club and a Gaming Club. Trips in the past have also included Thorpe Park, Virtual Reality centres and Bletchley Park. If you wish to push yourself at home, there are many websites that help to further skills with coding if this is an area of interest to you such as [Code Academy](#).

Who should I contact for extra information?

Course contact: Mrs Cadman shelley.cadman@biddenham.beds.sch.uk

Dance

Description

The Dance course is intended to develop students' understanding and appreciation of a range of dance styles, through performing, choreographing and viewing dances. Students will have opportunities to learn new dance techniques, take part in choreography workshops and view professional dance works both on video and at the theatre.

There will be at least one theatre trip each year of the course (more if possible!). Students are encouraged to take part in any performance opportunities that arise to prepare them for the performing arts courses they may decide to take in the future.

How will I be assessed?

Students will be creating a range of performance products. Most assessments will be practical based but small written tasks will be completed in lessons as well as for homework. These will be assessed by their teacher and will form part of the report system. Students have the opportunity to perform their work in the annual dance showcase where parents and carers can view their work.

Is there anything else I need to know?

At least one trip to see professional theatre works performed live will be arranged throughout the year. At year 7 and 8 these are optional but highly recommended. The cost is kept as reasonable as possible, with each trip cost approximately £25 - £30 (including transport and tickets).

How does this subject prepare students for GCSE option choice in year 9?

It is the intention of the dance course to enable students to develop the skills of decision making, problem solving, critical and creative thinking and the ability to co-operate with others that will equip them well for the GCSE course. They will be prepared for the performance, choreography & appreciation aspects of the GCSE Dance course.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

There is a huge range of extra-curricular activities and performances run through the dance department and students are encouraged to be involved in at least one of these activities and at least one performance.

Such activities include:

- Street dance club.
- Biddenham Dance Company.
- Cheerleading
- Body conditioning (fitness training).
- The school musical
- Theatre trips (Milton Keynes, Cambridge, London etc)
- Choreographic workshops at the University of Bedfordshire
- Internal Drama showcase
- "Spring into Dance" internal dance production
- Performances at the University of Bedfordshire
- Supporting lower school students (Westfield)

Who should I contact for extra information?

Course contact: Miss Warden amy.warden@biddenham.beds.sch.uk

Design and Technology

Description

Design and Technology is an area of study that focuses on planning, designing and making products from a variety of materials such as woods, metals, plastics and card. At KS3 students also experience and experiment with Computer Aided Design (CAD) using Techsoft 2D Design software and become familiar with understanding complex technical drawings. Students are able to take home their practical products they have made to show you their developing workshop skills and hard work.

How will I be assessed?

Students will create a range of objects and products and most assessment is based on the students' practical individual outcome. There will be smaller assessed pieces which include research, design and development, CAD drawing skills, planning for the manufacture and evaluation which are completed as homework. Additionally, each student will have a Personal Learning Checklist (PLC), so that they can monitor their progress alongside the teacher

Is there anything else I need to know?

The pastoral and social learning aspects of Design and Technology will build your confidence, develop your collaborative skills through team challenges and stimulate creative approaches to problem solving. It also encourages independence and can improve organisational skills too.

How does this subject prepare students for GCSE option choice in year 9?

During years 7 and 8 you will learn how to use and operate machines safely with accuracy and precision such as; pillar drills, disc sanders and strip heaters - which can fold plastic! Being able to use workshop tools and equipment is also another vital element in Design and Technology where we employ the use of a variety of saws, files and hammers to name but a few.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

We currently have 2 Design Technology clubs a week. One for years 7 and 8 and one for years 9 and 10. These sometimes mix depending on the project we are doing in the club. The focus of these clubs is to allow pupils to experiment with projects and processes that we may not usually do in lessons. This is often to allow students to extend their knowledge and their skillset within the subject.

At school we also offer a weekly STEM (Science, Technology, Engineering and Maths) club. Your presentation standards and attention to detail needed in Design and Technology could be practiced and applied to many other subject disciplines and in your home environment on a daily basis. There are many computer programmes such as Photoshop, Google Sketch-up and other design apps that our students enjoy doing at home at their leisure. Architecture is particularly popular.

Who should I contact for extra information?

Course contact: Mr Ray paul.ray@biddenham.beds.sch.uk

Drama

Description

The Drama course is intended to engage and encourage students in becoming confident performers and designers with the skills they need for a bright and successful future. The course builds in as much opportunity as possible for students to do what they like best - participate in performance. All students will also devise drama. Texts are explored practically with students developing their skills as a performer and a designer through class and homework tasks.

There will be at least one theatre trip each year of the course (more if possible!). Students are encouraged to take part in any performance opportunities that arise to prepare them for the Performing Arts courses they may decide to take in the future.

How will I be assessed?

Students will be creating a range of products from scripted to devised performances. Most assessment will be practical based but small written & design tasks will be completed in lesson as well as for homework. These will be assessed by their teacher and will form part of the report system.

Is there anything else I need to know?

At least one trip to see professional theatre works performed live will be arranged throughout the year. At year 7 and 8 these are optional but highly recommended. The cost is kept as reasonable as possible, with each trip cost approximately £25 - £30 (including transport and tickets). Students may be encouraged to source various props/costumes from home to enhance their drama pieces.

How does this subject prepare students for GCSE option choice in year 9?

This course provides a sound basis for the study of GCSE Drama by covering the core components of performing, devising and appreciating both their own and others' work. The course provides opportunities to develop the key skills of working with others, solving problems and presentation that are invaluable to the GCSE course.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

There is a rich diversity of activities to get involved in from musical theatre, showcases, lunch time events and after school, as well as visits to the West End and local theatre and cultural events. There are also opportunities to get involved in other extra-curricular opportunities such as working to develop work for an annual showcase of final exam work. Students are encouraged to be involved in at least one of these activities and at least one performance.

Who should I contact for extra information?

Course contact: Mrs Steward laura.steward@biddenham.beds.sch.uk

Food

Description

A practical inspired course which looks at developing the necessary skills to create dishes safely, hygienically and skilfully. Over the two years, students will be taught how to cook a variety of dishes from sweet to savoury and apply the principles of nutrition and healthy eating in an engaging and safe environment. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably, now and in later life.

How will I be assessed?

Practical lessons are all marked based on hygiene and safety as well as the skills shown. For example, chopping skills. Written work is marked according to the National Curriculum levels based on understanding, knowledge and analysis.

Is there anything else I need to know?

For year 7 students all practical ingredients are provided with a termly fee needing to be uploaded onto parent pay. Students need to bring in tupperware containers (or similar) to take their dishes home in. For year 8 students all practical core ingredients are provided, with students bringing in their key ingredient. For example, the protein element of the dish. Again, students will need to upload their termly fee onto their parent pay account and to bring a tupperware container (or similar) to take their dishes home in. If there are any problems getting the ingredients please email me a few days before, stating the students name the day and lesson the ingredients are required for. I can then arrange for the ingredients to be ready in the classroom for them.

How does this subject prepare students for GCSE option choice in year 9?

The course helps develop the necessary practical skills required and starts to build a theoretical foundation for GCSE Food Preparation and Nutrition. It also teaches important life skills such as healthy eating and diet, which are necessary in later life.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

After school cooking club is available if there are sufficient student numbers. Students are also strongly encouraged to practice at home and to keep a log of recipes they enjoy with a picture of their completed dish. This will help to develop their culinary skills and instill a love for cooking and baking.

Who should I contact for extra information?

Course contact: Ms Powell meredyth.powell@biddenham.beds.sch.uk

Textiles

Description

In KS3 Textiles students are taught a range of skills and techniques through a series of themed projects. They are introduced to the work of established artists and designers to help them to understand how to generate original ideas. The students design and make their own pieces of Textile art for each theme. The students develop fine motor skills which enable them to carry out detailed work and which have applications for other practical subjects and everyday life.

How will I be assessed?

Students' progress is evaluated weekly through practical and written exercises in class and through focused independent tasks. Verbal and written feedback is given as well as practical demonstrations and examples. Each project is marked as a whole, with focus on areas of strength and opportunities for development.

How does this subject prepare students for GCSE option choice in year 9?

Students build up a range of key practical skills which form the start point for GCSE coursework. Their research and analysis of the work of artists as well as global and cross-curricular issues prepares them for the written element of GCSE sketchbook assignments. Core subject specific

vocabulary learned and practised throughout KS3 builds the foundation for understanding how to carry this out effectively. A focus on extra-curricular tasks builds resilience for independent learning.

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

Students will benefit from practising skills learned in class at home in order to refine and improve their techniques. Keeping a scrapbook of ideas and images and researching artists and areas of interest through the internet, libraries, galleries and exhibitions can help to develop cultural, visual and technical understanding of the subject. Recording the everyday world through photographs and drawings will develop skills of observation and mark making. If a family member sews, knits or has expertise in other relevant methods or has access to a sewing machine, sharing their knowledge and experience can be invaluable to a Textiles student.

Who should I contact for extra information?

Course contact: Mrs Manning rachel.manning@biddenham.beds.sch.uk

Enrichment Subject

Computing - Year 7 only

Description

Computing is delivered as enrichment through days off timetable. Throughout the academic year students take part in various workshops where they develop projects to enhance their computing skills. The workshops include hands on experience to aid their progression into GCSE and beyond.

Is there anything else I need to know?

What is the difference between ICT and Computing?

These two rewarding careers each require a slightly different set of skills, and they each appeal to a somewhat different type of person. An IT career involves installing, organizing and maintaining computer systems as well as designing and operating networks and databases. Computer Science is focused entirely on efficiently programming computers using mathematical algorithms.

How does this subject prepare students for GCSE option choice in year 9?

Through year 7 and 8, students will be able to develop their computational thinking and creativity. The enrichment days allow students to take part in more hands on aspects of Computer Science and help inform students about their options choices for KS4 and whether they might be suited to ICT or Computing. Some of the workshops that have run on enrichment days include:

- How to build and programme a Spider with Lego Mindstorm
- How to programme a Microbit
- Building websites using HTML
- Making Games using Scratch and Microbits
- E-Safety and Fake News

What extra-curricular opportunities are available for this subject and what can I do at home to challenge myself?

- Attend Chess and Coding club
- Download free programming software such as Python and take advantage of tutorial videos on sites such as YouTube

Who should I contact for extra information?

Course contact: Mrs Cadman shelley.cadman@biddenham.beds.sch.uk