



# KS3 Curriculum Guide 2024



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## **Curriculum overview**

At St. George's International School, students in Key Stage 3 (Years 7-9) study a broad and balanced curriculum that builds on their learning in the Primary school and prepares them for the examination courses which begin in Key Stage 4 (Years 10-11).

All students will study the following subjects:

- Maths
- Science
- English
- Modern Foreign Languages (French and German)
- The Arts (Music, Drama, Art, PE)
- Humanities (History, Geography)
- Personal Development (PDV)
- ICT

Students with additional needs will receive specialist support:

- English as an Additional Language (EAL)/ Language Support
- Learning Support – Maths and English
- More Able & Talented students

## **Assessment and homework**

Assessment during Key Stage 3 takes place informally through continual teacher assessment and also formally in end of year exams in the summer term. Year 7 students will take a CAT 4 test (Cognitive Abilities Test) early in the autumn term. This provides the school with an indication of the potential of individual students and is used internally to assist subject teachers when monitoring and tracking student progress through the Key Stage. Students are assessed using 4 criteria to measure academic performance against expected standards in each subject for that year group:

- X – student is showing exceptional levels of attainment for their age group
- E - student is showing an excellent level of attainment for their age group
- A – student is at the expected standard for their age group
- T – student is working towards the expected standard for their age group

Homework in Key Stage 3 will follow the programme outlined in the Key Stage 3 homework timetable which is published on the school website.

## Personal Development (PDV)

Our Personal Development curriculum content has its roots in the English PSHE (Personal, Social, Health & Economic) Association's Programme of Study, but we develop and adapt our lessons from this base, in order to engage our students with more specific issues affecting young people growing up both in Luxembourg and internationally. The curriculum is split in four main topics, which will be taught on a rotation basis. The topics are; Wellbeing, Relationships, Careers and Global Issues.

The Personal Development lessons focus on the development of interpersonal relationship skills, such as listening, turn-taking, researching, collaborating, formulating and justifying opinions and considering others' opinions. Through developing these skills and others, we seek to expose students to important topics and enable them to consider the topic, broaden their related knowledge, and formulate a thoughtful response.

### Year 7 PDV Curriculum

In year 7 students are taught PDV across 4 different topics. Within each topic, students' work will be enhanced by talks and workshops from visiting experts. Each student will review their own progress through the use of self-reflection sheets at the end of each unit of work.

Curriculum content - Year 7			
The Futures curriculum will cover the following topics:	The Wellbeing curriculum will cover the following topics:	The Relationship curriculum will cover the following topics:	The Global Issues curriculum will cover the following topics:
<ul style="list-style-type: none"> <li>Life transitions</li> <li>Unifrog checklist</li> <li>Interests, Skills and Qualities</li> <li>Visiting KS5 leadership team</li> <li>Career Spotlight presentations</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>social wellbeing</li> <li>Wellbeing and exam stress</li> <li>Sports and Wellbeing – guest speaker</li> <li>Health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>different types of relationships</li> <li>Family.</li> <li>Friendships</li> <li>Puberty – guest speaker</li> <li>Unhealthy relationships</li> <li>Identity</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability Development Goals – what are they? Innovation and unintended consequences</li> <li>Kitchen garden – working outside to make our school sustainable</li> <li>SDG project – be a change maker</li> <li>Responsible consumption</li> <li>Sustainability across the world – guest speaker</li> </ul>
Assemblies, workshops and guest speakers	Throughout the year Y7 students will attend regular assemblies with the PDV mentor and guest speakers to address specific topics relevant to them. These could be assemblies on specific awareness days or a workshop with a guest speaker.		

## Year 8 PDV Curriculum

Curriculum content - Year 8	
<p>The Y8 PDV curriculum is divided into four categories and students cover each topic on rotation throughout term 1, 2 and 3. During this time student will cover the following topics:</p> <p>Wellbeing (physical health, healthy eating habits, identity and racism, healthy bladder and pelvic health)</p> <p>Relationships (changing friendships, body image, romantic relationships, dating, tolerance and respect)</p> <p>Careers (please see below for a detailed overview of the Careers Curriculum)</p> <p>Global Issues (Created by our Eco Agent Mrs McHugh – UN development goals, consumption and cobalt, climate anxiety and future foods)</p>	
Assemblies, workshops and guest speakers	<p>Throughout the year Y8 students will attend regular assemblies with the PDV mentor and guest speakers to address specific topics relevant to them.</p> <p>These could be assemblies on specific awareness days or a workshop with a guest speaker.</p>

## Year 9 PDV Curriculum

Term	Curriculum content - Year 9
<i>Term 1 and Term 2</i>	<p>The Y9 PDV curriculum is divided into four categories and students cover each topic on rotation throughout term 1 and 2. During this time student will cover the following topics:</p> <p>Wellbeing (healthy lifestyles, becoming an adult, alcohol and smoking, drugs and addiction, stress management, managing your emotions)</p> <p>Relationships (healthy and unhealthy relationships, sexual identity and sexual orientation, safe sex, staying safe from abuse, stereotyping and prejudice)</p> <p>Careers (created by our careers advisor Mrs Hudson - managing your money, employability skills, work experience, GCSE options, decision making, Unifrog, career paths, enterprise, social media &amp; Personal Branding)</p>
<i>Term 3</i>	<p>Digital Learning Using lessons plan provided by the National Online College (NOS) students explore four modules – online messaging apps, screen grabs, online banter, spotting fake news.</p> <p>Global Issues Created by our Eco Agent Mrs McHugh – students explore global issues and the sustainable development goals through guest speakers and student presentations.</p>
<i>Assemblies, workshops and guest speakers</i>	<p>Throughout the year Y9 students will attend regular assemblies with the PDV mentor and guest speakers to address specific topics relevant to them.</p> <p>These could be assemblies on specific awareness days or a workshop with a guest speaker.</p>



# Key Stage 3 Career Curriculum

At St George's we believe that careers describe our journey through life, learning and work. Our career curriculum aims to:

- ✓ help students understand and be able to explain their skills, qualities, attitudes and behaviours alongside their grades.
- ✓ support students in gathering information about careers, considering the available pathways, and finding the inspiration and motivation to develop the skills and achieve the qualifications they need in order to fulfil their potential.
- ✓ prepare students for the opportunities, responsibilities and experiences of life as they manage transitions from school to adult life.
- ✓ develop students understanding of the world of work and ability to respond to changing opportunities.
- ✓ create opportunities for students to develop their enterprise and employment skills.

Our career curriculum incorporates the new CDI Framework which is the UK national framework of career development skills. Its six learning areas encompass the skills, knowledge, attitudes and behaviours that support individuals to achieve a positive career.

## The six learning areas



Careers and Employability lessons begin in Year 7 and form part of our Personal Development Programme. Each year, as students' progress through secondary school, they will build on their career skills and knowledge.

	<b>Key Stage 3</b>		
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Events</b>	Bonding Day	Learn to Learn Days	Sons & Daughters to Work Day Enterprise Day
<b>Lesson 1</b>	Transitions	Career Journey Part 1	Decision Making
<b>Lesson 2</b>	Activities	Career Journey Part 2	Choosing GCSEs: overview
<b>Lesson 3</b>	Computer: Unifrog Log in & Record Activities	Parents & their jobs	Choosing GCSEs: Personality & Interests
<b>Lesson 4</b>	Interests, Skills & Qualities	Computer: Career research	Computer Time: Unifrog
<b>Lesson 5</b>	Computer: Unifrog Personality Profile	Motivation & Success	Employability Skills
<b>Lesson 6</b>	Computer: Career Spotlight	Activities & Skills	Computer Time
<b>Lesson 7</b>	Career Spotlight presentations	Artificial Intelligence	Social Media & Personal Branding
<b>Lesson 8</b>	N/A	Computer: Unifrog Skills Quiz	Computer/additional time GCSE options

In addition to our careers programme all students in years 7-13 have their own personal account on Unifrog, an award-winning, online careers platform designed to support learners in making the informed decisions about their future. Unifrog has a range of tools that are suitable for all year groups and provides a wide range of information related to each students' individual interests and aspirations.

Key features of the Unifrog platform include:

- Exploring Pathways: quizzes, career and subject profiles, MOOCs, and webinars
- Recording: self-reflection about extracurricular activities and key employability skills
- Opportunities: search tools showing live vacancies, courses, and placements for universities around the world, virtual work experience and much more
- Applications: tools to help students build applications for a range of pathways (e.g., resumés, Common App Essays, personal statements)

If you have questions about the careers programme please contact Mr Gareth Evans, Deputy Head Teacher (Personal Development) or Mrs Anneke Hudson (Careers Consultant).



# Art, Craft and Design

## Introduction

The Art, Craft and Design course will encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical ability and practical attitudes. It will lead to a greater understanding of the role of the visual arts in the history of civilisations. It will widen cultural horizons and enrich the individual. It will combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

Throughout the year students explore and create responses in four main art forms – Drawing and Painting, Printmaking, Textile, and Sculpture. Projects are reviewed yearly to remain relevant and interesting for the students as well as to explore current social matters that impact our life and society.

Art, Craft and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics, and it is a form of communication and a means of expressing ideas and feelings.

In Year 7 to Year 8 we aim to develop and foster students' creativity and imagination through the processes of 'making' and 'appreciating' artworks. It is important to encourage our students to have an understanding of aesthetics and visual literacy. We intend to promote enthusiasm and appreciation of all aspects of the subject Art and provide students with a range of learning experiences. Our goal is to provide students with the opportunity to build upon existing knowledge and experiences in a developmental context and to appreciate their own and others' work in a cultural/historical context.

In Year 9 we aim to build upon previous achievement of skills and knowledge but also take into consideration the broad diversity of students' experiences and abilities. Students are encouraged to become more confident in arriving at individual outcomes to communicate what they see, feel and think. The focus of the Year 9 programme is to develop a solid understanding of art skills, knowledge and processes involved in preparation for GCSE examination courses.

In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and 'read' is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

## Assessment

Students will be assessed on their contributions to class discussions and their ability to work independently and as a group. Technical skills and creative progress will be assessed on completion of classroom based projects and homework. A detailed assessment of skills, technical ability, understanding and development of ideas will take place at the end of each topic in every term.

## Curriculum content - Year 7

Students will focus on the fundamentals of art and start by developing mark making using a variety of materials to gain confidence in the subject. Later in the year they will work on their drawing skills concentrating on line and tone drawings. Colour mixing will be introduced using watercolour paints, colouring pencils and oil pastels. Students will produce a variety of outcomes by combining new techniques such as monoprinting and patchwork. Students will also develop sculpture through basic construction using cardboard.

### **Main artists studied**

Vincent Van Gogh;  
Nigel Peake;  
Anni Albers;  
Bridget Riley;  
Fabric Lenny;  
Michael Craig Martin;  
Bisa Butler;

### **Materials & techniques used**

Mixed media drawing and  
painting  
Monoprinting  
Etching  
Collagraphy

### **Outcomes**

Individual collection of work  
including Mixed Media outcomes  
Monoprints Experimental drawings  
Digital poster 3D Sculpture  
Artist research booklet

<i>Term</i>		<i>Overview of content</i>
<i>Term 1</i>	What is Art?	<ul style="list-style-type: none"> <li>Students will explore the formal elements of Art to mark making and various materials.</li> <li>They explore the theme of Identity in art and create a variety of portrait outcomes</li> <li>They will use collage techniques and mixed media to further explore mark making</li> <li>Study will create an Artists research booklet exploring relevant artist.</li> </ul>
<i>Term 2</i>	Art and Culture	<ul style="list-style-type: none"> <li>Students will take inspiration from a variety of cultures to form an investigation into symbolism, colours and patterns.</li> <li>They will use printmaking to look at repetition + symmetry in design.</li> </ul>
<i>Term 3</i>	Contemporary Art	<ul style="list-style-type: none"> <li>Students further explore colour theory and mark making by looking at Digital and 3D contemporary artists.</li> <li>They will create a 3D sculpture and explore watercolour paint.</li> </ul>

## Curriculum content - Year 8

Colour mixing skills from year 7 will continue to expand through the introduction of acrylic paint and students will have the opportunity to develop work through the use of digital media. Drawing skills are pushed further, introducing students to more experimental techniques. Main focus of year 8 is to have students explore the creative industries and create an individualised poster through exploring typography and calligraphy in art. Students will learn about collagraph printmaking and will also develop sculpture through basic construction using cardboard and papier mache.

### **Main artists studied**

Vic Lee;  
Peter Blake;  
Yinka Shonibare ;  
Dan Funderburgh;  
Bob and Roberta  
Smith;  
Shepard  
Fairy

### **Materials & techniques used**

Acrylic paint and  
markers Collograph  
Drawing/Graphite  
Fineliners and pen  
Cardboard and papier mache  
Digital media Textile  
Embroidery Textiles

### **Outcomes**

Creative career  
poster 3D  
Cardboard outcome  
Digital prints  
Embroidery mixed  
media  
Artist research booklet

<i>Term</i>		<i>Overview of content</i>
<i>Term 1</i>	"Get Smart do Art"	<ul style="list-style-type: none"> <li>Students explore the creative industries through mark making with pen and fine liner and create a visual poster.</li> <li>They will look at typography and how artist use text for inspiration.</li> <li>Student will research different individuals of interest in the creative industries.</li> </ul>
<i>Term 2</i>	The Power of Art	<ul style="list-style-type: none"> <li>Students will look at how art communicates with an audience and how artists use their art on a form of protest.</li> <li>After making contextual links, Students will a digital poster to raise awareness of an SDG goal.</li> </ul>
<i>Term 3</i>	Human Nature + The Environment	<ul style="list-style-type: none"> <li>Students explore sustainable and recycled art.</li> <li>Students research the effects of Art onthe environment (through the materials used and raising awareness).</li> <li>Students create a recycled 3D outcome of cardboard and other found materials.</li> <li>Students have the opportunities to work collaboratively &amp; enter an International Competition.</li> </ul>

## Curriculum content - Year 9

Students will build on what they have learnt in Y7 and Y8 and work with more challenging materials such as clay, weaving and photography. To prepare students for GCSE Art and Design they will explore a mini GCSE project on Architecture. Students will create multiple outcomes within this unit and push their experimentation with materials further to create a personal response to a brief. Students will also explore Sci Art through photography, textile and mixed media.

<u>Artists studied</u>	<u>Materials &amp; techniques used</u>	<u>Outcomes</u>
David Hockney; Grayson Perry; Marchal Brown; Jessica Grady; Ernst Haeckel; Dale Chihuly; Norman Foster; Zaha Hadid; Levon Bliss	Mixed media drawing Mixed media weaving Photography Mixed media paint Variety of intaglio and relief printmaking techniques Ceramics Stop Motion App	Paper Mixed media painting Collection of textile cells Experimental drawings Ceramic vessel Stop motion animation Artist research booklet

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Ceramics – Form and Function <ul style="list-style-type: none"> <li>Students explore the work of several ceramic artists and look at the history of ceramics.</li> <li>Students create a personalised vessel inspired by the work of Grayson Perry and Marc Chagall.</li> </ul>
<i>Term 2</i>	Sci Art <ul style="list-style-type: none"> <li>Students will create observational studies of cells and bacteria. They will learn about composition &amp; arranging outcomes.</li> <li>They will create a textile, mixed media and watercolour outcome.</li> <li>Students will also explore the work of Levon Biss and endangered insects.</li> </ul> Mini GCSE Project – Architecture <ul style="list-style-type: none"> <li>Building up to the GCSE Taster Days students learn about the GCSE Art and Design course and how themes are explored.</li> <li>Students explore the Architecture project through the AO objects               <ul style="list-style-type: none"> <li>They start by investigating the topic and researching relevant artists and architects.</li> <li>Students create several observational studies and record their ideas.</li> <li>Students experimenting with a variety of materials to use for a final outcome, creating test pieces and planning their final outcome to a set brief.</li> <li>At the end students produce a final outcome which is a personal response to the brief.</li> </ul> </li> </ul>
<i>Term 3</i>	Photography Rules! <ul style="list-style-type: none"> <li>Students will fully explore the genre of photography. From collage, physical manipulation, stitching onto and distortion of images to stop motion animation.</li> <li>Students create a range of outcomes using their own photos.</li> </ul>

# DRAMA

## Introduction

Through practical and theoretical study, students will develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience.

They learn how to discover the performance possibilities of a play text and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of every assessment.

Students will study aspects of world theatre and at least one element of theatre history will be covered in each year of study.

## Assessment

Drama in Years 7, 8 and 9 offers the opportunity to learn basic performance skills and students will be assessed in four main areas of study.

- Voice and Movement
- Characterisation
- Devising Drama
- Evaluating Drama

During the reporting process, all areas of a students' learning are considered when calculating final grades.

## Curriculum content - Year 7

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<p><b><u>Darkwood Manor</u></b> Students follow a process drama unit, through which they gain key skills by creating characters and exploring the fictional world of Darkwood.</p> <p><b><u>Pantomime/Fairytales</u></b> Students learn about the British tradition of pantomime. They learn about the history and roots of the genre alongside practical exploration of existing scripts.</p>
<i>Term 2</i>	<p><b><u>Theatre History – Greek Theatre</u></b> Using the Greek myth of <i>Theseus and the Minotaur</i>, students learn about the origin of European theatre while gaining an understanding of the conventions needed to perform traditional Greek theatre.</p> <p><b><u>Mime and Silent Movies</u></b> Through a series of practical workshops students gain key skills in movement and mime using the work of Buster Keaton as a stimulus.</p>

<i>Term 3</i>	<p><b><u>Devising – World Book Day</u></b></p> <p>Students are guided through the process of creating new theatrical work based on their favourite book characters, allowing them to understand the importance of the following skills:</p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Script writing</li> <li>• Rehearsal</li> <li>• Teamwork</li> <li>• Negotiation and compromise</li> </ul>
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## Curriculum content - Year 8

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<p><b><u>Improvisation Skills</u></b></p> <p>Students will learn the basic skills of improvised comedy:</p> <p>Offer Accept Develop Block</p> <p>These skills are taught through a series of games and exercises which develop students' ability to think quickly and creatively.</p> <p><b><u>Shakespeare School's festival</u></b></p> <p>Students participate in the <i>Luxembourg Shakespeare School's Festival</i>. They will work together as a whole class to perform an abridged Shakespeare play in a professional venue to a public audience alongside other school groups.</p>
<i>Term 2</i>	<p><b><u>Radio Drama</u></b></p> <p>Students will learn about the history of radio drama and how it inspired modern movies. They will learn about Foley sound and voice acting. Students will record their own radio plays for a competition, the winning groups will be awarded with the opportunity to participate in a bespoke super curricular Radio workshop.</p>
<i>Term 3</i>	<p><b><u>Devising 2 – using a stimulus</u></b></p> <p>Students are guided through the process of creating new theatrical work based on an important social issue, allowing them to practice the following skills:</p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Script writing</li> <li>• Rehearsal</li> <li>• Teamwork</li> <li>• Negotiation and compromise</li> <li>• Using a stimulus as a starting point</li> </ul>



## Curriculum content - Year 9

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<p><b><u>Page to Stage</u></b> Students explore the process of taking drama from page to stage, using selected monologues and duologues. They teachers will model how to direct and allow students the opportunity to develop these skills for themselves by directing each other's work.</p> <p><b><u>Theatre for children</u></b> Students create their own play for a target audience of primary school students. They use the theme of the winter holidays and will have the opportunity to perform to students from Year 5 and 6.</p>
<i>Term 2</i>	<p><b><u>Play texts.</u></b> Students attend a series of practical workshops exploring a range of play texts and practitioners. Students will gain a broad repertoire of play texts and understand different approaches to acting, directing and theatre design.</p>
<i>Term 3</i>	<p><b><u>END OF KS3 SHOWCASE!!</u></b> Students work closely with their drama teacher to select a piece for performance with which they feel a connection and can showcase the skills developed since Year 7.</p> <p>The showcase is open for parents to attend as an audience in June</p>

# English

## Introduction

At the heart of our Years 7-9 curriculum in English lie the core skills of reading, writing, and speaking and listening. We aim to help our students develop into confident, well-rounded and independent learners with natural curiosity, a firm grasp of spoken and written language, and a lifelong love of literature. We cover poetry, drama, prose and non-fiction units in every year group, each building upon the skills learnt in the previous year.

Furthermore, students explore how to express themselves creatively and imaginatively and learn how to communicate with others confidently and effectively. Looking at the patterns, structures, origins and conventions of English helps us understand how language works. Armed with this understanding, students can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers. By encouraging our students to read a wide range of books and texts that reflect the experiences of people from many countries and times, our students develop a sense of cultural identity and become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. They gain access to a world of knowledge and lay the foundation for a life-long love of reading.

## Assessment

Assessment takes place in a variety of ways in English, both within individual lessons and on extended writing homework tasks. Most lessons will see students involved in a variety of tasks and activities with immediate feedback on their progress in writing, reading, and speaking and listening skills. Formal assessments are given at intervals throughout each year in order to evaluate students' progress across a range of areas, and therefore identify those for whom extra support may be required. The department works closely with the Language Support department. Throughout Years 7-9 the students collect evidence in their folders; this should be their best work after re-drafting and provides evidence of students' achievement as they progress through Years 7 to 9, as well as giving the department opportunities for moderation.

### Curriculum content - Year 7

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	"I am Malala" – Malala Yousafzai  Writing to inform, persuade and advise: global issues
<i>Term 2</i>	"A Midsummer's Night Dream" – William Shakespeare  "Skellig" – David Almond
<i>Term 3</i>	An introduction to Poetry  Writing descriptions

### Curriculum content - Year 8

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	"The Boy in Striped Pyjamas" – John Boyne  "Romeo and Juliet" - William Shakespeare
<i>Term 2</i>	Writing to inform, persuade and advise: Speeches that changed the world  Gothic Short Stories
<i>Term 3</i>	Ballad and Narrative Poetry  Writing narratives

## Curriculum content - Year 9

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	"The Tempest" - William Shakespeare  "The Lord of the Flies" - William Golding
<i>Term 2</i>	Styles of Writing  War poetry
<i>Term 3</i>	Students begin their GCSE syllabus in both English and English Literature

# Modern Foreign Languages (French and German)

## Introduction

Learning another language opens a world of opportunities. It enhances our ability to communicate with a broader range of people in a wider array of situations and, as such, it provides us with the opportunity to shape our identity and nurture our intercultural understanding.

At St George's, our high-quality language provision in French and German in Years 7-9 is designed to enable students to express their ideas and thoughts in another language all while fostering a curiosity for the wider world. Studying and being proficient in languages can help students to develop many skills that are attractive to employers: enhanced communication ability, interpersonal skills, analytical abilities, strong presentation skills, attention to detail, independence, and adaptability.

With an initial focus on the receptive skills of listening and reading and the productive skills of speaking and writing, students acquire and develop the all-round linguistic foundations necessary to communicate effectively and practically in the language they are learning. This is allied with exposure to and understanding of core vocabulary and key grammatical structures.

As their language learning continues through Years 7-9, students develop their proficiency beyond their immediate needs and interests and learn to communicate with increased personalisation, spontaneity, and independence.

It also affords an insight into the culture and civilisation of the Francophone and German speaking world with the use of authentic material. Students will be expected to participate actively in all their lessons and do homework on a regular basis. The four linguistic skills will be tested at the end of each unit of work. They will also use technology as part of their learning.

The curriculum is based on the following key learning aims:

- Linguistic competence.
- Developing the skills of listening, speaking, reading, and writing in a range of situations.
- Applying linguistic knowledge and skills to understand and communicate effectively.
- Knowledge of language.
- Understanding how a language works and how to manipulate it creatively.
- Using familiar language for new purposes and in new contexts.
- Using imagination to express thoughts, ideas, experiences, and feelings.
- Intercultural understanding.
- Appreciating the richness and diversity of the French/German culture and traditions.

## Assessment

End of unit summative assessment takes place in each language, depending on the focus of the language content per unit, via a combination of the four key criteria of Listening, Reading, Speaking and Writing whereby students show an ability to:

- understand and respond to spoken and written language from a variety of authentic sources.
- communicate orally with confidence, fluency and spontaneity with correct pronunciation and intonation.
- produce text of varying length for different purposes and audiences employing a range of topical vocabulary and grammatical structures.

## Curriculum content - Year 7 French (generic, may vary according to students' ability and teacher)

### Textbooks: Adomania 1-2, Décibel 2-3

<i>Overview of content</i>	
<i>Throughout the year</i>	<p>To learn greetings and daily phrases in French To talk about yourself, your pets and your family To describe your home and where you live</p> <p>To use basic everyday vocabulary</p> <p>To describe your daily routine</p> <p>To talk about activities at the weekend, special events Use time phrases and expressions</p> <p>To talk about life in town</p> <p>To understand tourist information and talk about holidays To talk about life in school</p> <p>To talk about food and drink</p> <p>Review of basic grammar.</p>

**Curriculum content - Year 8 French**  
**(generic, may vary according to students' ability and teacher)**  
**Textbooks: Adomania 1-2 , Décibel 2-3**

<i>Overview of content</i>	
<i>Throughout the year</i>	<p>To talk about life in town.</p> <p>To talk about places and means of transport.</p> <p>To talk about school life in France.</p> <p>To talk about family and friends</p> <p>To talk about house work.</p> <p>To talk about past events.</p> <p>To talk about food and eating habits in France</p> <p>To talk about meals in restaurants.</p> <p>To talk about travel plans.</p> <p>To talk about clothes and people's appearance.</p> <p>Review of basic grammar.</p>

**Curriculum content - Year 9 French**  
**(generic, may vary according to students' ability)**  
**Textbooks: Adomania 3, Décibel 3, Entrée en matière**

<i>Overview of content</i>	
<i>Throughout the year</i>	<p>To learn about the French-speaking world.</p> <p>To learn about places in France and understand tourist information.</p> <p>To talk about the internet and technology.</p> <p>To talk about daily routine (past, present, future).</p> <p>To talk about hobbies such as reading, cinema and TV</p> <p>To learn about food and diets.</p> <p>To describe places, towns or cities and the environment.</p> <p>To talk about plans in the future and careers.</p> <p>To talk about work experience.</p> <p>To discuss healthy lifestyles.</p> <p>A range of more complex grammar.</p>

**Curriculum content - Year 7 German**  
**(generic, may vary according to students' ability and teacher) Textbook: Zoom Deutsch 1**

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<p>Use basic greetings.</p> <p>Learn about family and pets.</p> <p>Learn about German speaking countries.</p> <p>Basic grammar.</p>
<i>Term 2</i>	<p>Learn about classroom vocabulary, (language/objects).</p> <p>Learn about school and subjects.</p> <p>Basic grammar.</p>
<i>Term 3</i>	<p>Learn about hobbies and free time.</p>

## Curriculum content - Year 8 German

(generic, may vary according to students' ability and teacher) Textbook: Zoom Deutsch 1

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Learn about countries and regions How to describe houses + rooms. Numbers up to 100.
<i>Term 2</i>	Learn about food and eating habits – Healthy diet Describe quantities and how to order meals.
<i>Term 3</i>	Learn about towns and cities. Directions and understand tourist information.

## Curriculum content - Year 9 German

(generic, may vary according to students' ability and teacher) Textbook: Zoom Deutsch 1

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Learn about clothing and fashion. Express preferences and buy in a shop. Discuss designer clothing.
<i>Term 2</i>	Learn about holidays and traveling. Describe accommodation and places
<i>Term 3</i>	Talk about the past and the future. Revisit relevant topics (vocabulary) Transition to GCSE

# Geography

## Introduction

The aim of Geography at St George's is to encourage and enable students to:

- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate, change and progress
- identify and develop concern for the well-being of human communities and the natural environment
- develop inquiry skills that lead towards conceptual understanding of the relationships between individuals, societies and the environments in which they live / lived.

Key Stage 3 Geography begins by concentrating on the area around us, and seeing how the familiar relates to basic geographical principles, such as drawing plans to scale, using keys, planning a route on a map and accurate use of an atlas and maps by way of grid references. As the course progresses students will be expected to use the common practices on locations they are less familiar with, giving them a solid foundation, both in geographical techniques and knowledge of different global locations.

Recurring themes such as climate, development, natural hazards, ecosystems, industrialisation and environmental impact will be reinforced throughout the 3 years, giving each student the opportunity to further their understanding and expertise in what is a very broad subject.



## Assessment

A range of summative assessment techniques are used to holistically ascertain student progress in KS3 Geography. These include written tests, essay writing, and different methods of presentation. Such assessments take place at the end of each completed unit.

Formative, project-based assessments are also used in Geography. Most lessons will see students involved in a variety of tasks and activities with immediate feedback on their progress in writing, reading, and speaking and listening skills. Throughout Years 7-9 the students collect evidence in their folders and complete a reflection sheet for each assessment. The students have access to their online geog.1,2 and 3 textbooks with Kerboodle self-marking activities which they can use to help revise for upcoming assessments.

## Curriculum content - Year 7 Geography

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• What is geography?</li><li>• Map skills</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• Glaciers</li><li>• Africa</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• Rivers and flooding</li></ul>

## Curriculum content - Year 8 Geography

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• Population</li><li>• Coasts</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• Urbanisation</li><li>• Asia</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• China</li></ul>

## Curriculum content - Year 9 Geography

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• Plate tectonics (earthquakes and volcanoes)</li><li>• International Development</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• From rock to soil</li><li>• Using Earth's Resources</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• St George's Resource Use Project</li></ul>

# History

## Introduction

Key Stage 3 builds on and consolidates the knowledge, skills and understanding developed during KS2.

In Years 7, 8 and 9 students will follow a curriculum which fires students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. Our course helps students develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. They discover the history of their own community, Britain, Europe and the world.

Students develop a chronological overview that enables them to make connections within and across different periods and societies. Students are also encouraged to develop the ability to discuss the causes, effects and significance of important historical events, learning how to make an argument supported by evidence in order to reach an analytical conclusion.

## Assessment

Throughout KS3, students are assessed using a variety of methods. These can include formal written tests, project-based tasks and presentations, and students will receive detailed feedback on what they have done well and how they can improve. Throughout the topics studied, students will also receive regular feedback on class work and homework tasks.

## Curriculum content - Year 7 History

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• What is History?</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• The Middle Ages</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• The Wars of the Roses</li></ul>

## Curriculum content - Year 8 History

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• The Tudors</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• The Stuarts</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• The English Civil War</li></ul>

## Curriculum content - Year 9 History

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• The Industrial Revolution</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• World War One</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• Trenches Research Project</li></ul>

# ICT/Computing

## Introduction

The study of Computing equips students to use computational thinking and creativity to understand and change the world. Facebook, a digital artefact, has profoundly changed social relationships. The mobile phone has led to computers being ubiquitous in everyday life. Emerging technology in the fields of robotics, 3D printing and self-driving cars will fundamentally change our lives over the next 25 Years.

What does this mean in practice? Computing is best described in three strands: Computer Science, Information Technology, and Digital Literacy.

The Computer Science Strand is about using computational thinking to solve problems and make things for a purpose. It generally, but not always, involves writing programs and coding.

The Digital Literacy Strand is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. It also covers the safe and responsible use of technology.

The Information Technology Strand is about solving problems and making artefacts using digital tools, such as spreadsheets, video editing applications and so on. This part of the strand matches the old subject of ICT very well.

The study of Computing is essential for our students to thrive in the society that will exist when they leave school.

## Assessment

Assessment takes place in a variety of ways in Computing, both within individual lessons and on a more formal basis. Most lessons will see students answering a variety of questions and practical tasks, with feedback provided on work submitted to monitor students' understanding of a given concept. Work is generally submitted via worksheets or booklets, and digital files for artefacts or coded programs. More formal assessments are given at regular intervals throughout each year (approximately every half-term) in order to evaluate students' progress across a range of disciplines, and therefore identify those for whom extra support may be required. Depending on the outcome of these end of unit tests, students may be set differentiated homework or further tasks to clarify or extend their understanding.

## Curriculum content - Year 7 Computing

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	The units of study are: File management; Under the hood of a computer; E-Safety, Thinklike a computer scientist and Data handling
<i>Term 2</i>	The units of study are: Drawing and manipulating Shapes using coding, creating an animation, representing images, Desk top publishing
<i>Term 3</i>	The units of study are: Designing an app Interface, Digital Dramas, How the web works

## Curriculum content - Year 8 Computing

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	The units of study are: E-Safety, Introduction to Python – basic constructs (variables, string manipulation, conditional statements, count-controlled and conditional loops)
<i>Term 2</i>	The units of study are: Drawings in Python (use of Turtle), Projects in Python
<i>Term 3</i>	The units of study are: Sound editing in Python (Earsketch), Python GUI, Projects in Python

## Curriculum content - Year 9 Computing

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Students begin by learning how to use Computers safely, effectively and responsibly. The units of study are: Data representation, Data transmission
<i>Term 2</i>	The units of study are: Boolean Logic, Communications and Internet technologies
<i>Term 3</i>	The units of study are: Creating apps in Python

# Mathematics

## Introduction

Whilst studying Mathematics at St George's, students will learn a broad range of mathematical applications in number, algebra, geometry and statistics. Students are encouraged to form a deep understanding of the mathematics involved and central to their learning is being able to understand and explain why the solutions work and why some methods fail. This forms the basis of deep-rooted learning and represents the start of preparation work for the IGCSE exams.

In Mathematics students have the opportunity to learn at a pace that suits them in a supportive environment that allows good and steady progress to be made. There is much opportunity for enrichment and extension activities and students can expect to be stretched and challenged. In their learning, students will be given opportunity to see how mathematics relates to the real world and to other subjects.

Although calculators are allowed, students are strongly encouraged to use and develop non-calculator methods in answering questions. In a world where use of computers is increasingly more widespread it is important that students have opportunity to use ICT in their learning. There are many lessons where learning takes place online in an ICT suite. We encourage students to participate in Inter-school Mathematics competitions and events such as UKMT Maths Challenges.

## Assessment

Assessment takes place in a variety of ways in Mathematics, both within individual lessons and on a more formal basis. Most lessons will see students answering a variety of questions, with immediate feedback generally provided to monitor students' understanding of a given concept. More formal assessments are given at regular intervals throughout each year (approximately every half-term) in order to evaluate students' progress across a range of disciplines, and therefore identify those for whom extra support may be required. Depending on the outcome of these end of unit tests, students may be asked to join a group working at a more appropriate level to their own. This is to ensure students are placed in a class that best suits their individual needs.

## Curriculum content - Year 7 Maths

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Number skills; equations, functions & formulae; fractions; angles & shapes.
<i>Term 2</i>	Decimals; equations; multiplicative reasoning; sequences & graphs.
<i>Term 3</i>	Analysing & displaying data; perimeter, area & volume

## Curriculum content - Year 8 Maths

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Factors & primes; working with powers; 2D shapes & 3D solids; fractions, decimals & percentages.
<i>Term 2</i>	Real life graphs; transformations.; constructions & loci; probability;
<i>Term 3</i>	Scale drawings & measures; equations; graphs.

## Curriculum content - Year 9 Maths

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Powers and Roots; quadratics; non-linear graphs; inequalities, equations and formulae
<i>Term 2</i>	Multiplicative reasoning; graphical solutions; accuracy and measures; collecting and analysing data
<i>Term 3</i>	Trigonometry; mathematical reasoning



# Music

## Introduction

Music in Years 7, 8 and 9 builds on the skills and knowledge developed in Key Stage 2. This course will further develop the student's abilities in 3 areas of study: performing, appraising and composing music. A steady plan of progression ensures consistent musical development throughout all the Year groups and aims to actively prepare students for further music courses at GCSE and A Level.

- **Listening** – students are required to listen to extracts of music of varying styles and to analyse and comment on selected aspects of the work. Through this, they will learn about Melody, Articulation, Dynamics, Tempo, Texture, Sonority, Harmony, Rhythm, Tonality, and Structure. They will also study the different musical era's.
- **Composing** – Students will use Logic Pro x in the music lab to create their own original compositions.
- **Performing** – Students will have several opportunities to perform throughout the year, some of which are assessed and others, just for practice.
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## Curriculum content - Year 7 Music

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Rhythm Unit: Gumboot / Step Unit and Step Off Competition
<i>Term 2</i>	World Music Research Project and Presentations
<i>Term 3</i>	Ukelele Unit and Coffee House Week

## Curriculum content - Year 8 Music

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Rhythm Unit: Bucket Drumming Skills and Ensemble Performances
<i>Term 2</i>	Rap / Protest Music: composing beats and lyrics for Coffee House Week
<i>Term 3</i>	Orchestra Unit: Composing music with instruments of the orchestra

## Curriculum content - Year 9 Music

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	Found Sounds Composition: beat making with recorded sounds
<i>Term 2</i>	Reading Bass & Treble clef: Learning to play video game music
<i>Term 3</i>	Film music: composing leitmotif and film trailers. Coffee House Performances

### Instrumental Lessons

Individual instrumental lessons are available on a variety of instruments and are taught by visiting teachers to St George's. These lessons are charged separately and are not included in the school fees. Enquiries regarding lessons, instruments and timetabling can be directed to Music@st-georges.lu

# Physical Education

### Introduction

The aim of Physical Education is to educate minds, develop healthy bodies, and promote positive attitudes towards lifetime physical activity, fitness, and sports skills. With a quality physical education programme in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly affect their health and well-being.

The students follow a programme of study across the Key Stage that includes:

- Invasion Games such as Basketball, Rugby, Hockey and Football. The principle of these games is to attack, defend, keep possession and score goals, tries or baskets against your opponents. The skills and strategies are transferable across all of these types of games.
- Net Games such as Badminton, Volleyball and Table Tennis. The aim of these games is to create space which can then be attacked using different types of shots in order to score points against your opponent.
- Striking and Fielding Games such as Rounders, Danish Longball and Cricket. Hitting, throwing and catching skills are important to be able to score or prevent your opponents from scoring in these games.
- Individual activities including Personal Fitness and Athletics.

A range of extra-curricular sports clubs are offered for students of all abilities each year.

### Assessment

All students are assessed against standards of practical performance that address the following key areas:

- Developing and applying individual skills
- Making decisions in a game situation

## Curriculum content - Year 7

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<b>Invasion Games:</b> Tag Rugby, Football, Netball <b>Net Games:</b> Volleyball
<i>Term 2</i>	<b>Invasion Games:</b> Rugby, Basketball <b>Net Games:</b> Volleyball
<i>Term 3</i>	<b>Athletics:</b> Students will begin to acquire and develop the basic skills required in the 3 main disciplines of running, jumping and throwing. <b>Striking &amp; Fielding:</b> Rounders and Danish Longball.

## Curriculum content - Year 8

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<b>Invasion Games:</b> Tag Rugby, Football, Netball <b>Net Games:</b> Volleyball
<i>Term 2</i>	<b>Invasion Games:</b> Rugby, Basketball <b>Net Games:</b> Volleyball <b>Individual activities:</b> Health Related fitness
<i>Term 3</i>	<b>Athletics:</b> Students will begin to acquire and develop the basic skills required in the 3 main disciplines of running, jumping and throwing. <b>Striking &amp; Fielding:</b> Rounders, Cricket and Danish Longball.

## Curriculum content - Year 9

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<b>Invasion Games:</b> Tag Rugby, Football, Netball <b>Net Games:</b> Volleyball
<i>Term 2</i>	<b>Invasion Games:</b> Rugby, Basketball <b>Net Games:</b> Volleyball <b>Individual activities:</b> Health Related fitness
<i>Term 3</i>	<b>Athletics:</b> Students will begin to acquire and develop the basic skills required in the 3 main disciplines of running, jumping and throwing. <b>Striking &amp; Fielding:</b> Rounders, Cricket and Danish Longball.

# Science

## Introduction

In Year 7 to Year 9 Science at St George's, students study Biology, Chemistry, and Physics. The study of science helps students to develop critical thinking skills and allows them to understand the world in which they live. From how chemical reactions power the processes in their bodies, to global warming and the history of the Universe, our wide ranging and engaging curriculum develops student's skills, understanding and curiosity through a wide range of activities, including an emphasis on practical science.

By the end of Year 9, learners will have mental models of the following key concepts which they can use to understand and make predictions about the world around them. They will have experience of applying these models in a range of different situations and will be equipped with a strong understanding of the fundamentals of Biology, Chemistry, and Physics.

Students will also have developed key scientific skills:

- Problem solving, mainly through planning, carrying out and evaluating their practical work.
- The ability to use scientific apparatus and materials safely and with increasing confidence.
- IT skills.
- The ability to recognise there are hazards in living things, materials, and physical processes and to assess the risks and take action to reduce these risks to themselves and others.
- The use of scientific language conventions and symbols.
- Practical investigation skills.
- Scientific communication skills.
- Analytical skills.

## Assessment

Students are assessed at the end of each unit with a task that is completed in lesson time.

## Curriculum content - Year 7 Science

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• Cells, tissues and organs</li><li>• Mixtures and separation</li><li>• Acids and alkalis</li><li>• Energy</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• Sexual reproduction in animals</li><li>• Ecosystems</li><li>• The particle model</li><li>• Forces</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• Atoms, elements and molecules</li><li>• Current electricity</li></ul>

## Curriculum content - Year 8 Science

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• Food and nutrition</li><li>• Breathing and respiration</li><li>• The periodic table</li><li>• Light</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• Unicellular organisms</li><li>• Combustion</li><li>• Energy transfers</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• Metals and their uses</li><li>• Fluids</li></ul>

## Curriculum content - Year 9 Science

<i>Term</i>	<i>Overview of content</i>
<i>Term 1</i>	<ul style="list-style-type: none"><li>• Plant growth</li><li>• Sound</li><li>• Making materials</li><li>• Earth and space</li></ul>
<i>Term 2</i>	<ul style="list-style-type: none"><li>• Genetics and evolution</li><li>• Reactivity</li><li>• Forces and motion</li><li>• Force fields and electromagnets</li></ul>
<i>Term 3</i>	<ul style="list-style-type: none"><li>• IGCSE transition work – Biology</li><li>• IGCSE transition work – Chemistry</li><li>• IGCSE transition work – Physics</li></ul>