



Cambridge House
BRITISH INTERNATIONAL SCHOOL
VALENCIA

Cambridge House British International School

Parent Handbook: Key Stage 3 2025-2026



Shaping the world

CAMBRIDGE HOUSE BRITISH INTERNATIONAL SCHOOL

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Dear Parents and Students,

This booklet is about Key Stage 3 at BIS Cambridge House. It gives information about the compulsory courses

This handbook is designed to help parents understand the educational journey at Key Stage 3. Should you have any further questions please contact a member of our team.

The Key Stage 3 Team

- Assistant Headteacher for Pastoral: Russell Muir
- Assistant Headteacher for Curriculum: Penny Archer
- Head of Year 9: Juan Gomez
- Head of Year 8: Holly Bedeau
- Head of Year 7: Craig Proto
- Pastoral Administrator: Isabel Andreu

Cambridge House contributes to the development of unique individuals in a unique environment. It is a place where students learn to understand and respect themselves, each other and the international community. We are dedicated to promoting lifelong learners who explore, participate and contribute to society showing tolerance and compassion with the confidence to make a difference.

Our mission

We prepare our students to shape tomorrow through excellence in British education, with a global perspective

Our vision

To be the first choice international school in Valencia, building a community of lifelong learners for a better future

Our School Values

- Enthusiasm
- Kindness
- Community Spirit
- Curiosity
- Perseverance



The British Education system

| | Key Stage | Year | Age | Spanish system | Key events |
|-----------|-------------|-----------|---------|----------------|------------------------------|
| Primary | Early Years | Nursery | 3 - 4 | Infantil | |
| | | Reception | 4 - 5 | Infantil | |
| | Key Stage 1 | 1 | 5 - 6 | Infantil | |
| | | 2 | 6 - 7 | 1º Primaria | |
| | | 3 | 7 - 8 | 2º Primaria | |
| | | 4 | 8 - 9 | 3º Primaria | |
| | Key Stage 2 | 5 | 9 - 10 | 4º Primaria | |
| | | 6 | 10 - 11 | 5º Primaria | Year 6 graduation |
| Secondary | Key Stage 3 | 7 | 11 - 12 | 6º Primaria | |
| | | 8 | 12 - 13 | 1º ESO | |
| | | 9 | 13 - 14 | 2º ESO | Choose iGCSE options |
| | Key Stage 4 | 10 | 14 - 15 | 3º ESO | |
| | | 11 | 15 - 16 | 4º ESO | iGCSE exams |
| | Key Stage 5 | 12 | 16 - 17 | 1º Bachiller | AS Levels/BTEC Year 1 exams |
| | | 13 | 17 - 18 | 2º Bachiller | A Level/Selectivo/BTEC exams |



The Key Stage 3 curriculum

Our Key Stage 3 follows the English national curriculum. Its purpose is to develop foundational learning students gained from Key Stage 2 and deepen and broaden their knowledge, understanding and skills in specialist lessons.

Students are expected to study a series of subjects in different categories.

Core subjects

English
Mathematics
Science

Languages

French
Spanish Language and Spanish Literature
Valenciano

Humanities

Geography
History
Sociales

Computer Science

Computing

The Arts

Music
Visual Art
Drama

Personal development

Personal, Social and Health education
Physical Education
Food and Nutrition



Example Key Stage Three Weekly Timetable

| | Lesson1 09:30 - 10:25 | Lesson 2 10:25 - 11:20 | 11:20 - 11:50 | Lesson 3 11:50 - 12:45 | Lesson 4 12:45 - 13:40 | 13:40 - 14:40 | Lesson 5 14:40 - 15:35 | Lesson 6 15:35 - 16:30 |
|------------------|---------------------------------|----------------------------------|----------------------|----------------------------------|----------------------------------|----------------------|----------------------------------|----------------------------------|
| Monday | Spanish | Humanities | Break | Science | P.S.H.E | Lunch | English | Music |
| Tuesday | Spanish | P.E | | Art | Humanities | | Enrichment | Science |
| Wednesday | Valenciano | Mathematics | | Science | Humanities | | French | English |
| Thursday | English | Computing | | Mathematics | Spanish | | Enrichment | Drama |
| Friday | Mathematics | P.E | | Humanities | French | | English | Mathematics |



Obtaining the secondary school diploma (4 ESO):

To obtain the secondary school diploma recognised by the Spanish Ministry of Education, students need to achieve:

- 4 IGCSE (externally assessed by Cambridge/Edexcel)
- An average passing grade for Valenciano, Ciencias Sociales and Spanish Language from Year 8 to Year 11, assessed internally by the school

Students who do not achieve a passing average grade or do not study Valenciano, Ciencias Sociales and Spanish Language during the secondary school years and therefore cannot be awarded an average grade, will not be able to awarded the Spanish Secondary School Diploma. Students require this qualification in order to enter a Valencian or Spanish University (for more information please see our Key Stage 4 and 5 parent handbooks).



English

Overview:

In KS3 English, students explore a broad and engaging curriculum designed to build confidence and competence in reading, writing, speaking and listening.

Students study a variety of fiction, poetry, drama and non-fiction texts. They develop key skills such as analytical and narrative writing, essay structure, descriptive techniques and public speaking. The curriculum is intended to both develop interest in the subject and provide students with the skills they will need for their iGCSEs at KS4.

In Literature units, students explore genre, characterisation, theme and setting in a variety of engaging, challenging and thought-provoking texts. There is a strong focus on language, form and structure, encouraging students to interpret meaning and inspiring them to create their own work. Students approach literature in a range of ways, from dramatic interpretations to creative responses to critical analyses, developing their understanding of classic and contemporary texts.

In Language units, students learn to write for a range of different purposes and present ideas clearly for different audiences and in different forms. Students also develop their ability to write fluently, with a focus on using appropriate techniques, a range of complex grammatical structures, a wide vocabulary and accurate spelling and punctuation.

Across all units, they are encouraged to think critically, express ideas creatively and consider different perspectives.

How parents can help:

- encourage daily reading of novels, non-fiction books or magazines in English
- discuss books, films, and current events in English
- provide opportunities to use English outside the classroom.

| Year 7 | |
|--------|--|
| Term 1 | <i>Kensuke's Kingdom</i> by Michael Morpurgo Travel writing |
| Term 2 | <i>Midsummer Night's Dream</i> by William Shakespeare Science Fiction writing |
| Term 3 | Poetry Anthology Creating a TV news report |
| Year 8 | |
| Term 1 | <i>Holes</i> by Louis Sachar Writing mystery stories |
| Term 2 | <i>The Garbage King</i> by Elizabeth Laird War in literature |
| Term 3 | Charity Campaigns Persuasive writing |
| Year 9 | |
| Term 1 | <i>Diverse Shorts</i> by various authors Writing to advise |
| Term 2 | Poetry anthology Horror writing |
| Term 3 | <i>Romeo and Juliet</i> by William Shakespeare Analysing non-fiction texts |



Mathematics

Overview:

Key Stage 3 Mathematics is a crucial stage in your child's learning journey. It builds on the knowledge gained at primary school and prepares students for the demands of GCSE Maths. The curriculum covers six main areas: number, algebra, ratio and proportion, geometry, probability, and statistics. Students are taught to reason mathematically, solve increasingly complex problems, and communicate their thinking clearly. The focus is not only on gaining knowledge but also on developing confidence, resilience, and logical thinking—skills essential for success in all areas of life.

What to Expect:

- Regular practice of core skills to build fluency and accuracy.
- Opportunities to apply maths to real-life contexts and solve multi-step problems.
- Use of mathematical vocabulary to explain thinking and justify solutions.
- A mixture of classwork, homework, and assessments to track progress.
- Increasing independence in learning and problem-solving.

How Parents Can Help:

- Talk to your child about what they are learning and encourage them to use maths in everyday situations (shopping, cooking etc.)
- Support regular completion of homework and review topics together when needed.
- Promote a positive mindset towards maths—remind them that making mistakes is part of learning.
- Ensure they have the necessary equipment (scientific calculator, ruler, protractor, etc.).
- Encourage the use of school-recommended online platforms such as MyiMaths and Corbett Maths.
- Celebrate effort and progress to help build confidence and motivation.

| Year 7 | |
|--------|--|
| Term 1 | Students will build strong foundations in mathematics by exploring number concepts, interpreting data, and beginning to work with algebraic expressions. |
| Term 2 | They will explore fractions, decimals and percentages (FDP), learn to measure and reason with angles, and understand basic ratio and proportion. |
| Term 3 | Students will solve simple equations, generate sequences, plot and interpret graphs, and study properties of shapes. |
| Year 8 | |
| Term 1 | Learners will deepen their understanding of number, solve equations, explore 2D and 3D shape, and begin working with powers and roots. |
| Term 2 | The focus will be on interpreting and drawing graphs, revisiting FDP, applying ratio and proportion, and further developing angle and shape knowledge. |
| Term 3 | Students will be introduced to probability, draw and interpret straight line graphs, and represent data using charts and diagrams. |
| Year 9 | |
| Term 1 | Pupils will learn about standard form, apply index laws, solve inequalities and equations, and develop geometric constructions and shape reasoning. |
| Term 2 | They will collect and analyse data, use multiplicative reasoning in real-life contexts, and solve problems using graphical methods. |
| Term 3 | Students will develop their skills in scale drawing and measurement, be introduced to basic trigonometry, and build on their understanding of probability through more complex problems. |



Science

Overview:

Students study Biology, Chemistry, and Physics through practical investigations and theoretical learning.

What to Expect:

- Hands-on experiments and lab work
- Focus on scientific enquiry and critical thinking
- Preparation for IGCSE Coordinated Science (Biology, Chemistry and Physics)

How Parents Can Help:

- Visit science museums and/or watch documentaries together
- Encourage curiosity and questioning
- Support with revision and project work

| Year 7 | |
|--------|--|
| Term 1 | Forces: movement, forces, speed and the effect of gravity. Matter: solids, liquids and gases and the different separating techniques. |
| Term 2 | Organisms: skeleton, muscles and the function of cells, including specialised cells. Electromagnets: circuits, current and voltage in series and parallel circuits. |
| Term 3 | Reactions: acids, alkalis and neutral liquids. Making salts and identifying pH using indicators. Genes: different types of variation, reproductive systems, pregnancy and the menstrual cycle. |
| Year 8 | |
| Term 1 | Energy: power, different types of energies and energy transfers. Earth: the formation of different rocks and our solar system |
| Term 2 | Ecosystems: food webs, different factors affecting the ecosystem and plant reproduction. Waves: properties of sound and light Forces: stretch and compression. |
| Term 3 | Forces 2: pressure and buoyancy Organisms 2: breathing and digestive systems, and considered the effects of disease on lifestyle and the impacts of an unbalanced diet. Matter 2: organization of metals and non-metals in the Periodic Table. |
| Year 9 | |
| Term 1 | Electromagnets 2: magnetic fields and the different variables which affect the strength of electromagnets. Reactions 2: combustion, catalysts and comparing exo- and endothermic reactions. |
| Term 2 | Ecosystems 2: photosynthesis and respiration. Energy 2: factors affecting the Earth's climate and resources Earth 2: energy transfers, simple machines and thermal energy transfer and insulation. |
| Term 3 | Waves 2: longitudinal and transverse waves. Genes 2: the role of natural selection and the importance of chromosomes. |



Modern Foreign Languages: French

Overview:

Students learn an additional language to broaden their communication skills and cultural awareness.

What to Expect:

- Strong focus on listening and speaking skills.
- Discuss differences and similarities between languages
- Identify sounds, key words, and rules.
- Discover the French-speaking world

How Parents Can Help:

- Practice simple conversations and vocabulary games at home
- Use language-learning apps
- Encourage watching films in original version with subtitles

| Year 7 | |
|--------|---|
| Term 1 | C'est la rentrée! Introduce yourself and others, describe your bedroom, talk about activities, likes and dislikes. Communicate about your school day, uniform and subjects. |
| Term 2 | Mes passe-temps et ma vie de famille. Learn about French-speaking countries, how to talk about the weather, sports, hobbies and technology. Communicate about pets and family. |
| Term 3 | En ville. Learnt about food and drinks, how to talk about your town or village, weekend activities and inviting somebody out. Discover Paris' monuments and how to communicate about your plans using the near future, as well as the present tense. |
| Year 8 | |
| Term 1 | Vive les vacances et les fêtes! Exchange information on holidays, festivals and celebrations. Learn how to form the perfect (passé composé) and use it along the near future and the present tense. |
| Term 2 | Mes loisirs, ma ville et ma routine quotidienne. Exchange information on celebrities, technology, the media and shopping. Communicate about French-speaking countries, local area and helping at home. Use three tenses together (the present, the perfect /passé composé and the near future) |
| Term 3 | Le sport et la santé. Exchange information on sports champions and their qualities, basic illnesses, injuries and remedies. Give directions using the imperative and deal with questions in three tenses (the present, the perfect and the near future tense). |
| Year 9 | |
| Term 1 | Mon monde et mes rêves. Exchange information about extracurricular activities, friends and birthday celebrations using a variety of tenses (past, present and near future). Communicate about pocket money, helping at home and plans using modal verbs and the simple future. |
| Term 2 | Autrefois, aujourd'hui, et à l'avenir. Exchange information on music, school and how things have changed using the present and imperfect tense together. Communicate about eating habits, the environment and plastic pollution using the conditional. |
| Term 3 | Le tour du monde. Exchange information on monuments, excursions, specialities and role models in a variety of French-speaking countries. Deal with a wide variety of tenses (the present, the perfect and the imperfect, the near/simple future and the conditional). |



Spanish

Overview:

Students either continue developing their native Spanish or learn it as a foreign language, depending on their level.

If they are not able to speak Spanish at all, they are working in a differentiated programme to learn it. Depending on their knowledge, there are different levels to work this subject.

What to Expect:

- Emphasis on speaking, listening, reading, and writing.
- Cultural studies to deepen understanding of Spain and Latin America. (SFL)
- Differentiated pathways for native and non-native speakers.
- To deepen literary learning and textual typologies by developing critical thinking.
- Study of novels, poetry, and plays from different cultures and time periods
- Emphasis on analytical writing and creative expression
- Regular spelling, grammar, and vocabulary development

How Parents Can Help:

- Practice vocabulary and phrases at home (SFL)
- Encourage watching Spanish TV or listening to Spanish music (SFL)
- Use language apps like Duolingo or Quizlet (SFL)
- Talk about current affairs or literary content to help them express their opinions.

| Year 7 | |
|--------|--|
| Term 1 | La descripción, acentuación, signos de puntuación, tipos de predicados. |
| Term 2 | Clasificación verbos, formación palabras, ortografía. |
| Term 3 | La noticia, palabras homófonas, sintaxis (sujeto, predicado, núcleos) |
| Year 8 | |
| Term 1 | Elementos comunicación, tipología textual, composición palabras, categorías gramaticales (sustantivo y adjetivo). Literatura: temas, tópicos y recursos estilísticos. |
| Term 2 | Elementos narración no literaria, descripción, noticia, cuento, categorías gramaticales (pronombre, adjetivo, verbo). Literatura: género narrativo |
| Term 3 | Texto instructivo y expositivo, diálogo, entrevista. Sintaxis: sujeto y predicado, clases oraciones, sintagmas, categorías gramaticales (preposiciones, conjunciones, adverbios, interjecciones). Literatura: género lírico y dramático. |
| Year 9 | |
| Term 1 | Unidades lingüísticas, categorías gramaticales (extensión). Literatura: género dramático. |
| Term 2 | Sintaxis oración simple. Literatura: género lírico. |
| Term 3 | Redacción ensayo crítico y estructura IGCSE. |



Valenciano

Overview:

Students either continue developing their native Valenciano or learn it as a foreign language, depending on their background.

What to Expect:

- Emphasis on speaking, listening, reading, and writing
- Differentiated pathways for native and non-native speakers (a way to learn Valenciano if they can understand Spanish).
- Regular spelling, grammar, and vocabulary development

How Parents Can Help:

- Practice vocabulary and phrases at home
- Encourage watching Valenciano TV or listening to Valenciano music
- Use language apps like Duolingo or Quizlet

| | |
|--------|---|
| Year 7 | |
| Term 1 | Comprensión oral y escrita, vocabulario, lectura, ortografía. |
| Term 2 | Texto instructivo, diptongos e hiatos, acentuación |
| Term 3 | Ortografía, expresión oral. |
| Year 8 | |
| Term 1 | Clasificación oraciones, dígrafos y letras compuestas, clasificación sustantivos y adjetivos, lectura autónoma. |
| Term 2 | Clasificación determinantes y adjetivos, verbos segunda conjugación, acentuación, diéresis, ortografía y apostrofación. |
| Term 3 | Clasificación pronombres personales Fuertes y débiles, adverbios, funciones sintácticas (CD + CI), composición de palabras y ortografía |
| Year 9 | |
| Term 1 | Clasificar categorías gramaticales, conjugaciones verbales, dígrafos y letras compuestas, lectura autónoma. |
| Term 2 | Clasificar pronombres débiles, acentuación, conjugación imperfecto subjuntivo, sintaxis simple |
| Term 3 | Identificar complementos verbales (CD+CI+CC), ortografía dígrafos, diferencia y uso de "S" sorda y sonora. |



Humanities (History & Geography)

Overview:

Students explore the world and its past, learning to think critically about people, places, and events.

What to Expect:

- Study of global and European history.
- Geographical skills like map reading, enquiry skills, critical thinking and data analysis.
- Cross-curricular links with English and Science
- All students will have one lesson of Spanish humanities and three lessons of English curriculum humanities each week.

How parents can help:

- Discuss historical events or current global issues.
- Watch documentaries or read articles together.
- Encourage curiosity about different cultures.

| | |
|--------|--|
| Year 7 | |
| Term 1 | Our planet Excursion: San Jose Caves What is History? Norman Conquest of England and its impact |
| Term 2 | Africa Medieval life |
| Term 3 | Rivers Plastic Planet display and research project |
| Year 8 | |
| Term 1 | Church and Monarchy: The Reformation in England Weather and Climate |
| Term 2 | Population and China The creation of the modern world – The Industrial Revolution MUN Project |
| Term 3 | Asia Empire and Slavery |
| Year 9 | |
| Term 1 | WWI Our restless planet |
| Term 2 | Total War – WW2 Development |
| Term 3 | Migration Civil Rights in the 20 th Century |



Sociales

Overview:

Students study Spanish Geography and History alongside the English Humanities curriculum.

What to Expect:

- Emphasis on speaking, listening, reading, and writing.
- Cultural studies to deepen understanding of Spain's history and geography.
- All students will have one lesson of Spanish humanities and three lessons of English curriculum humanities each week.

How Parents Can Help:

- Discuss topical issues related to Spain at home.
- Encourage documentaries about Spanish history and geography.

| Year 7 | |
|--------|---|
| Term 1 | Altamira: San Jose Caves Las Edades de la Historia Muslim conquest of Spain and its impact |
| Term 2 | The desert of Taberna Geography of Comunidad Valenciana The Battle of Covadonga. |
| Term 3 | Geography of Spain Life in Medieval Spain. |
| Year 8 | |
| Term 1 | Church and Monarchy: the Catholic Kings and the Habsburg Empire Natural disasters in Spain: The two great tragedies of the Valencian Community |
| Term 2 | Great discoveries of the 16th and 17th centuries. Population in Spain |
| Term 3 | The first travel around the world El Camino de Santiago project |
| Year 9 | |
| Term 1 | Impact of the Spanish conquest of South America Tourism in Spain project |
| Term 2 | Spain in the early 20th century and the impact of the Spanish civil war. Coasts of Spain |
| Term 3 | The post-Civil War Spanish (Pilar) Relief and climate of Spain |



Computing

Overview:

Students develop digital literacy, coding skills, and an understanding of how technology shapes the world.

What to Expect:

- Understand how data is represented in computers and how data is transferred from one computer to another using a network
- Creative projects about digital media and website development
- Understand and apply basic digital skills
- Programming using blocks on Scratch
- Programming using programming languages like Python or SQL (databases)
- Internet safety and responsible use of technology
- Understanding what is AI and Machine Learning and their ethical implications

How Parents Can Help:

- Try online coding platforms like Scratch or Code.org with your child.
- Discuss online safety and digital wellbeing, including privacy, cyberbullying, and managing screen time.
- Highlight how computing is used in different careers

| Year 7 | |
|--------|---|
| Term 1 | 1. Digital media: Apply computing skills to create a digital file. 2. Networks: Understand what a network is and how it works. |
| Term 2 | 3. Introduction to Programming: Programming using blocks (Scratch) |
| Term 3 | 4. Document Production. Apply digital skills to produce a document (Word) 5. Data Modelling: Apply digital skills to manage data (Excel) |
| Year 8 | |
| Term 1 | 1. Layers of Computer Systems: Understand how a computer works in terms of software and hardware. 2. Website Authoring: Understand how Internet works and create a website using HTML |
| Term 2 | 3. Programming with Python I: Introduction to programming using Python |
| Term 3 | 4. Introduction to Cybersecurity: Understand security threats and solutions 5. Data Representation: Understand how data is represented in a computer system. |
| Year 9 | |
| Term 1 | 1. Data Analysis: Understand what a database is and program using SQL. 2. Computational Thinking: Understand planning solutions before coding. |
| Term 2 | 3. Programming with Python II. Advanced Programming using Python |
| Term 3 | 4. Media: Vector graphics: Understand what vector graphics. 5. Artificial Intelligence (AI): Understand what is Artificial Intelligence, Machine Learning and the ethical implications of AI |



Art & Design

Overview:

Art at Key Stage 3 plays a vital role in nurturing students' creativity, confidence, and the ability to express themselves through visual communication.

Students explore creativity through drawing, painting, sculpture, and digital media.

What to Expect:

- Study of artists and art movements
- Development of technical and expressive skills
- Opportunities to exhibit work

How Parents Can Help:

- Provide materials for creative work at home
- Visit galleries or exhibitions
- Encourage sketching or photography

| Year 7 | |
|--------|---|
| Term 1 | Exploring line. Developing skills of experimentation and reflecting, Acquiring sketchbook skills. |
| Term 2 | Drawing basics. Learning how to draw the 3 basic shapes and how to use them to draw anything. |
| Term 3 | Colour and shape. Developing skills of refining ideas towards producing a final painting. Creating volume and depth in a composition through use of colour. |
| Year 8 | |
| Term 1 | Use of gradations and flat colour. Developing skills of designing repeat patterns. |
| Term 2 | Still life. Use of composition and lighting to create an atmospheric still life. Drawing real objects using the 3 basic shapes technique. |
| Term 3 | The self-portrait project. Refining ideas in their sketchbooks through experimentation with different materials and techniques, leading towards producing two expressive self-portraits. |
| Year 9 | |
| Term 1 | Design and typography. Students will explore different techniques to create their own typography styles. For the assessment project they will design a logo for an imaginary product. |
| Term 2 | Hand drawing project. Student will develop skills of drawing hands realistically and the use of the chiaroscuro technique. |
| Term 3 | Juxtaposition. Exploring three different artists who have used this technique in different ways within their work. Students must respond to each of the artists we investigate. |



Drama

Overview:

Drama at Key Stage 3 plays a vital role in nurturing students' creativity, confidence, communication skills, and collaborative abilities.

What to Expect:

Students will engage with a wide range of activities, including:

- Improvisation and role play
- Scripted performance and devising original scenes
- Voice, movement, and staging techniques
- Study of plays from different cultures and time periods
- Evaluation of live or recorded theatre

How Parents Can Help:

Parents can support their child's development in Drama by:

- Encouraging open discussions about their creative ideas and experiences in class
- Attending school performances or local theatre productions
- Supporting any homework or rehearsal tasks
- Fostering confidence and resilience in trying new things

| Year 7 | |
|--------|--|
| Term 1 | Characterisation: through a series of exercises students create a 'superhero' persona by combining movement/gesture, voice and facial expressions related to their character. |
| Term 2 | Creating tension: with the wild west as our starting point, students learn to create tension. |
| Term 3 | Jacques LeCoq: students work on miming techniques and create a believable character only through gesture and movement. |
| Year 8 | |
| Term 1 | Reacting to sound: revisiting the theme of creating tension through pace, facial expressions and movement/gesture, students perform a devised/scripted piece on the theme. |
| Term 2 | Augusto Boal: students devise and perform a piece inspired on theatre of the oppressed/forum theatre. |
| Term 3 | Bertholt Brecht: students perform a scripted piece based on epic theatre. |
| Year 9 | |
| Term 1 | Talk show: following a vampire theme, students devise a talk show based on the Graham Norton shows. Gestures and facial expressions are particularly important. |
| Term 2 | Gothic stories: on par with the English curriculum students devise a scene based on the features of a gothic story, emphasising on creating and releasing tension. |
| Term 3 | Public speaking: students prepare a 'story' in the Toastmasters fashion. Voice, eye contact, stage use, gestures...combine to create a strong rapport with the audience. |



Music

Overview:

Key Stage 3 Music offers students a broad and engaging foundation in musical skills and knowledge, combining practical music-making with an understanding of how music works in different cultures, genres, and times.

What to Expect:

- A variety of musical activities including singing, playing instruments, composing, and group performances.
- Opportunities to explore different musical styles and traditions from around the world.
- Development of listening, teamwork, creativity, and confidence through practical music-making.

How Parents Can Help:

- Encourage your child to listen to a variety of music at home and talk about what they notice or enjoy.
- Help them stay organised by checking deadlines for homework, or upcoming concerts.
- Encourage your child to use music Apps (i.e. *Incredibox*, *GarageBand* etc.)

| Year 7 | |
|--------|--|
| Term 1 | Building Bricks - setting foundations. Students explore compositional devices such as rounds, retrograde, and dynamics. |
| Term 2 | Building Bricks - constructing. Students learn how and when to use compositional devices and musical elements to create contrast. |
| Term 3 | Building Bricks - building. Students compose their own melody and use it as the basis for creating a structured instrumental piece. |
| Year 8 | |
| Term 1 | Theme and Variations. Students learn to create melodic variations and apply musical elements to develop and improve their compositions in preparation for a final performance. |
| Term 2 | Indian Music. Students explore the 16-beat rhythmic cycle. They compose a body percussion piece, using syncopated rhythms and varied timbres to develop and refine their ideas. |
| Term 3 | 12 Bar Blues. Students compose a piece based on the 12-bar Blues, layering melody, accompaniment, and bass. |
| Year 9 | |
| Term 1 | Popular music - Motown. Students create a cover version of <i>Stand by Me</i> . They explore ways to develop melody, chords, and bass lines using improvisation, both rhythmically and melodically, to personalise their performance. |
| Term 2 | Film Music - Students explore the use of leitmotifs using the James Bond theme, learning how musical ideas can represent characters or moods. |
| Term 3 | Popular music - Brit Pop. Students create their own cover version of <i>With a Little Help from My Friends</i> by The Beatles |



Physical Education (PE)

Overview:

PE promotes physical health, teamwork, and personal development through a variety of sports and activities. Students are developed across three branches that we term head (knowledge), heart (social and character) and hands (skills and fitness).

What to Expect:

- Team and individual sports
- Fitness and health education
- Opportunities for competition and leadership

How Parents Can Help:

- Encourage regular physical activity
- Support participation in school or community sports
- Promote healthy lifestyle habits

In Core PE lessons, we aim to build progressively each year by developing the skills introduced in the previous year. All year groups follow the same activity programme, allowing for consistent skill development over time.

| KS3 Core PE | |
|-------------|---|
| Term 1 | Through Football, Gymnastics, Basketball and striking and fielding, students will focus on the following skills: Knowledge and analysis (head), effort and communication (heart), creativity and consistency (hands). |
| Term 2 | Through Volleyball, Handball, Uni-Hoc and Table Tennis students will focus on the following skills: rules and tactics (head), respect and collaboration (heart), competitive spirit and technique (hands). |
| Term 3 | Through Athletics, Pickleball, Touch Rugby, Netball and Ultimate Frisbee, students will develop the following skills: Critical thinking and citizenship (head), leadership and character (heart), fitness and physical ability (hands). |



PSHE (Personal, Social, Health Education)

Overview:

PSHE helps students develop the knowledge, skills, and attributes they need to manage their lives, both now and in the future. It covers key areas such as health and wellbeing, relationships, and living in the wider world. Through PSHE, students build confidence, resilience, and empathy, supporting their personal development and helping them become responsible, informed, global citizens.

What to Expect:

Students will explore age-appropriate topics through discussions and activities that encourage critical thinking and reflection. Lessons may include themes such as mental health, online safety, relationships, physical health and diversity. The learning environment is respectful and supportive, with opportunities for students to express their thoughts and ask questions in a safe space.

The PSHE curriculum is also flexible and responsive, allowing teachers to address relevant or emerging issues as they arise. This may include exploring current events in the news, celebrating cultural or religious festivals, or participating in national awareness days such as Anti-Bullying Week or International Women's Day. This approach ensures that learning remains meaningful, timely, and connected to the real world. These moments also provide meaningful opportunities to encourage empathy, celebrate diversity, and promote acceptance of differences within our school and wider community.

How Parents Can Help:

Parents can support PSHE learning by having open and honest conversations at home about the topics covered in school. Encouraging children to share what they've learned and discussing real-life situations helps reinforce the values and skills taught in class. Parents can further support their child's development by encouraging empathy and acceptance of others, helping them appreciate the differences within our diverse community.

| Year 7 | |
|--------|---|
| Term 1 | Starting Secondary – managing anxieties and worries about starting a new school Managing Your Time – how to manage your time, including dealing with homework Bullying – different types and bullying and how to deal with this Your values – what is right and what is wrong? |
| Term 2 | Smoking and Vaping – the effects of smoking and vaping You and Your Family – how to get on with others at home Healthy Lifestyle – healthy eating and exercise |
| Term 3 | Growing up – how our bodies and minds change during puberty Our World – awareness of beliefs customs and cultures around the world Disabilities – understanding and empathising with those with disabilities |
| Year 8 | |
| Term 1 | Self-Esteem – how to boost self-esteem and confidence Friendships – making friends, dealing with problems including peer pressure Families – dealing with divorce and blended families |
| Term 2 | You and Your Safety – staying safe at home, on the streets and online Expressing Your Opinions – how to express opinions and respect those of others Your Values – how others can influence us both positively and negatively |



| | |
|--------|---|
| Term 3 | Other Cultures and Lifestyles – understanding prejudice and stereotyping The Environment – our food and water consumption and its impact on the environment |
| Year 9 | |
| Term 1 | You and your body – identity, image, dealing with feelings Making decisions, you and your family – teenagers and parent problems Racism – why people are racist Mental illness – understanding depression and other mental illnesses |
| Term 2 | Drugs and drugging – reasons and effects Safe Sex – STIs, unplanned pregnancy and AIDS Mental health –unhealthy coping strategies Careers and option choices |
| Term 3 | You and the world of work Change, loss and grief Civil liberties Crimes and punishment The power of the press Pride month |



Enrichment

Overview:

In KS3 students are timetabled for 2 lessons a week with 'enrichment'. These periods are designed to enable students time to develop a range of skills, through organised activities, which promote universal learning skills; collaboration, creativity, communication, comprehension and critical thinking.

Broadly the activities on offer fit into the following categories:

- **Competitive sport:** involving squad training for boys and girls basketball, football and volleyball, ready for participation in the Valencian International Schools sport competitions held throughout the year. Squad training takes place on site and at the Polideportivo Rocafort.
- **Sport for all:** designed to promote fun and a healthy lifestyle in a non-competitive environment including: badminton, table tennis mini football tournaments.
- **Study time:** in the school's English Hub students can read, work and complete homework in a comfortable silent study environment.
- **Global Citizenship:** the school has a vibrant Model United Nations programme coordinated by 2 members of staff. Students from years 8 to 13 prepare to debate and compete in a simulated United Nations forum throughout the year. This preparation leads to residential weekends where students become the delegate for a nominated country and have to debate world issues following the rules and procedures of the United Nations.
- **Expressive Arts:** Art club, Drama club and Music choir are all available to students to develop their talents in the Arts. Rehearsals for the annual school production also take place during these times each week.
- **Social clubs:** making friends and building relationships with your peers is a key part of enjoying school. Each week chess and board games club runs where students can play together in a relaxed and friendly environment.

How Parents Can Help:

Encourage your child to sign up for an activity to help develop key skills, make friends and get the most out of their school experience. Talk to your child about what skills they have developed through these activities and how they can apply them to wider aspects of their school life like the discipline of studying at home or the determination to overcome a challenge.