
NCBIS CURRICULUM GUIDE

Secondary School

Key Stage 3

2021/2022



Bringing out the best in every one

NCBIS

Since 1978

NEW CAIRO BRITISH INTERNATIONAL SCHOOL



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WELCOME TO NCBIS SECONDARY SCHOOL

This guide describes the educational journey your child will enjoy throughout Years 7, 8 and 9, which is referred to as Key Stage 3 in the UK. These are formative years leading to the (I)GCSE two year programme in Years 10 and 11, followed by the IB Diploma or IB Certificates, in Years 12 and 13.

Whether your child has arrived from NCBIS Primary School or further afield, you are assured of a warm welcome, first class teaching and most importantly, a nurturing and supportive learning environment, where the student is at the very heart of all our activities. For those who are totally new to the British educational system, please read our Student and Parent Handbooks, and we will look forward to providing you with more information at our regular Parents' evenings, or at individual meetings with staff, tutors or members of the leadership team. You are, of course, welcome to contact us at any time.

The Secondary School curriculum is based on the National Curriculum of England, with an additional International component to celebrate our cultural diversity, provide international-mindedness as well as inter-cultural understanding. As an IB World School, we place great importance on the attributes of the "Learner Profile" which permeate our studies and life on campus. Our language policy enriches our Global Citizenship further still, promoting language learning in French, Spanish, Dutch and Arabic. At Key Stage 3, our students study the core subjects of English, Science and Mathematics, in addition to: Art, Computing, Drama, Geography, History, two modern languages, Music, Physical Education, PSHE and Life Skills; the latter helping them become independent, creative, inquiring life-long learners. Finally, while our main goal is to prepare for examination success, our balanced curriculum also provides all the soft skills necessary for life beyond school, and students have the opportunity to participate in a range of sporting and extracurricular activities at home and abroad. This includes experiential education in "Challenges Week", with activities as diverse as Open water Padi diving qualifications, service-learning projects to cultural visits in Europe and further afield.

Please note that the curriculum is constantly under review and subject to change as we constantly raise the bar and expectations of our students.

David Mate
Head of Secondary

The NCBIS mission is:

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Vision Statement –

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

Values:

NCBIS is guided in all its actions and decisions by its commitment to:

- Providing quality education in a safe, secure and caring environment
- Ensuring choice and challenge both within the curriculum and the extra-curricular programmes
- Promoting academic and personal achievement
- Inspiring intellectual curiosity, critical thinking and enthusiasm for learning
- Developing each student's unique talents to help them achieve their potential
- Maintaining an internationally diverse community of open-minded people

NCBIS LEARNER PROFILE

As an IB World School, the school aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

We strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a

variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The profile is taken from the IB Learner Profile booklet www.ibo.org

SUPPORTING LEARNING

Meeting Individual Learning Needs Across the Curriculum

Your child's progress is carefully monitored throughout their time in Secondary school. Attainment data from the primary school, or from

Curriculum support for students

NCBIS endeavours to provide a safe, caring, stable and supportive environment which values every member of the school community. Within the environment the school aims to develop students'

your child's previous school, together with teacher assessments and data from external testing are used to set targets for your child. We are part of a project with the CEM centre (Centre for Evaluation and Monitoring) which is part of Durham University in the UK. Students take a number of computerized tests which gives us a snapshot of a child's ability to cope within an English curriculum. More than a million students worldwide are involved in these projects and in time this will enable us to compare the progress of NCBIS students with students of similar ability elsewhere. We are confident that NCBIS students will compare well.

These tests, as well as teachers' observations, help us identify students who may be academically 'gifted'. This term usually refers to the top 2% of the ability range. Some students may also demonstrate a particular talent e.g. in sport, music, art.

Differentiated classroom activities are designed to encourage them, for example, participation in international maths competitions; writing competitions in English and other languages taught at NCBIS; sports; music and drama performance.

At times students are identified as needing additional support in school so that they can progress as expected. NCBIS has a strong team who will help these students.

Individual needs may be:

Additional Needs

Some students may face additional challenges to their learning; they may have transferred from a different curriculum system; their prior schooling may have been affected by international travel. Some students may fall behind in their learning.

English as an Additional Language

Some students require direct teaching to enable them to gain the English language skills required to fully access the curriculum. These learners receive one to one or small group tuition.

Special Educational Needs

Some students may have significantly greater difficulty in accessing learning. Their learning difficulties may be addressed by short-term support or by intervention that focuses on directly addressing the difficulty and providing strategies to progress in spite of it.

self-esteem, self-respect and sense of responsibility towards themselves and others.

The coordination of the work of the tutor is part of the role of the Heads of Key Stage and the deputy head "Student Welfare". They are responsible for monitoring and reporting on students' academic progress, personal development and standards of behaviour.

The form tutor and co-tutor play a fundamental role in guiding each individual within his or her tutor group and is the first point of contact for teachers, parents and students. Form tutors instil the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time and individual discussion during one to one mentoring.

How You Can Support your child

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day—including their planner, stationery and all books needed for the day. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this.

Provide your child with somewhere quiet to complete their homework. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress. It is also very important that your child attends NCBIS every day and is punctual for school as many studies show the link between high attendance and high academic achievement.

We understand that many international families travel to see family in their home countries during the holidays, but we kindly ask you to respect the dates of terms.

LIFESKILLS

LifeSkills (including PSHE/RSHE) is an educational requirement in the UK and as a British international school, NCBIS is dedicated to offering a curriculum that fulfils this. Hence, LifeSkills contributes to our student's personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The programme of study of LifeSkills at NCBIS covers Key Stages 3 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- **Core theme 1:** Health and Wellbeing
- **Core theme 2:** Relationships (including RSHE)
- **Core theme 3:** Living in the Wider World

These core themes underpin the 12 strands of LifeSkills taught at NCBIS.

The 12 strands

The course is based upon 12 life-long PSHE learning strands, which will be covered in increasing depth at each key stage level. These are as follows:

- 1) Mental Wellbeing
- 2) Internet Safety and Harms
- 3) Physical Health and Fitness
- 4) Healthy Eating
- 5) Drugs Alcohol & Tobacco
- 6) Relationships, Sex and Health Education
- 7) Basic First Aid
- 8) Changing Adolescent Body
- 9) Protected Characteristics
- 10) Online Safety
- 11) Options / HE / Careers
- 12) Leadership, Agency & Self Governance

KS3 TIMELINE

At NCBIS we have a strong partnership with parents. The tables below show key events in the school life of your child. Further details can be found in the calendar (Subject to change). Students in years 7, 8 and 9 will receive short reports in terms 1 and 2 giving an attainment grade and their attitude to learning. Parent-Teacher conferences (PTC) will take place very soon after reports are issued. Full reports will be issued at the end of the school year.

YEAR 7			YEAR 8			YEAR 9									
Term 1	September	Meet the Pastoral Team	Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor							
	October	Grade & Approach to Learning report		October	Super learning day 1		November	October	Grade & Approach to Learning report						
		Super learning : Overnight Well- spring camp			Grade & Approach to Learning report			November	Careers interviews with HOKS3 / Deputy Head						
	November	PTCs		Term 2	Term 2		November	PTCs	Term 2	December	Science Fair exhibition				
		Super Learning day 2					February	Super learning day 2			January	Super Learning Day 1			
	March	Grade & Approach to Learning report					Term 3	Term 3		Term 3	Term 3	Term 3	Term 3	Term 3	
Challenges week		March	Challenges week			March									Grade & Approach to Learning report
PTCs		Exam week	PTCs												Challenges week
Science fair project		June	Super learning day 3			Super Learning Day 2: Camp out and Wadi Walk									
June	Exam week	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3							
	Super learning day 3								Full written report	May	Personal projects				

		End of year report			Celebration of Success			Exam week
		Celebration of Success					June	Super learning day 3
								Celebration of Success

ENGLISH NATIONAL CURRICULUM

The table on the right shows the compulsory subjects for each key stage. Students in KS4 have some degree of choice.

	Key stage 3	Key stage 4
Age	11-14	14-16
Core subjects		
English	√	√
Mathematics	√	√
Science	√	√
Foundation subjects		
Art and Design	√	
Computing	√	√
Design & Technology	√	
Geography	√	
Languages	√	
History	√	
Music	√	
Physical Education	√	√

Key Stage 3 at NBCIS is designed to help students become more independent learners in a way that they will enjoy, be challenged by and praised for.

ASSESSMENT

There have been a number of changes in the assessment system for the English National Curriculum and for GCSEs and IGCSEs. At Key Stage 3, the National Curriculum used to report 'levels' to give an indication of student attainment. These no longer exist and schools are responsible for devising their own assessment systems. The grading system for GCSE and IGCSE is also now fixed to a 9-1 grading system. We have therefore decided to use the new 9-1 grading system across Year 8 and Year 9 (in all subjects) so that students and their parents can follow attainment and progress towards GCSE more easily.

HOW YOUR CHILD'S WEEK IS STRUCTURED

The secondary school works on a two week timetable, divided into 30 X 55 minute teaching periods for each week. In addition, there is a 10 minute registration period each morning.

Subject	Number of periods per full 2 week timetable cycle	Subject	Number of periods per full 2 week timetable cycle
Science	8	Music	3
Mathematics	8	Drama	3
English	8	History	4
Physical Education	4	Geography	4
Modern Foreign Language 1	4	Computing	4
Modern Foreign Language 2	4	Life Skills	2
Art	3	Assembly	1

ENGLISH

The English Department delivers a comprehensive, engaging and creative programme of study throughout Key Stage 3. With the [National Curriculum](#) of England helping to create a framework for our teaching, we aim to develop a student's ability to communicate effectively, both orally and in writing, and better understand themselves and the world around them through the study of language and literature texts. Over the course of our three-year programme, we explore a range of fiction and non-fiction texts, poems and plays, and produce writing both as formal essays and creative pieces within a wide range of genres. Students are taught in mixed ability groupings within their assigned tutor groups. Careful consideration is given to best supporting students using previous school reports and baseline data.

Assessment

Throughout KS3, students are assessed through a mixture of formative and summative assessments. Summative assessments take the form of written essays, creative writing tasks and oral presentations or performances at the end of each unit, as well as an end of year examination in both reading and writing that assesses their overall progress over the course of the year.

Students are assessed in all skill areas required for the rigorous requirements of the International GCSE qualifications in English Language and Literature to help inform teaching and learning requirements for Key Stage 4.

MATHS

The aim of the Mathematics department at NCBIS is to encourage all students to have a positive attitude towards mathematics. We follow the Pearson Maths Progress International which is based on the UK National curriculum but designed specifically for international students and provides a seamless progression into Pearson Edexcel IGCSE (9 - 1) at KS4. All the key strands (Number, Algebra, Geometry, Measures, Statistics & Probability) are covered each year. During the three years of KS3, we have incorporated extended writing projects to enable our students to apply their mathematical knowledge, skills and understanding to solve problems, explain their reasoning and justify their work.

Assessment

During the year, each topic is assessed formatively (essentially week-long common homework tasks). Their grades per half-term will comprise of cumulative summative half-termly assessments & incorporate the result from written projects. End of year assessments are summative exams which consist of 1 calculator and 1 non-calculator paper equally weighted for Year 7 and 8; and two calculator papers equally weighted for Year 9.

SCIENCE

The KS3 science course builds the foundations in your child's understanding of how the world works through the specific disciplines of Physics, Chemistry and Biology. Designed to stimulate children's natural curiosity, the course gradually develops the skills required to conduct an investigation and collect, analyse and evaluate data. Secondary science challenges students to transfer skills that they have learned in other subjects to their learning in science.

Students will develop scientific knowledge and conceptual understanding of the three sciences. They begin to understand the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Their KS3 studies prepare them to deepen their understanding as lifelong learners of science.

At NCBIS we aim to equip all our students with the scientific knowledge required to understand the uses and implications of science, today and for the future. We focus explicitly on the skills that students need, such as drawing graphs, analysis of data and evaluating investigations.

Assessment

Formative assessment is ongoing in lessons throughout the year, with KS3 students receiving written feedback on how to improve at least once in a three week period. This helps our students understand what their strengths are and to identify areas for development. Students are given opportunities to improve their work based on the feedback that they receive, and teachers support our learners in improving. There are regular end of topic tests and an end of year exam (which assesses all the content taught and includes a practical exam), all of which help our students to develop their exam technique.

ART AND DESIGN

Human beings are wired to be creative, curious and yearn to develop skills. In the KS3 Art course students learn different ways of making; students then envision an idea, plan it out, bring it to life by applying learnt skills and assess the outcome. Why do we need to study art at school? Creativity is the ability to make connections between seemingly disparate ideas, things and issues. The world does not NEED more people who can paint pretty pictures but we do need people who can think in a flexible way.

Assessment

During the projects students will receive formative assessment comments to provide ongoing feedback and help students identify their strengths and weaknesses and target areas that need work. At the end of each project the students will receive summative assessment grades to evaluate student learning. At KS3 we use the GCSE Art and Design assessment criteria. Students are awarded a grade on a scale of 1 - 9, where 1 represents limited evidence and 9 is exceptional evidence of knowledge and understanding. Students in KS3 will mostly begin on the lower end of a scale and work towards a grade 4 at the end of year 9.

COMPUTING

Computing at KS3 is concerned with how computers and computer systems work, how they communicate with one another and the components that constitute them. It is a practical subject, where innovation and resourcefulness are encouraged. Students are given the opportunity to create programs and systems to solve a variety of problems in a range of different contexts. Through programming, students develop their creativity, logical thought, and problem-solving skills to enable them to better understand computer based technology and equip them to function in a modern society. In addition, students investigate the consequences of technological change and learn how to adapt to changing technologies.

Assessment

Formative assessment is an ongoing process throughout the year. This can occur in a variety of ways including, but not limited to, practical activities, individual/ group work and written answers to questions.

DRAMA

Drama lessons provide opportunities for students to create, perform and respond to drama. Active participation helps to develop the self-confidence and communication skills so valued by future employers. Students study and practically explore different genres, styles and aspects of performance such as theatre history, devising skills and interpreting text.

The revised curriculum plan aims to prepare students for the demands of the new Edexcel GCSE course which was released in 2016.

As well as preparing students for GCSE, the new curriculum aims to develop a passion and love of drama. The curriculum aims to explore a range of theatrical styles, texts and considers how Drama can be used to explore topics outside of the drama curriculum (PSHE links).

The revised schemes of work now reflect the up to date assessment objectives from the new specification.

Assessment

Takes place during and at the end of each Unit of work.

Students are assessed on: Exploring and Creating, Performing and Evaluation and Reflection. In some units there is a focus on one of these assessment strands; in other units students are expected to meet criteria from each of the strands.

GEOGRAPHY

The geography course nurtures in students a sense of curiosity and fascination about the world and its people. It equips students with knowledge about diverse places, people, resources and natural and human environments,

together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical skills such as data collection, presentation and analysis are included throughout these topics.

Assessment

Each unit is assessed with either a test of an assessment involving research and the application of ideas and skills. The assessment requires students to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. The end of unit test requires students to: demonstrate knowledge of locations, places, processes, environments and different scales and to demonstrate a geographical understanding of concepts and how they are used in relation to places, environments and processes. Questions on the inter-relationships between places, environments and processes are also included.

HISTORY

The History course develops a keen sense of enquiry in students through an evidence based learning approach, where the focus is on the core skills that underpin the subject, as well as historical knowledge. This approach encourages students to form a thesis on a particular historical question, which must be evidenced through source analysis. Students are then expected to test, modify and refine the thesis as more evidence is revealed. The core skill of interpretation is used by students to draw out different perspectives, which are presented through the medium of counter thesis. In this way, the history course allows students to develop their critical thinking and communication skills through collaborative, enquiry based learning.

Assessment

Each unit is assessed on Historical Investigation, Essay writing, paragraph writing, source evidence and Use of Historical Evidence. This is done at the end of the unit. Students are tested formally for their writing skills at regular points as well as on their historical knowledge and understanding.

ARABIC AS A FIRST LANGUAGE

In Key Stage 3, the devised materials by the teacher form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Grammar is also taught and assessed regularly.

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing. At the end of each academic year (around May/June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms, as well as their grammatical knowledge and application.

ARABIC AS A SECOND LANGUAGE

In Key Stage 3, the devised materials by the teacher form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Grammar is also taught through the modules studied.

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing, as well as in their grammatical knowledge. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms, as well as their grammatical knowledge and application.

FRENCH

In Key Stage 3, Studio 1, 2 and 3 textbooks form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Grammar is also taught through the modules studied.

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing, as well as in their grammatical knowledge. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms, as well as their grammatical knowledge and application.

GERMAN

In Key Stage 3, the Stimmt 1, 2 and 3 textbooks form the basis for our German schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Grammar is also taught through the modules studied. Please note that German is being discontinued in the main curriculum offer due to low numbers of students opting for this language.

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing, as well as in their grammatical knowledge. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms, as well as their

grammatical knowledge and application.

SPANISH

In Key Stage 3, the Viva 1, Viva 2 and Viva 3 textbooks form the basis for our schemes of work, supplemented by Claro 1 and Claro 2. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Grammar is also taught through the modules studied.

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing, as well as in their grammatical knowledge. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms, as well as their grammatical knowledge and application.

MUSIC

Largely based on the National Curriculum, we provide a high quality music education that engages and inspires students to develop a love of music and their talent as musicians. At Key Stage 3 our learning targets are to: develop creativity and imagination; develop music skills and processes; cultivate critical responses to music and understanding music in context, through the integrated activities of performing, creating and listening. Topics are selected specifically to develop the knowledge and understanding of experienced musicians, while remaining relevant and useful to students who do not take one-to-one tuition. The work covered is varied, challenging and prepares students who wish to pursue GCSE music.

Assessment

Our Key Stage 3 music programme includes three different types of assessment: practical, creative and theoretical. All three create the opportunity to recognise achievement and receive meaningful feedback. Formal assessments take place at the end of each unit.

PHYSICAL EDUCATION

Following common UK practice and the English National Curriculum guidelines students at Key Stage 3 in NCBIS are divided into mixed sex, mixed ability groups, for the majority of lessons. Occasionally for health and safety or learning reasons groups may be split into gender groups for a unit of work, or part of a lesson.

In Key Stage 3 the curriculum is designed to challenge students in a wide range of different sports and activities.

Students further develop skills, tactical understandings and strategies in British and International sports. These include football, basketball, tennis, rugby, athletics, swimming, gymnastics, circuit training, netball and ultimate frisbee amongst others. Emphasis is placed on the development of transferable skills, conceptual understanding and the application of the NCBIS 6. The programme provides an excellent foundation for those interested in taking up IGCSE PE in KS4, or further develop their practice in ECAs, Teams or external clubs. The curriculum aims to give students experiences of both success and adversity. It also has a focus on the development of interpersonal skills and

SUBJECT SPECIFIC GUIDANCE

[Please view a more detailed plan for each subject in Year 7, 8 and 9 here.](#)