

# **THE BRITISH SCHOOL OF GRAN CANARIA**



## **SUMMARY OF SUBJECT CONTENT**

**KEY STAGE 3**

**Y7-Y9**

**ACADEMIC YEAR 2023-2024**

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## ART

KS3 follows a very broad based art curriculum which introduces them to new materials and techniques and then builds on the students' knowledge in following years. The aim is that every year the students complete a drawing project, printing project, painting project, ceramic project and another sculpture project using non ceramic materials. Every project should have an element of observational images; these could be through observational drawing or photography. Every project should have a link to an artist or art movement and this should be researched by the students and used to inform their processes. The projects are structured so that the students produce a variety of ideas and experiments and then select their most successful to take forward into a final piece.

### Topic List Y7

#### **Term 1**

Still life drawing in an impressionist style Project.  
Monoprinting Project.

#### **Term 2**

Face Mug Project.  
Illustrated Book Cover Project.

#### **Term 3**

Ceremonial Masks Project.

### Topic List Y8

#### **Term 1**

Portraits, Fauvist Skin Tones Project.  
Slab Pottery Houses Project.

#### **Term 2**

Repeating Pattern Project.  
Unreal Landscape Project.

#### **Term 3**

Art Nouveau Project.

### Topic List Y9

#### **Term 1**

Futurist Figures Project.  
Figurative Sculptures Project. .

#### **Term 2**

Self Directed IGCSE Coursework style project.

#### **Term 3**

IGCSE externally set assignment style project.

## ENGLISH

The English Department consistently promotes academic excellence in an environment that is both enjoyable and challenging for every individual pupil. We believe that English teaches the 'whole pupil' and therefore, central to the department's teaching and learning are the fundamental life skills that every pupil must master during compulsory education. Pupils are encouraged to share their opinions, discuss their understanding and argue their ideas in a safe and respectful environment.

Our curriculum is rich, diverse and intellectually stimulating, providing all students with possibilities to develop their reasoning and analytical skills and improve their ability to think and write logically and precisely.

They will be taught how to use the Learning Resource Centre and will be encouraged to read books in English independently.

### Topic List Y7

#### Term 1

- Origins of literature: Greek mythology

#### Term 2

- Art of Rhetoric: from Aristotle to Modernity

#### Term 3

- Middle England – The Canterbury Tales

### Topic List Y8

#### Term 1

- Shakespeare's A Midsummer Night's Dream: exploration of archetypal heroes and gender stereotypes

#### Term 2

- Rise of the rebellion: Romanticist Blake and investigative journalism

#### Term 3

- Study of gothic extracts: exploration of the gothic and duality in 19<sup>th</sup> Century England leading to alter egos writing.

### Topic List Y9

#### Term 1

- Modernity: The struggle of man WW1: Journey's End

#### Term 2

- Postcolonial fiction: Purple Hibiscus

#### Term 3

- Social Protest Poetry

## FRENCH

The aims are to allow our students to gain the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. During their studies, they will have the opportunity to develop these 4 skills through a variety of activities. They will build up gradually their vocabulary and their knowledge of grammar in order to achieve the highest level they can, according to their abilities. During the French lesson, student will learn how to become an independent learner and apply what he/she has learnt to life.

### Topic List Y7

#### Term 1

- Personal information
- Physical appearance
- Personality
- French speaking countries

#### Term 2

- Family
- Friends
- school and school subjects
- home

#### Term 3

- Leisure activities
- Present tense
- Animals

### Topic List Y8

#### Term 1

- Food (eat / drink / opinion)
- Restaurants in town
- Quantities
- Recipes

#### Term 2

- Description town
- Directions
- Time
- Going out
- Clothes
- Weather

#### Term 3

- Routine
- Weekend activities
- Music preferences
- Usual holidays and future ones

### Topic List Y9

#### Term 1

- Last holidays
- TV programs
- Describing music style
- Cinema
- Books

#### Term 2

- Mobile / social network
- New technologies
- Teenagers world (parents - money - pressure...)

#### Term 3

- Healthy eating
- Healthy lifestyle
- Change of habits
- Life in the future

## GEOGRAPHY

Students gain an understanding of how so many disciplines connect in this unique and challenging subject. Students will further their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them and develop a greater competence in using geographical knowledge and skills in interpreting the ever more interconnected world in which they live.

### Topic List Y7

Term 1	Term 2	Term 3
<b>What is Geography/Making Connections.</b>	<b>Mapping</b>	<b>Africa – A Continent of Contrasts</b>
<ul style="list-style-type: none"> <li>● Geography Connections</li> <li>● The Big Three Geographies.</li> <li>● Nosy Geographer The '5 W's'.</li> <li>● Geography in the news</li> <li>● Knowing Me Knowing You</li> <li>● Making a connected display</li> </ul>	<ul style="list-style-type: none"> <li>● Mapping connections</li> <li>● Plans</li> <li>● Mental Maps</li> <li>● Real Maps</li> <li>● Grid References</li> <li>● Distance</li> <li>● Direction</li> <li>● Ordnance Survey Maps</li> <li>● How high?</li> <li>● Where on Earth?</li> </ul>	<ul style="list-style-type: none"> <li>● Ranking continents</li> <li>● Perceptions of Africa</li> <li>● Sudan conflict</li> <li>● Successful Sudan</li> <li>● Ghana – An African Success Story</li> <li>● Ghana – Education moving forward</li> <li>● Africa looking forward e-waste</li> <li>● Sudan and Google Earth investigation</li> </ul>
<b>Earthquakes and Volcanoes</b>	<b>Rivers – Liquid Highways</b>	
<ul style="list-style-type: none"> <li>● Continental drift</li> <li>● Plate tectonics</li> <li>● Types of plate boundaries</li> <li>● Cause of Earthquakes &amp; Volcanic eruptions</li> <li>● Structure of a Volcano (<u>field trip to Bandama</u>)</li> <li>● Living on a volcano</li> <li>● Volcanic Eruption!</li> <li>● Earthquake - Haiti</li> <li>● Managing tectonic disasters</li> </ul>	<ul style="list-style-type: none"> <li>● The River Thames</li> <li>● The Water Cycle</li> <li>● A closer look at rivers</li> <li>● A river at work (<u>field trip to Barranco de Cernicalos</u>)</li> <li>● River landforms</li> <li>● Rivers and us</li> <li>● Floods!</li> <li>● Flood Protection</li> </ul>	

## **Topic List Y8**

### **Term 1**

#### **Coasts**

- Coastal Processes
- What is Erosion?
- Weathering & Rocks
- Coastal Deposition & Transportation
- Coastal Landforms
- Bays & Headlands
- Arches, Stacks & Stumps
- Wave Cut Platform
- A Spit
- Coastal Management
- Australia – Gold Coast

#### **China**

- An overview
- The rise of China
- China's Southwest region
- Chongqing
- Life in Chongqing
- Tops for Biodiversity
- Tibet
- All change in Tibet
- The rivers and dams.

### **Term 2**

#### **Population**

- Our numbers are growing fast
- So where is everyone?
- The population of the UK
- Population around the world
- Our impact on the planet
- What does the future hold?

#### **Geographical Information Systems (GIS)**

- John Snow, doctor and detective
- Meet GIS
- GIS in fighting crime
- More about the data
- Other uses for GIS
- Crime in London (an investigation)

### **Term 3**

#### **Weather and Climate**

- So what causes weather?
- More about rain...and clouds
- Air pressure
- Storms
- Weather to climate

#### **Our Warming Planet**

- Earth's temperatures through the ages
- Global warming
- Climate change
- It's already happening
- So what can we do?

## Topic List Y9

### Term 1

- **Factfulness**  
Making sense of the world in a fact based manner
- **Earthquakes**  
IGCSE level study of the distribution, causes, impacts and responses to tectonic movement

### Term 2

- **Population**  
A study of over and under population
- **Rivers**  
The journey from source to mouth and selected features from the IGCSE course

### Term 3

- **Migration**  
Where do we all come from? An investigation into the movements of people around the world.



## GERMAN

The main focus is on comprehension although the pupils are expected to produce language of a gradually more accurate and complex nature. The four skills of the language – listening, speaking, reading and writing – proceed together, each depending on interaction with the others. The aim is to use the language in as vital and real a way as possible. Controlled practice should be provided by exercises to focus on a particular grammar/language point. However, this skill must also be applied to a relevant linguistic context. The pupils' own activity is the key. The contribution of the teacher is to provide the stimulation situation, guide in worthwhile directions, and encourage and support any success, whether spontaneous or in response to the teacher.

### Topic List Y7

#### Term 1

- Introducing yourself, numbers
- School and school subjects, food and drink

#### Term 2

- Family and friends, pets, appearance
- Sports, free time, favourite things, going out

#### Term 3

- Home, what you do at home, your room
- Town, transport, directions

### Topic List Y8

#### Term 1

- Holidays, weather
- Buying and eating, shops

#### Term 2

- What you do after school, TV
- Health, parts of the body

#### Term 3

- Going out, invitations and replies, clothes, daily routine
- Making plans

### Topic List Y9

#### Term 1

- Media: computers, music, films
- School subjects and rules

#### Term 2

- Future plans, jobs
- What is important to you, environment

#### Term 3

- People and relationships
- Planning a visit

## HISTORY

In History students will learn about a wide range of historical topics, all of which are currently studied in the U.K. as part of the British National Curriculum. Students will also be taught key skills such as how to assess historical sources, write academic essays, conduct historical debates, prepare and deliver group presentations and how to work effectively, both in teams and independently. Lessons will encourage independent learning and students will develop competency in handling a variety of source materials, including electronic materials.

### Topic List Y7

#### **Term 1**

- Introduction to History.
- Chronology and time periods.
- Sources and evidence.
- Causation and analysis.
- Contenders for the throne.
- England in the 1060s.
- The battles of 1066s.
- Rebellions faced by William.
- Bayeux Tapestry.
- Feudal System.
- Domesday Book.

#### **Term 2**

- Castle development.
- The English Church.
- Monks and Nuns.
- The Crusades.
- Queen Matilda.
- Joan of Arc.
- Medieval food, fashion and health.

#### **● Term 3**

- The Black Death.
- Was it dangerous to be a Medieval King?
- What were the Wars of the Roses?
- Was Henry VII a gangster?
- Murder mystery: The Princes in the Tower.

### Topic List Y8

#### **Term 1**

- Why did Henry VII win the battle of Bosworth?
- Henry VIII; his children and his many wives!
- Reformation.
- Edward VI.
- Bloody Mary?
- Elizabeth I.
- Tudor life.
- Crime and punishment.

#### **Term 2**

- The Renaissance.
- European exploration and expansion.
- The Enlightenment.
- Stuart Monarchs.
- Gunpowder Plot.
- Which witch is which?
- Why do Americans speak English?

#### **Term 3**

- The Plague.
- The Great Fire of London.
- What about the women?
- How did Britain build an empire?
- Inventions of the time.
- The 'Age of Faith' versus the 'Age of Enlightenment'.

## Topic List Y9

### **Term 1**

- Introduction to the UK 1750-1900.
- Why did the population explode?
- Agricultural Revolution.
- The birth of factories.
- How did factories create towns?
- Black Gold and a New Age of Iron.
- The Transport Revolution.
- How did the Industrial Revolution change the UK?

### **Term 2**

- What was the Slave Trade? Triangular Trade.
- Slave sales and the lives of slaves on plantations.
- Resistance to slavery.
- Why was slavery abolished in the British Empire?

### **Term 3**

- The origins and outbreak of the First World War.
- The role of propaganda and censorship in World War One.
- Trench warfare.
- Weapons of war.
- Trench life.
- Art project on shoebox trenches.
- Life on the home front in World War One.

## COMPUTER SCIENCE

Pupils will be introduced to an up to date Computer Science Curriculum where they will focus on technology in society, how it affects and assists us as well programming and developing their own games and apps.

Year 9 will create a real life app that can solve a problem in school and focus on topics for IGCSE Computer Science to help them make an informed choice for year 10 options.

### Topic List Y7

#### Term 1

- **Google Applied Digital Skills** - Group work researching and presenting a current issue

#### Term 2

- Programming in Python

#### Term 3

- Algorithms and Robotics

### Topic List Y8

#### Term 1

- Game Making

#### Term 2

- Further Python and Computer Hardware

#### Term 3

- App Making and Computational Thinking

### Topic List Y9

#### Term 1

- App Making

#### Term 2

- AI and Machine Learning and Understanding Computers

#### Term 3

- Cyber Crime and Security and IGCSE Computer Science Topics

## LENGUA CASTELLANA Y LITERATURA

Emphasis is placed on the following objectives:

- i) Beginning an in-depth study of Spanish Grammar.
- ii) Improving the students' writing skills with special attention to accuracy in expression, punctuation and spelling.
- iii) Introducing students to the knowledge of Literature through the study of the different literary genres and their particularities.
- iv) Developing a taste for reading as a leisure activity which will contribute to improving the students' knowledge of grammar, spelling, writing and literature.

### Topic List Y7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"><li>● <b>Lengua:</b> El grupo nominal, los demostrativos, los posesivos, los numerales e indefinidos, pronombres personales .</li><li>● <b>Literatura:</b> los géneros literarios (la narrativa)</li><li>● <b>Ortografía:</b> principios de acentuación, otras palabras con tilde la tilde en los diptongos y triptongos, la tilde en los hiatos</li><li>● <b>Creación textual:</b> la biografía, el cuento.</li><li>● <b>Vocabulario:</b> los sufijos, los prefijos,</li></ul>	<ul style="list-style-type: none"><li>● <b>Lengua:</b> El verbo y sus características.</li><li>● <b>Ortografía:</b> Uso de la B, uso de la V y uso de la Y, la ll,y,h.</li><li>● <b>Creación textual:</b> El resumen y el esquema.</li><li>● <b>Vocabulario:</b> Clases de palabras según su formación, palabras simples, compuestas, derivadas, siglas y abreviaturas, préstamos y extranjerismos.</li></ul>	<ul style="list-style-type: none"><li>● <b>Lengua:</b> el adverbio, los enlaces, la oración: el sujeto y el predicado y El texto: tipos y características .</li><li>● <b>Ortografía:</b> Uso de la H, uso de la J, uso de la X, la coma y el punto y coma, los puntos suspensivos y otros signos ortográficos.</li><li>● <b>Creación textual:</b> diálogo y contar noticias.</li></ul>

### Topic List Y8

Term 1	Term 2	Term 3
<ul style="list-style-type: none"><li>● <b>Léxico:</b> significado y sentido, sentido literal y sentido figurado, palabras polisémicas, sinónimos</li><li>● <b>Ortografía:</b> letras y sonidos, las mayúsculas, letras b y v</li><li>● <b>Gramática:</b> la comunicación y sus elementos, la lengua y su organización, formación de palabras, el sustantivo,</li></ul>	<ul style="list-style-type: none"><li>● <b>Léxico:</b> antónimos, hipónimos, hiperónimos, campos semánticos y léxicos</li><li>● <b>Ortografía:</b> la letra g y la j, acentuación, diptongos y triptongos,</li><li>● <b>Gramática:</b> relativos, interrogativos, exclamativos, la</li></ul>	<ul style="list-style-type: none"><li>● <b>Léxico:</b> el diccionario, las acepciones de las palabras, los diccionarios digitales</li><li>● <b>Ortografía:</b> acentuación de hiatos, el punto, la coma, los dos puntos, ortografía e internet</li><li>● <b>Gramática:</b> conjugación verbal, adverbios, preposiciones,</li></ul>

determinantes, el artículo, demostrativos, posesivos, cuantificadores

- **Literatura:** la literatura, los recursos estilísticos, los temas literarios, los géneros literarios
- **Creación textual:** corregir un texto, resumir y argumentar oralmente

interjección, pronombres, adjetivo, verbo.

- **Literatura:** la narrativa, el cuento, la leyenda, el mito, la novela.
- **Creación textual:** cuentos, noticias, descripciones

conjunciones, los grupos sintácticos, la oración, sujeto y predicado

- **Literatura:** la lírica, la estrofa y el poema, el teatro, la literatura y el cine
- **Creación textual:** escribir un texto teatral, escribir correos electrónicos, explicar cómo se busca en internet

### Topic List Y9

#### Term 1

- **Léxico:** el léxico del castellano, préstamos y extranjerismos, la palabra y sus constituyentes, las palabras derivadas
- **Ortografía:** acentuación de diptongos, triptongos, hiatos, monosílabos, la letra h
- **Gramática:** las unidades lingüísticas, clases de palabras, el sintagma nominal y verbal.
- **Literatura:** temas y tópicos literarios, personajes literarios, géneros literarios, elementos narrativos
- **Creación textual:** elaborar el esquema de un texto, escribir una biografía

#### Term 2

- **Léxico:** las palabras compuestas, el significado de las palabras, las relaciones semánticas, la creación de significados
- **Ortografía:** homófonos con h y sin h, con b y con v, la ll y la y, la letra x
- **Gramática:** el sintagma adjetival, adverbial y preposicional, sujeto y predicado, el complemento directo e indirecto, el atributo y el complemento predicativo
- **Literatura:** elementos narrativos, el verso, estrofas y poemas, elementos teatrales
- **Creación textual:** redactar instrucciones, describir un lugar

#### Term 3

- **Léxico:** la connotación, las palabras en el diccionario, locuciones y frases hechas, siglas y abreviaturas
- **Ortografía:** signos de puntuación
- **Gramática:** el complemento circunstancial y el complemento de régimen, clases de oraciones, análisis sintáctico de la oración simple
- **Literatura:** la poesía, la prosa y el teatro medieval
- **Creación textual:** elaborar un cartel publicitario, solicitar información por correo electrónico

## MATHEMATICS

The curriculum framework explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.

### Topic List Y7

Term 1	Term 2	Term 3
<u>Number &amp; calculation 1</u> <ul style="list-style-type: none"> <li>● Basic arithmetic</li> <li>● Decimals &amp; place value (ordering)</li> <li>● Multiplying &amp; dividing by powers of 10</li> <li>● Rounding</li> <li>● Negative numbers</li> <li>● Order of operations</li> </ul>	<u>Fractions</u> <ul style="list-style-type: none"> <li>● Equivalent fractions</li> <li>● Four operations with fractions</li> </ul>	<u>Fractions, decimals &amp; percentages</u> <ul style="list-style-type: none"> <li>● FDP conversions</li> <li>● Percentages of amounts</li> </ul>
<u>Expressions</u> <ul style="list-style-type: none"> <li>● Constructing expressions</li> <li>● Simplifying</li> <li>● Expanding brackets</li> </ul>	<u>Equations &amp; formulae</u> <ul style="list-style-type: none"> <li>● Substitution</li> <li>● Construct formulae</li> <li>● Solve equations</li> </ul>	<u>Sequences, functions &amp; graphs</u> <ul style="list-style-type: none"> <li>● Sequences</li> <li>● Functions</li> <li>● Linear graphs</li> </ul>
<u>Shapes &amp; construction</u> <ul style="list-style-type: none"> <li>● Lines and angles</li> <li>● Drawing and measuring angles</li> <li>● Triangles and quadrilaterals</li> </ul>	<u>Geometry</u> <ul style="list-style-type: none"> <li>● Angle relationships</li> <li>● Coordinates</li> </ul>	<u>Symmetry and transformations</u> <ul style="list-style-type: none"> <li>● Symmetry</li> <li>● Reflection</li> <li>● Translation</li> <li>● Rotation</li> </ul>
<u>Number &amp; calculation 2</u> <ul style="list-style-type: none"> <li>● Factors and multiples</li> <li>● Squares and roots</li> <li>● Multiplying and dividing two-digit numbers</li> </ul>	<u>Fractions &amp; decimals</u> <ul style="list-style-type: none"> <li>● Fraction and decimal equivalence</li> <li>● Four operations with decimals</li> </ul>	<u>Ratio &amp; proportion</u> <ul style="list-style-type: none"> <li>● Simplifying ratios</li> <li>● Proportion</li> </ul>
<u>Length, mass &amp; capacity</u> <ul style="list-style-type: none"> <li>● Metric units</li> <li>● Reading scales</li> </ul>	<u>Time and rates of change</u> <ul style="list-style-type: none"> <li>● Time</li> <li>● Real life graphs</li> </ul>	<u>Area, perimeter &amp; volume</u> <ul style="list-style-type: none"> <li>● Area and perimeter of rectangles</li> <li>● Compound shapes</li> <li>● Volume &amp; surface area of cuboids</li> </ul>
<u>Representing information</u> <ul style="list-style-type: none"> <li>● Collecting data</li> <li>● Averages and range</li> </ul>	<u>Presenting data</u> <ul style="list-style-type: none"> <li>● Pictograms</li> <li>● Bar charts</li> <li>● Frequency diagrams</li> </ul>	<u>Probability</u> <ul style="list-style-type: none"> <li>● Experimental probability</li> <li>● Theoretical probability</li> </ul>

### Topic List Y8

Term 1	Term 2	Term 3
<u>Number &amp; Calculation 1</u> <ul style="list-style-type: none"> <li>Negative numbers (4 operations)</li> <li>Squares &amp; cubes</li> <li>Multiples &amp; factors (LCM, HCF)</li> </ul>	<u>Fractions</u> <ul style="list-style-type: none"> <li>Four operations with fractions</li> </ul>	<u>Fractions, decimals &amp; percentages</u> <ul style="list-style-type: none"> <li>Equivalence</li> <li>Of amounts</li> <li>Percentage increase &amp; decrease</li> </ul>
<u>Expressions &amp; Functions</u> <ul style="list-style-type: none"> <li>Simplifying and expanding</li> <li>Functions</li> <li>Constructing expressions</li> </ul>	<u>Expressions, equations and formulae</u> <ul style="list-style-type: none"> <li>Solve linear equations</li> <li>Substitution</li> <li>Formulae</li> </ul>	<u>Sequences, functions &amp; graphs</u> <ul style="list-style-type: none"> <li>Sequences</li> <li>Functions</li> <li>Linear graphs</li> </ul>
<u>Shapes &amp; mathematical drawing</u> <ul style="list-style-type: none"> <li>Construct circles, arcs &amp; triangles</li> <li>Congruency</li> <li>Drawing nets</li> </ul>	<u>Geometry</u> <ul style="list-style-type: none"> <li>Angles</li> <li>Coordinate axes</li> </ul>	<u>Transformations</u> <ul style="list-style-type: none"> <li>Reflection,</li> <li>Rotation</li> <li>Translation</li> <li>Enlargements</li> </ul>
<u>Length, mass &amp; capacity</u> <ul style="list-style-type: none"> <li>Units of measure</li> <li>Units of area, volume and capacity</li> <li>Estimation</li> </ul>	<u>Fractions and decimals</u> <ul style="list-style-type: none"> <li>Ordering decimals</li> <li>Four operations with decimals</li> <li>Fraction and decimal equivalence</li> </ul>	<u>Ratio &amp; proportion</u> <ul style="list-style-type: none"> <li>Ratio</li> <li>Proportion</li> </ul>
<u>Number &amp; calculation 2</u> <ul style="list-style-type: none"> <li>Rounding</li> <li>Multiplying and dividing decimals</li> </ul>	<u>Time &amp; rates of change</u> <ul style="list-style-type: none"> <li>Real life graphs</li> </ul>	<u>Area, perimeter &amp; volume</u> <ul style="list-style-type: none"> <li>Rectangles and triangles</li> <li>Circle</li> <li>Parallelograms and trapeziums</li> <li>Compound shapes</li> <li>Volume and surface area of a cuboid</li> </ul>
<u>Collecting data</u> <ul style="list-style-type: none"> <li>Types of data</li> <li>Two-way tables</li> <li>Averages and range</li> </ul>	<u>Presenting data</u> <ul style="list-style-type: none"> <li>Line graphs</li> <li>Pie charts</li> <li>Histograms</li> <li>Stem-and-leaf diagrams</li> <li>Interpreting and comparing data</li> </ul>	<u>Probability</u> <ul style="list-style-type: none"> <li>Experimental &amp; theoretical probability</li> <li>Listing outcomes</li> </ul>

### Topic List Y9

Term 1	Term 2	Term 3
<u>Fractions &amp; Indices</u> <ul style="list-style-type: none"> <li>Fractions</li> <li>Indices</li> </ul>	<u>Rounding, multiplying and dividing</u> <ul style="list-style-type: none"> <li>Rounding</li> <li>Estimation</li> <li>Multiplying and dividing decimals</li> </ul>	<u>Ratio &amp; proportion</u> <ul style="list-style-type: none"> <li>Simplify and compare ratios</li> <li>Direct proportion</li> </ul>
<u>Expressions &amp; formulae</u> <ul style="list-style-type: none"> <li>Simplifying</li> <li>Expanding</li> <li>Factorising</li> <li>Substitution</li> <li>Rearranging</li> </ul>	<u>Equations and inequalities</u> <ul style="list-style-type: none"> <li>Constructing and solving linear equations</li> <li>Linear inequalities</li> <li>Simultaneous equations</li> </ul>	<u>Sequences, functions and graphs</u> <ul style="list-style-type: none"> <li>Linear graphs</li> <li>Solve equations graphically</li> <li>Direct proportion</li> <li>Functions and inverses</li> </ul>
<u>Shapes &amp; mathematical drawing</u> <ul style="list-style-type: none"> <li>3D shapes</li> <li>Constructions</li> </ul>		<u>Transformations</u> <ul style="list-style-type: none"> <li>Translations</li> </ul>



- Scale drawing
- Bearings

#### Number

- Negatives
- Estimating roots

#### Measure

- Metric units of area & volume
- Error in measurements

#### Planning, collecting & processing data

- Data types
- Collecting data
- Averages and range

#### Geometry

- Angles
- Polygons
- Pythagoras

#### Compound measures

- Compound measures
- Real life graphs

#### Presenting data

- Scatter graphs
- Correlation

- Rotations
- Reflections
- Enlargements
- Similar triangles

#### Fractions, decimals & percentages

- Profit and loss
- Discounts and sales
- Percentage change

#### Area, perimeter & volume

- Circles
- Volume of prisms
- Surface area of prisms

#### Probability

- Successive events
- Relative frequency

## MUSIC

Pupils will have an opportunity to explore music through a variety of different means including performing, listening and composition.

Listening- Pupils will study the impact of music in film, pop music and music from around the world.

Performing- Pupils will develop skills across a range of instruments with each piece requiring new demands. Pupils will also perform in various settings including creating, improvising and playing as an ensemble.

Composition- Pupils will begin creating music in year 7 and by year 9 and have the skills to create a 24 bar composition including melody and accompaniment on Sibelius. Pupils will use Bandlab to create electronic music using loops across a range of styles, pop, afrobeats, house music, to name a few.

### Topic List Y7

#### **Term 1**

- Rhythm Dictation, rhythm cards.
- Solfa language- Hand bells etc.
- Theory book Grade 1.
- Pupils will be taken through a taster course on:
  - Voice.
  - Ukulele
  - Music literacy with emphasis on:
    - Rhythm Grids.
    - Music Notation (for each instrument)
    - Note names.
    - Christmas music and involvement in Christmas Concert.

#### **Term 2**

- Rhythm and melodic dictation.
- Rhythm cards.
- Theory book grade 1 continued.
- Performing as a soloist.
- Piano

#### **Term 3**

- Instrument Unit- Strings, Woodwind, Brass and Percussion.
- Call and response vocal warmups.
- Group performance.
- Composition- Dance Project.

### Topic List Y8

#### **Term 1**

- Loop Quizzes on note names, values, time signatures, repeat signs.)
- Countdown Conundrums
- Rhythm Dictation, rhythm cards, creating rhythms within a set time signature (2/4, 3/4, 4/4, 6/8.)
- Solfa language- Hand bells and sight singing.
- Theory book Grade 1.
- Keyboard.
- Ukulele
- Tuned percussion.
- Rhythm Grids.

#### **Term 2**

- Pupils will continue to use BANDLAB software to create a dance tune in groups and their focus will be drawn to style, structure, effective melody writing and overall mood and character of the piece. Listening examples will be used to help demonstrate successful writing.
- Christmas music.

#### **Term 3**

- Theory book continue and listening concepts introduced (step, leap, ascending, descending, repetition. (Sequence, imitation, major, minor, unison, harmony, soprano, alto, tenor, bass, strings, woodwind, brass and percussion.
- Solo and ensemble performance class.
- Drum Kit

- Music Notation (for each instrument.)
- Note names and values.
- Vocal Unit (harmony, unison, styles, voice types.)
- Christmas music and involvement in Christmas Concert.

- Pupils showing an adequate level of music skills will be invited to perform publicly.

- Class band performance- Pop Song.

### **Topic List Y9**

#### **Term 1**

- Listening Log, discussing and identifying various features within the music (timbre, style, key, time signature.)
- Global Citizenship- World Music.
- Christmas music and involvement in Christmas Concert.

#### **Term 2**

- The impact of music in film.
- Rhythm and harmony grids.
- Music Notation (for each instrument.)
- Note names and values
- Program Music.
- Instrumental music and eras.
- Pupils showing an adequate level of music skills will be invited to perform publicly.

#### **Term 3**

- Listening concepts explored further focusing on a range of composers and musical genres.
- Song Writing Project- Singer Song Writer workshop, creating own song, accompaniment, melody and lyrics.
- **Practical** - Pupils will be able to prepare a piece to a high standard and take part in a class performance, pupils will learn to discuss areas of strength and areas for improvement.

## PHYSICAL EDUCATION

The British School of Gran Canaria Key Stage 3 PE Curriculum aims to provide students with the skills, knowledge and confidence to excel in competitive sport and continue to participate in recreational sport both in and out of school and also into further life.

It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase young people's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.

The bespoke curriculum ensures that BSGC students work through a series of carefully sequenced learning episodes which build on one another, year on year. This allows clear progression of students' knowledge, understanding and skills within sport and physical activity. This 'spiral' style curriculum aims to build on prior knowledge to ensure that knowledge and skills are fully embedded and ensures that multiple opportunities are used to apply knowledge and skills on a regular basis.

The aim is to cater for the different strengths, needs and preferences of each young person by using differentiated activities (where appropriate) consisting of individual, paired and group activities. Through the variety of opportunities that PE offers, young people can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which young people can refine and expand throughout their secondary school years.

Physical Education is much more than practical skills; therefore, we assess physical education at BSGC in Key Stag 3 using three main areas; practical skills (Hands), cognitive skills (Head) and social and emotional (Heart) skills. This assessment is designed to help students develop holistically within physical education lessons.

### **KS3 PE Unit List**

#### **TERM 1**

- Volleyball
- Handball
- Dodgeball
- Netball

#### **TERM 2**

- Table Tennis
- Ultimate Frisbee
- Health and Fitness
- Athletics

#### **TERM 3**

- Badminton
- Rounders
- Short-hand Tennis
- Gymnastics/Dance

## SCIENCE

In Science students develop a range of skills, whilst building on their understanding and knowledge of Biology, Chemistry, Physics and Earth Sciences. Lessons are varied and include practical investigations, discussions, presentations, DVDs, activity sheets and ICT work. As much as possible the content of the specification is taught within a familiar context to facilitate understanding and to gain an appreciation of the importance of scientific theories and practice in everyday life.

### Topic List – Y7

#### Term 1

- Investigation skills
- Safety & equipment
- Cells
- Chemical reactions
- Energy & electricity

#### Term 2

- Reproduction
- Particle theory
- Solar system

#### Term 3

- Environment & variation
- Solutions
- Forces

### Topic List – Y8

#### Term 1

- Investigation skills
- Atoms, elements & compounds
- Food & digestion
- Heating and cooling

#### Term 2

- The Rock cycle
- Light
- Microbes

#### Term 3

- Magnetism
- Sound and Hearing
- Respiration
- Ecological relationships

### Topic List – Y9

#### Term 1

- Inheritance and Selection
- Metals and metal compounds
- Energy and Electricity

#### Term 2

- Speed and acceleration
- Gravity & space
- Fit & healthy
- Chemistry & the environment

#### Term 3

- Patterns of reactivity
- Pressure & moments
- Plants & photosynthesis

## CIENCIAS SOCIALES/ SPANISH HUMANITIES

La enseñanza de la materia de Ciencias Sociales, Geografía e Historia en KS3, tiene como objetivo que los estudiantes adquieran los conocimientos, destrezas y actitudes necesarios para comprender la realidad del mundo en que viven, tanto en los aspectos físicos como en los sociales y culturales, las experiencias colectivas pasadas y presentes, así como el espacio en que se desarrolla la vida en sociedad; y, así mismo, que sean conocedores de los rasgos que conforman la identidad histórica y cultural propia desde el ámbito de la experiencia personal hasta el global. Para Y8, el objetivo es proporcionar conocimientos y métodos para interpretar el medio físico en el que se desarrollan las sociedades. Para Y9, se estudiará la Historia de la evolución del ser humano desde sus orígenes, hasta finales de la Edad Media.

El aprendizaje se realizará a través de investigaciones, presentaciones, discusiones, fichas de actividades, utilizando diversas herramientas TICs, así como con salidas complementarias.

### **Topic List Y8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>● Ud1. La tierra y su representación.</li><li>● Ud2. El relieve del planeta.</li></ul>	<ul style="list-style-type: none"><li>● Ud3. Los medios naturales.</li><li>● Ud4. El continente europeo.</li><li>● Ud5. El medio natural en España.</li></ul>	<ul style="list-style-type: none"><li>● Ud6. Ecosistemas canarios.</li><li>● Ud7. La organización del estado español</li><li>● Ud7. La población en el planeta.</li></ul>

### **Topic List Y9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>● Ud1. La historia y sus etapas.</li><li>● Ud2. La prehistoria.</li><li>● Ud3. Primeras civilizaciones urbanas.</li></ul>	<ul style="list-style-type: none"><li>● Ud4. Civilización griega.</li><li>● Ud5. Canarias en la historia.</li><li>● Ud6. Civilización romana.</li></ul>	<ul style="list-style-type: none"><li>● Ud7. La edad media.</li><li>● Ud8. El feudalismo.</li><li>● Ud9. El islam y al – andalus.</li></ul>

## SPANISH AS A SECOND LANGUAGE

Teaching techniques and strategies in this subject will depend on the students' prior knowledge of Spanish which means teaching will be tailored to student's needs and will always be levelled according to the Common European framework of Reference for Languages. These will be providing our students with the linguistic structures and knowledge they need to live in a Spanish-speaking country and to sit the Spanish as a Foreign (or First) Language external examinations as the Department may consider appropriate, based on their performance throughout their academic years as they move from A1 (starters) to B1 (A2 Spanish).

### Topic List A1.1

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>● Mi vida</li><li>● Mi tiempo libre</li></ul>	<ul style="list-style-type: none"><li>● Mi insti</li><li>● Mi familia y mis amigos</li></ul>	<ul style="list-style-type: none"><li>● Mi familia y mis amigos</li><li>● Mi ciudad</li></ul>

### Topic List A1.2

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>● Mis vacaciones</li><li>● Todo sobre mi vida</li></ul>	<ul style="list-style-type: none"><li>● ¡A comer!</li><li>● ¿Qué hacemos?</li></ul>	<ul style="list-style-type: none"><li>● ¿Qué hacemos?</li><li>● Operación verano</li></ul>

### Topic List A2.1

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>● Somos así</li><li>● ¡Orientate!</li></ul>	<ul style="list-style-type: none"><li>● En forma</li><li>● Jóvenes en acción</li></ul>	<ul style="list-style-type: none"><li>● Jóvenes en acción</li><li>● Una aventura en Madrid</li></ul>