

# Samui Centre of Learning



*Educating the mind and nurturing the soul*

Key Stage 3  
Subject Information Booklet  
2011 / 2012

**Our Mission**

**Educating the mind nurturing the soul**

At Samui Centre of Learning we believe:

- In providing a secure and yet stimulating learning environment in which our well-qualified and experienced staff enable all the children to fulfil their potential.
- Aim to promote a healthy balance between the basic skills of numeracy and literacy and children all round development and learning.
- Foster a productive partnership between home and school through regular and effective communication and interaction with parents.
- Attempt to place appropriate emphasis upon children social and emotional development and well-being and value them as members of the school family.
- Believe in focusing upon the education of the individual by promoting high quality interaction between teacher and child, using individual learning plans and teaching in small classes.
- Emphasise the value of play-based, experiential learning to foster children self confidence and independence.
- Recognise the importance of children learning to respect, support, value and care for their peers fostering an inclusive ethos within the school.

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### Introduction

Here at Samui Centre of Learning, students enter the secondary school from the age of 11 we encourage an enthusiastic and energetic environment with a diversity of choices aimed at fulfilling the school's mission of providing a well-rounded education.

At Key Stage 3 students follow the National Curriculum from England, with class teachers tailoring their subjects to take into account the pupil population and the local environment. The curriculum is designed so that pupils are allowed to develop skills and knowledge in a wide range of subject areas.

The school sets high academic standards and has a strong commitment to the delivery of a broad and balanced curriculum. Students follow a curriculum which allows them to develop fully as individuals. We are aware that pupils need to be stretched and encouraged to develop in order to achieve their greatest potential.

Furthermore the secondary curriculum is fundamentally underpinned by a Pastoral Programme which seeks to develop the individual skills necessary for students to make the right decisions, take responsibility for their actions and have a broad understanding and appreciation of the cultures that live together in our international community.

At Samui Centre of Learning the National Curriculum is delivered in 13 Subjects in KS3, and the entitlement to a balanced, broad, and differentiated and an appropriate curriculum is secured for each pupil.

Students in Key Stage 3 follow a broad and balanced curriculum which includes the following subjects.

<b>Core Subjects</b>	<b>Number of lessons per week</b>
English	5
Mathematics	5
Science	5
Thai	5
Physical Education	2
Art and design technology	2
PSHE (Personal, social and health education)	1
Chinese	1
Geography	1
History	1
ICT	1
Music	1
Religious Education	1

### Assessment and Reporting

Students are assessed regularly in a variety of ways, depending on what is appropriate to the subject and the type of work being undertaken. For example, they will regularly sit end

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of topic tests, complete extended written assignments or be observed preparing creative work. The way in which students' work is marked varies from subject to subject. At the end of each academic year, all students sit annual examinations in most of the subjects that they have been studying in order to assess what they have learnt throughout the year. Feedback is given to students as a regular feature of their learning in the classroom. In addition, formal feedback is given in the form of reports which are issued to parents.

### How students are levelled or graded

In Key Stage 3, a National Curriculum level and sub-level are used. As a guide, students should be working within the following levels:

Year Group	Guide Levels
7	3 - 5
8	4 - 6
9	5 - 8

In addition to each level, progress within that level must be shown as

Sub - level	Definition
C	Beginning to work at this level
B	Working competently at this level
A	Showing signs of attaining the top level and being nearer to the next highest level

### Homework

Homework is seen as an important aspect of the curriculum and students are expected to complete their tasks by the specified date and to the best of their ability. A homework timetable is in place for all students to help students to organise their time more easily. Students record the homework set in their homework planner. Experience has shown that students respond well to parental interest in their work and we encourage parents to monitor their child's homework

The amount of homework expected from learners will gradually increase as they move through the school. Quality of homework is more important than the precise amount of time allocated by teachers or spent by learners. The amount of time spent on homework will vary considerably between individual learners.

In Year 7 students should expect to spend 45 minutes per night completing homework. The precise time will vary with the nature of the work and the working habits of the individual student.

Over the course of a week, students should expect to be spending between 4 and 5 hours on homework. These times will increase as students move through Key Stage 3, especially as demands increase in Year 9.

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Subject	Weekly	Every 2 weeks
English	X	
Mathematics	X	
Science	X	
Thai	X	
Art and design technology		X
Geography		X
History		X
ICT		X
Music		X
Religious Education		X
Chinese		X
PSHE		X

### **Tutor Groups**

Students are placed in a group which is overseen by a tutor. They meet their tutors twice every day for morning registration and dismissal as well as for Tutorial lessons (1 period per week). Tutors are the first point of contact for students experiencing difficulties. They also monitor use of the Homework Planner, which is used for recording homework as well as being a means for staff and parents to communicate with each another. Students are taught in their tutor groups for all subjects throughout the school day.

### **Pastoral Program**

The Pastoral Programme at Key Stage 3 builds upon the skills, concepts and knowledge introduced during the Primary School years.

### **Aims**

At SCL school we aim to ensure that everyone:

- Works within an atmosphere where individuals are valued and where their self-esteem is enhanced;
- Gains sufficient knowledge with which to make informed choices concerning moral issues;
- Prepares for adult life.

Students will study one hours of PSHE per week which will be delivered by the form tutor. During these sessions students will learn how individuals develop personally, in ways such as how they grow up physically and how they change through adolescence. They will also learn about relationships with other people, families, friends and teachers. It also covers matters relating to being healthy and fit.

Work in PSHE includes some normal teaching, discussion, role plays, videos and written work. Throughout the key stage students will learn;

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- To develop the ability to understand and express opinions in a safe environment
- How to absorb some information on important matters, like drugs, smoking and drinking, on which they will be able to form their own judgements
- Develop strengths in working with other pupils
- Increase skills in planning, research and ICT

### English

At Samui Centre of Learning students will build on and develop their skills in English through an integrated programme of *Speaking and Listening, Reading and Writing*, over the course of Key Stage 3.

#### **Speaking and Listening**

Pupils will adapt their style to suit different audiences and purposes so that listeners can follow their line of argument clearly. They will use techniques such as pace, gesture, anecdotes and visual aids to make their speaking colourful and lively. Pupils will learn how to listen carefully picking out the main points of what a speaker is saying as well as the details and any underlying inferred meaning. Pupils will play an active, helpful role in group discussions as well as pair work. Pupils will learn how to convey different emotions and moods through drama, and write and act in plays. Pupils will learn about language changes in different situations, about the development of the English language and its importance in the world, as well as the differences between speech and writing.

#### **Reading**

Pupils will read a wide range of plays, poems and books, both fiction and nonfiction, including:

- At least one play by Shakespeare
- Works of fiction and poetry from different times, including works by contemporary writers
- Drama, fiction and poetry by writers from different cultures
- Nonfiction writing (for example, diaries, travel writing and science writing)

Pupils will learn how to get more out of reading, uncovering different layers of meaning and understanding about how writing can be open to different interpretations. Pupils will appreciate the full scope and richness of complete novels, plays and poems and begin to explore how writers make up plots and characters, realising that the viewpoints of a character in a story may not necessarily be the same as an author's. Pupils will compare different styles and themes in writing from the English literary heritage and from different cultures.

The nonfiction texts pupils study includes information and reference texts. They will also look at how text can be presented in different kinds of media. For example, they may explore how words and images work together in magazines or television advertisements, or look at how a film based on a novel compares with the original text.

#### **Writing**

Pupils will draw on their experience of good fiction and nonfiction to compose original stories, poems, scripts, articles, brochures and reviews. They learn how to use different styles of writing to suit their purposes and to meet the needs of different readers. Pupils will further develop their knowledge of grammar, spelling and punctuation, learning how to proofread their work, judge how successful it is and redraft accordingly.

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Please note that there is a separate English (EAL) program available at SCL for students who have very limited English. Each child entering the school will be assessed accordingly and issued with a personalised learning timetable.

### **Literacy Plus**

Literacy Plus is an English program designed for students who require additional support in English and operates separately to the EAL program in school.

The literacy plus program is designed for pupils entering Yr 7 with lower than average levels of literacy. Literacy plus focuses on the aspects of speaking and listening, reading and writing that are essential for progression.

This program is part of the curriculum and is delivered through small group teaching sessions which, is taught during the timetabled literacy hour.

### **There a total of 9 units, each focus on:**

- Improving speaking and listening
- Developing reading for information skills
- Understanding and responding to texts
- Independent reading skills
- Improving writing - sentences
- Improving writing – organization
- Improving writing – impact
- Improving writing – style and accuracy
- Improving writing – spelling

### **Mathematics**

Mathematics equips pupils with a powerful set of tools to understand the World. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. During Key Stage 3 pupils work with increasing confidence and flexibility to solve unfamiliar problems. This course enables students to:

- Develop a positive attitude to mathematics, and apply mathematics in everyday situations whilst developing an understanding of the role which it has in the world around them.
- Work cooperatively, independently, practically and be able to carry out investigations.
- Develop an ability to apply mathematics in other subjects

#### **Pupils are taught:**

**Number and Algebra** - This includes numbers and the number system, calculations, ways of solving problems, algebra.

**Shape, Space and Measure** - This includes shapes and coordinates, constructing shapes (geometry) and measurement.

**Handling Data** - This includes working out which questions can be answered by collecting data, processing it and working out what it tells us in answer to the original questions.

In Key Stage 3 students follow the National Numeracy Framework (UK). All students will take the Cambridge International Examinations Check Point Tests, near the end of Year 9. This examination is externally marked and a National Curriculum level is awarded to each student.

**Science**

**Aims and purposes of science**

At key stage 3 Science offers opportunities for pupils to:

- Build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;
- Use scientific ideas and models to explain phenomena and events;
- Understand a range of familiar applications of science;
- Think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- Carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- Communicate what they did and its significance;
- Learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

**The science investigations covered throughout the key stage are as follows;**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"><li>• Characteristics of living things</li><li>• Major organ systems</li><li>• Cells</li><li>• Classification and variation</li><li>• Habitats</li></ul>	<ul style="list-style-type: none"><li>• Acids and bases</li><li>• Physical and chemical changes</li><li>• Investigating everyday materials</li><li>• Practical theory</li><li>• Mixtures and separating techniques</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Forces and their effects</li><li>• Fuels and energy</li><li>• Electrical circuits</li><li>• Particle model</li></ul>

Through science investigations student’s skills are developed throughout the course with an emphasis on safety. Pupils develop their understanding of controlled and experimental variables, replication of data, graphical skills and analysis of data. The content studied is relevant to everyday life and students are encouraged to research information using the internet. Regular assessments are carried throughout.

At the end of the Key Stage (Yr 9) all students will take the Cambridge International Examinations Check Point Tests, This examination is externally marked and a National Curriculum level is awarded to each student.

**Art and Design**

**Art and Design at Key Stage Three offers opportunities for pupils to:**

- Develop their creativity and imagination through visual, tactile and sensory experiences;
- Develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings;
- Learn to make value judgements and aesthetic and practical decisions;
- Explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design.

**In Art and Design, pupils develop skills in order to be able to:**

- Explore and develop their ideas;
- Investigate and make art, craft and design;
- Evaluate and develop their work.

**Pupils acquire and apply knowledge and understanding of:**

- The visual qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences;
- Codes and conventions and how these are used to represent ideas, beliefs and values in works of art, craft and design;
- Continuity and change in the purposes and audiences of artists, craftspeople and designers from around the wider world.

**Examples of themes include:**

- African Masks
- Natural Forms
- Aliens
- Puppet Theatre
- Renaissance art

### History

History is a study of the past and how people and events have shaped the modern world. In your History classes you will use a variety of sources, both written and audiovisual, to piece together a vivid picture of how previous generations thought, behaved and influenced the world around them. History is all around us: in the buildings left behind, in the very different systems of law and government that exist across the globe and in the knowledge and inventions that we today take for granted. The study of History cuts across your other subjects: from the study of great scientists of the past to the political, religious and economic origins of a major war; from a study of works of art representative of a past age and culture to an appreciation of propaganda in films and photographs.

It is a simple fact, but 'to understand your past is to understand the present'. History teaches you to think clearly and to argue critically. You will develop written and oral skills that will assist you in your present and future lives.

### Time Period Structure

- Yr 7 – 1500
- Yr 8 – 1500 – 1900
- Yr 9 – Mid 19<sup>th</sup> Century through to present

Throughout Key Stage 3 Students will study a number of major enquires across time, these include;

<b>Big Stories covered across time</b>	<b>Examples</b>
Movement and settlement	Romans, Normans, emigration and immigration
Empires	Roman Empire
Conflict and co-operation	Norman conquest, World War II, Peace in the Middle East
Ordinary life	Black Death, Peasants revolt, Industrial revolution, 20 <sup>th</sup> century Britain
Power, democracy and human rights	History of Kings, Voting, Holocaust and the black civil rights movement
Ideas and beliefs	Henry VIII, human rights, Olympics

### Geography

The Key Stage 3 Geography curriculum is aimed at developing the pupils' **Geographical knowledge** and **Geographical skills**. Pupils will focus on a wide range of examples and locations from Thailand, UK and the rest of the world. Each year, the topics give a balance of **Physical Geography** (such as coasts) and **Human Geography** (such as Population).

Throughout Key Stage 3, we try to study in a range of **learning styles**, from written bookwork to debates and role-plays or graphical and ICT based. Where appropriate, learning can be individual, pair or in small groups.

#### **Students learn to use Geographical Skills to find out about:**

- **Different places:** the study of spatial contrasts and the reasons for them is an important recurrent theme.
- **Patterns in natural and human environments** and what causes them (for example, why different kinds of housing are found in different parts of cities;
- **How environments change**, the ways in which they are actually managed and ways in which they can be looked after and managed **sustainably**.

#### **Countries**

Throughout Key Stage 3 students study selected examples from many different countries and regions including Europe, Thailand, China, Brazil and the USA.

#### **Themes**

- **Weather and climate** – the difference between them, and how and why they differ from place to place.
- **Ecosystems** – the different conditions that allow different types of plants and animals to adapt to their conditions, and how people can upset the balance.
- **Populations** – where people live, and how and why populations change in size, We also investigate the impact of a growing world population on the world's finite resources.
- **Settlements** – different types, for example, market towns, seaside towns, commuter villages, and how and why settlements change and the effect of these changes. Attached to this unit is a study of **Shopping** and its place in the growth of settlements.
- **Economic Activity – the Global Fashion Industry and World Sport** the different categories of 'economic activity'; how and why the locations of activities change and the effects of these changes, especially in the global fashion industry.
- **Environmental issues** – the process in which environments may be damaged or improved, and how people try to manage them sustainably.
- **Resource issues** – how people use and manage natural resources such as oil and water, and how this affects the environment. Energy production and its impacts.
- **Tectonic processes:** Earthquakes and Volcanoes – how and why earthquakes and volcanic eruptions occur, and how they affect landscapes and people.

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- **Rivers, Flooding and Coastlines** – this returns to the concept of nature shaping the landscape with the emphasis on water: waves and rivers. ·

Students learn about these themes at different scales – local, regional, national, international and global – and in different parts of the world (see above). They carry out fieldwork investigations outside the classroom (for example, microclimates in the school grounds).

**Physical Education**

Physical Education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity.

At Samui Centre for Learning the physical education programme aims to help our pupils to:

- Develop physical competence and help promote physical development;
- understand and value the benefits of participation in physical activity while at school and throughout life
- Develop an appreciation of skilful and creative performances across a range of activities
- Develop the personal qualities of commitment, fairness and enthusiasm.

### ICT

At Samui Centre of Learning ICT is regarded as a very important aspect of learning as it offers opportunities for pupils to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT.
- Develop initiative and independent learning skills
- Gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

#### **Content of ICT at Key Stage 3**

**Pupils will acquire a knowledge and understanding of:**

- The quality of reliability of information and how to access and combine increasing amounts of information
- A range of increasingly complex tasks using a variety of ICT tool
- How ICT can help with work in other subject areas, enabling students to develop their ability to judge when and how to ICT and where it has limitations
- The application and use of ICT in the outside world

**These skills are will be acquired through four aspects of ICT study:**

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work in progress

### Music

At Samui Centre of Learning we believe that by engaging pupils in making and responding to music, music education offers opportunities for them to:

- develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgements about music quality;
- acquire the knowledge, skills and understanding needed to make music,
- develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, eg listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

#### **Content of music at key stage 3**

Students will be taught how to:

- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills through applying listening skills and musical knowledge and understanding;
- enable pupils to make connections between all areas of knowledge and musical experiences.

**In particular, pupils should acquire and apply knowledge and understanding of:**

- how music is constructed, eg the use of musical elements and devices;
- how music is produced, eg the use of instruments, ICT, musical processes and procedures, including relevant symbols and notations;
- how music is influenced by time and place, eg the effect of the occasion, purpose or venue.

### **Religious Education**

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.

In Key Stage 3 RE, students are encouraged to consider their own uniqueness as well as making a detailed study of the lives of inspirational figures. They will explore concepts of journeys made for religious purposes and will also study places of worship

#### **At SCL the RE program aims:**

- Develop and understanding of the spiritual and religious aspects of human life
- Express their own ideas and responses to concepts such as difference and diversity
- Explore and develop an understanding of world religions
- Examine religious beliefs and practices through exploring concepts such as belief and worship and the difference made to individual lives by these beliefs

### **Thai Language and Culture**

Thai language and culture is a government requirement and a subject which adds richness and enlightenment to the Samui Centre of Learning, community.

The Thai language and culture curriculum develops the subjects through the areas of speaking and listening, reading, writing, language usage and the knowledge of Thai culture and society.

In Thai secondary schools Thai is taught as a modern foreign language and can be studied for UK examinations at key stage 4.