



Eden Boys

Eden Boys' School, Birmingham

Key Stage 3 Curriculum Guidance

2023 - 2024

September 2023

*Nurturing today's young people,
Inspiring tomorrow's leaders.*

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Foreword

Welcome to the Key Stage 3 Curriculum Booklet. I hope this will give the parents and students an insight of what we offer at Eden Boys', Birmingham. Our aim is to provide your son with strong foundations in Key Stage 3 and develop him throughout his years at the school, so he leaves this school ready to tackle any challenge.

We offer a broad and balanced curriculum to holistically develop your son's skills providing him with endless opportunities in his future.

Please take time to read the Curriculum Booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. The Key Stage 3 Curriculum Booklet also consists of a subject's outline, its long-term plan and the assessments it offers.

Students are assessed on a regular basis and are given feedback with the opportunity to make corrections and reflect on their performance. We encourage our students to make the most of what the school has to offer including participating in enrichment activities and volunteering for school events. We carefully track and monitor the progress of children against the National Curriculum Levels. This data is included in each student's Report Card and discussed at Parents Evening.

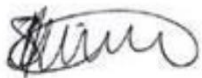
If you have concerns about your son in a particular area, it is important that you contact the school.

I look forward to watching your son develop as he becomes an increasingly confident, knowledgeable and accomplished young person. May I take this opportunity to wish the students every success at Key Stage 3 at Eden Boys.

I hope you find the details here helpful. Please get in touch with the teachers and Director of Learning if you would like any further information.

Your son's progress and well-being are always our top priority.

Sumeya Bhikhu



Principal of Eden Boys', Birmingham.

Curriculum Staffing

Senior Leadership Team

Ms S Bhikhu
Mr S Islam
Mr S Abdo

Principal
Vice Principal
Assistant Principal

Pastoral

Mr I Parker
Ms K Pathan
Mr J Hamza
Mr I Khaliq
Mr M Adeel
Mr Y Ahmed

Pastoral Manager / Head of Year 8
Head of Year 7
Head of Year 9
Head of Year 10
Head of Year 11
Faith and Character Lead

Access and Inclusion Faculty

Ms A Hassell
Ms C Elia
Mr J Lyall
Ms R Atif

Director of Learning: SENCO
HLTA
Teaching Assistant
Teaching Assistant

English Faculty

Ms A Shaban
Ms H Morris
Ms A Hutchinson
Ms R Brunt
Ms S Rauf
Ms N Ahmed
Mr M Crawshaw

Lead Practitioner: Teaching & Learning
Director of Learning
Deputy Director of Learning
Lead Practitioner: English
Teacher of English
Teacher of English
Teacher of English

Mathematics Faculty

Mr S Abdo
Mr V Amir
Mr S Doha
Ms S Javaid (Maternity Leave)
Mr H Choudary
Mr U Ibrahim
Mr D Desai
Ms S Ali

Assistant Principal
Director of Learning: Mathematics
Teacher of Mathematics
Teacher of Mathematics
Teacher of Mathematics
Teacher of Mathematics
Teacher of Mathematics
Teacher of Mathematics

Science Faculty

Mr A Khan
Mrs H Bisht
Mrs N Fox
Mrs A Parekh
Mr S Goldsmith
Mr H Vali

Director of Learning: Science
Deputy Director of Learning: Science
Teacher of Science
Teacher of Science
Teacher of Science
Teacher of Science

Humanities Faculty

Mr M Hussain
Mr B Ravat

Mr N Adair
Mr D Ford
Mr C Hickman
Mr O Turner
Mr H Hussain

Subject Leader: History
Subject Leader: Citizenship & Teacher of History
Teacher of History/PSHE
Subject Leader: Geography
Teacher of Geography
Teacher of RS
Teacher of RS

Modern Languages Faculty

Ms H Brighton
Mrs F Mushtaq
Mrs H Pearce

Subject Leader: MFL
Teacher of MFL: French/Urdu
Teacher of MFL: French

Computing Faculty

Ms S Bhikhu
Mr S Islam
Mr S Salim
Mr M Tahir
Mr M Jimale

Principal
Vice Principal
Subject Lead: Computing
Teacher of Computer Science
Teacher of Computer Science

Creative Arts Faculty

Ms J Crane
Ms A Chapman
Dr S Maryam
Ms D Barret
Ms E Samad

Subject Lead: Creative Art
Teacher of Art/DT
Teacher of Music/Nasheed
Teacher of Food Technology/DT
Food Technician

Sports Faculty

Mr A Dangor
Mr A Qabil

Subject Lead: PE
Teacher of PE

Curriculum Plan

The English curriculum builds essential knowledge and skills to equip students to serve the wider world so that they can express themselves fluently and creatively and essentially become effective communicators and confident writers. Through reading in particular, students engage with the world around them developing them culturally, emotionally, intellectually, socially and spiritually creating love for reading and words. Literature, especially, plays a key role in this development.

Curriculum Intent:

Year 7: Students increase their literary knowledge by using high quality literature to read analytically, respond to themes about horror, growing up, relationships, environment, personally and through authorial craft. Students develop their horror and mystery genre writing inspired and modelled by literature. Students build on speaking styles in a range of contexts.

Year 8: Students develop understanding of ambitious literature exploring debates and authorial intentions on ideas about wealth and power, identity, social issues, and tragedy. Students increase their creativity in writing and speaking through engagement.

Year 9: Students explore and understand challenging literature on crime and mystery, comedy, education, and human rights by examining the writer's intentions. They develop knowledge of crime writing, documentary writing and news reporting through conscious crafting and build on effective public speaking.

Fluency Composites

Students will be formally assessed once every half term and this will consist of a timed response. Nevertheless, there will be formative assessments carried out each week involving spelling tests and homework tasks.

How can you support your child?

- Ensure your son is completing all English homework set to the best of his ability.
- Remind and check that your son has a STAR readers book to read during form times at school every day. This book should stretch and challenge your son to ensure he improves his vocabulary and reading skills.
- Encourage your son to read at home by visiting your local library.
- Your son will be given a reading wise login to practice their vocabulary by completing the universal vocab 3 times in a week.
- Engage in conversations about what your child has learnt in English to support their communication.
- Help your child to improve his spelling, punctuality and grammar by investing in SPAG revision guides and worksheets from BBC Bitesize for him to complete. Use 'Look, Cover, Write and Check' to practise words on a weekly basis.
- Purchase a notebook for your child to record new words on- he should be learning 5 imaginative words each week.

Useful websites

At Eden Boys' Birmingham we endeavour to nurture those who take ownership of their own learning as this enables them to aspire to achieve educational excellence. Students should always be researching the social and historical context of authors, poets and writers that are being studied to support their learning. The following websites will be useful:

- www.bbc.co.uk/bitesize and www.sparknotes.com
- Login - ReadingWise

Curriculum Plan

Students learn to:

Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Curriculum Intent:

Year 7: Students focuses on finding and filling any gaps from KS2 and establishing a strong grasp of the number line, fractions, and decimals. Introductions to KS3 algebra and shape are gradual, the aim is to slowly build confidence.

Year 8: Students focuses on building on the algebra and shape introduced in Y7. Graphs, sequences, and probability are also explored at higher levels and connections between different branches start to be made. Students are given time to build on declarative knowledge across the many areas of mathematics.

Year 9: Students focuses on developing strong procedural skills on the parts of the curriculum covered so far. Confidence and accuracy in calculation and manipulation are emphasised as well as articulating reasons and linking different methods and ideas. Advanced ideas around ratio and proportion, inequalities and data handling are explored. Reinforcing and using mathematical concepts and notation help build a strong foundation for the higher-level maths to come.

Fluency Composites

Students will be assessed once every half term. Assessment will cover topics that they learnt up to that point in the year. For example, if the assessment is in term half term five, the topics will include everything they have learnt from September up to term five. However, at times the teacher may give students a short end of chapter assessment in addition to the half term assessment.

How can you support your child?

- Please ensure that he is completing his maths homework to a high standard
- Make sure your son is confident calculating sums mentally. Please encourage your son to use the 'Sparx' website to complete his weekly tasks and 'Corbett maths videos' for revision as well as for completing homework tasks.
- Ask your son to explain new mathematical concepts that he has learnt.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. This means that students need to spend time outside school going over topics they have covered in maths lessons and need to ensure that they revise consistently throughout the year. Before their assessments, students will be given a list of topics that they will be examined on. It is their responsibility to ensure that they cover all of these topics in great depth which will involve independent research above and beyond their classwork and homework.

- [Sparx - Select your school - Student Login \(sparxmaths.uk\)](https://www.sparxmaths.uk/)
- <https://corbettmaths.com/contents/>

Curriculum Plan

The development of scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Students also develop the understanding of scientific methods and processes through different types of science enquiry which allows them to answer specific questions about the world they live in. Students will be equipped with the scientific knowledge required to understand the uses and implications of science today and in the future. This in return will allow students access and critique conceptual models and theories to make sense of the observed diversity of natural phenomena.

Students will understand that science is based on hypotheses, practical experimentation, observation, theory development and review.

Curriculum Intent

Year 7: Help students relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations. Deepen understanding of factors to be considered when collecting, recording, processing data, evaluation

Year 8: Help students form greater links between what they are learning to phenomena in the world around them and develop their use of scientific vocabulary, including the use of scientific language, units, and mathematical representations.

Year 9: Aims to create more opportunities for enquiry-based learning, developing competent junior scientists, who can plan, obtain results, draw conclusions, and critically evaluate scientific practices. Also, aims to emphasise the impact and importance of science in the new world and its fundamental contributions to the societies in which we live.

Fluency Composites

Students will be assessed twice every half term; this includes a formal end of unit test, which focuses on the unit of work covered and a skills assessment which range from planning an investigation, obtaining and recording results and analysing data.

How can you support your child?

- Parents can encourage their children to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena.
- Foster children's creative and critical thinking, problem solving, and resourcefulness through authentic tasks such as cooking, doing household chores, gardening, repairing a bike or other household object, planning a trip, and other everyday activities.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in Science lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons. Website that are useful for independent work:

- BBC Bitesize KS3 Science.

Geography	<p><u>Curriculum plan</u></p> <p>A rich geography education gives students the opportunity and key foundations to bring to life the diverse world we live in via their own classroom. It develops a deeper appreciation of its natural and social aspects along a journey that will remain with them for a lifetime. As they progress through their studies, students will increase their understanding of the key interactions between human and physical processes.</p>
	<p><u>Curriculum intent</u></p> <p>Year 7: Focuses on studying places at a variety of different scales, by looking at the human and physical processes that shape and change them. Geographical skills are developed to enhance and deepen geographical thinking.</p> <p>Year 8: Builds on the strong foundation of year 7 and provides students with the opportunity to become more confident in analysing information from a variety of sources to form conclusions about a range of issues and processes that affect people, the environment, and the natural landscape at a variety of scales and across a range of places. Students become increasingly confident in making cross-curricular links.</p> <p>Year 9: Students gradually develop deeper contextual knowledge and understanding of geographical concepts, recalling and revisiting them meaningfully and regularly. Through enquiry, they confidently interpret a wide range of geographical information enabling them to conceptualise their classroom learning. With an increasingly interconnected web of knowledge, students can demonstrate a more mature awareness of issues and differing attitudes and values within which they arise.</p>
	<p><u>Fluency Composites</u></p> <p>Students will be formally assessed once every half term and this will consist of a timed response. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online. • Read around topics you are studying in school by taking out books from the library. • Discuss topics we are studying with family and friends.
	<p><u>Useful websites</u></p> <p>At Eden Boys' Birmingham we endeavour to nurture those who take ownership of their own learning as this enables them to aspire to achieve educational excellence. The following website is useful for independent learning:</p> <ul style="list-style-type: none"> • BBC Bitesize KS3 Geography.

History

Curriculum Plan

The study of history brings students into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, students come to understand their place in the world, and in the long story of human development. The study of history challenges students to make sense of the striking similarities and vast differences in human experiences across time and place.

School history also shows students how accounts of the past arise and are constructed. They learn how historians and others construct accounts about the past, building on and challenging or refining the work of others. Students learn how argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts.

Curriculum Intent

Year 7: Students gain a thematic understanding of the development of Britain through the lens of religion, state and society during the medieval period and Reformation. Students know how Britain evolved from a Catholic state to a Protestant one, and the existence of multiple forms of Protestantism. Students know how key events in Britain connected to the wider world, as well as having a chronological timeline, and the long-term impacts that resonate today bringing the past into the present.

Year 8: Using narratives students gain a thematic understanding of the development of Britain through the lens of religion, state, industry, empire and society during the Early Modern Era and the Modern Era. Students know how Britain developed from an absolute monarchy to a Republic and onto a constitutional monarchy. Students know the origins of the British Empire, and the impact of colonisation on the conquered and the conquerors, as well as the impact of industrialisation on Britain.

Year 9: With narratives students gain a thematic understanding of the development of Britain through ideas, political power, trade, and empire in the Modern Era. Students gain a thematic understanding of the challenges for Britain, Europe, and the wider world in the Modern Era. Students know the significance of both world wars in shaping our present day, therefore bringing the past into the present. More explicitly, students should take away knowledge of how ideas such as communism, fascism and suffrage led to tangible change throughout Europe.

Fluency Composites

Students will be formally assessed once every half term and this will consist of a timed response. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

How can you support your child?

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Look out for History in the news and bring in newspaper articles.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons..

- <http://www.bbc.co.uk/education>

Curriculum Plan

In religious education (RE), students enter a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE enables students to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords students both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world. The evolution of society's religious and non-religious landscape highlights that it is important for students to build up accurate knowledge of the complexity and diversity of global religion and non-religion. It supports spiritual, moral, social and cultural development of students. It considers students' recognition of different people's values, feelings, faith and ways of living and contributes to personal development. Religious education plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.

Curriculum Intent

Year 7: Students will know and understand the origin and sources of religious faith, ways of expression for religious believers and the link to events from the past.

Year 8: Students will know and understand responses to 'Big Questions' through the exploration of theological, philosophical and sociological viewpoints.

Year 9: Students will know and understand responses to 'Big Questions' through the exploration of theological, philosophical and sociological viewpoints.

Fluency Composites

Students will be formally assessed once every half term and this will consist of a timed response. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

How can you support your child?

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Use a revision guideline to consolidate learning.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students will also be given two projects to complete throughout the year.

- BBC Bitesize KS3 Religious Education.

Curriculum Plan

Art, craft and design equips students with the knowledge, skills and experience to recreate, experiment and invent their own interpretation of visual literacy. Students sensory engagement with a broad range of materials, techniques and processes will allow students to explore and develop a curiosity for the arts. Through an iterative design process, they can organise their ideas and realise their intentions through the creation of personal and meaningful works of art. Students will know how art reflects and shapes our history and how this contributes to the creativity and wealth of our nation and beyond.

Curriculum Intent

Year 7: Students will learn the formal elements of art and how they are combined to create visual impact, the principles of art including rhythm, balance and proportion, about modern and historical artists, to analyse the meaning of art and articulate this using artistic terminology, how to compare and contrast art from different movements, how to create 2D and 3D art forms using paint, ink, pencil, markers, crayon, chalk and digital methods.

Year 8: Students will explore 2D art forms including land, sea and cityscapes, printing and portraiture, develop skills within observational drawing and refine tonal drawing techniques, select and apply materials to create mixed media works of art and sculptures, learn construction techniques to create 3D works of art using adhesives, paper and card, safely use the tools and equipment used for block and screen printing.

Year 9: Students will learn to independently explore printing techniques, observational drawing, develop and explore their own ideas in relation to a given theme, compare and contrast appropriate mediums and materials to realise intentions, apply mediums including ink, pencil, paint, pastel, charcoal, textiles and digital, explore the political, historical and economical influences on famous works of art, invent original works of art using imagination and creativity, present work on canvases, design sheets, textiles and through photographs, work as part of a team.

Fluency Composites

Termly assessment for each unit based on:

- Generation of ideas.
- Level of practice from students.
- Reflection/ evaluation.
- Independent study and initiative taken by students.
- Finalisation of skills and techniques.

How can you support your child?

In order for students to become better skilled in relevant techniques, they must be willing to make mistakes in order to evaluate their ability and therefore enhance their skills in the process. Positive reinforcement will also help students, as a lack of confidence can often hide a natural talent.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons. Website that are useful:

- <http://www.bbc.co.uk/education/subjects/z6f3cdm>
- <http://www.tate.org.uk/art>
- <http://arthistoryresources.net/ARTHLinks.html>

Curriculum Plan

The study of languages opens students' minds to a whole world of opportunity. It develops their deep cultural awareness of how linguistic heritage links people of different cultures around the world. We enable all our students to broaden their horizons, converse with other people from different backgrounds, learn about world cultures and strengthen their economic prospects by building for them a firm foundation in language learning.

Curriculum Intent

Year 7: Focuses on securing a love of the language and culture, forming positive language learning habits and securing a strong linguistic foundation with a focus on knowing and remembering more. Fluency is key.

Year 8: builds on the strong foundation of Y7 by recycling some content in greater depth, practised and extended through more complex linguistic structures and sustained listening, speaking, reading and writing. Some new topics are also introduced, as well as the past tense.

Year 9: Allows students to explore familiar topic areas in greater depth, practised and extended through more complex linguistic structures and sustained listening, speaking, reading and writing. All three tenses – present, past and future - are rehearsed, including in third person, in different combinations. Developing cultural awareness and active engagement verbally and in written form remain at the core of the curriculum.

Fluency Composites

Students will also be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.

How can you support your child?

- Encourage students to do independent research online.
- Practise reading a book in Urdu.
- Use duo lingo each week to practice Urdu
- Discuss topics we are studying with family and friends. Get the student to practise speaking in Urdu at home.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons.

- <https://www.languagenut.com/>
- Duo Lingo app

French

Curriculum Plan

The study of languages opens students' minds to a whole world of opportunity. It develops their deep cultural awareness of how linguistic heritage links people of different cultures around the world. We enable all our students to broaden their horizons, converse with other people from different backgrounds, learn about world cultures and strengthen their economic prospects by building for them a firm foundation in language learning.

Curriculum Intent

Year 7: Focuses on securing a love of the language and culture, forming positive language learning habits and securing a strong linguistic foundation with a focus on knowing and remembering more. Fluency is key.

Year 8: Builds on the strong foundation of Y7 by recycling some content in greater depth, practised and extended through more complex linguistic structures and sustained listening, speaking, reading and writing. Some new topics are also introduced, as well as the past tense. Developing cultural awareness and active engagement verbally and in written form remain at the core of the curriculum.

Year 9: focuses on automaticity. Students are confident using a combination of tenses. They can speak and write confidently on a range of topics from memory. Students are introduced to some new topics relating to their interests and aspirations. They are well-prepared for the GCSE course.

Fluency Composites

Students will be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.

How can you support your child?

- Encourage students to do independent research online.
- Practise reading a book in French
- Use Languagenut each week to complete set tasks
- Discuss topics we are studying with family and friends. Get the student to practise speaking in French at home.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons.

The students can go onto the internet, to practice what they have learnt in class. There are a variety of internet sites for example:

- <https://www.languagenut.com/>
- Duo Lingo App
- BBC Bitesize French : <http://www.bbc.co.uk/education/subjects/zgdqxn>
- <http://www.zut.org.uk/beginner/year7.html>
- What to learn: <http://www.what2learn.com/home/examgames/french>

Curriculum Plan

The faith music is to profoundly develop students' musicality by offering musical experiences that resonate with their faith and cultural contexts whilst ensuring that they have meaningful encounters and develop a thorough awareness of the rich musical contexts of Great Britain and the world around them. Students' experiences in music will provide for them narratives that reverberate with them as lifelong experiences; enabling some to thrive as promising musicians whilst instilling in all a deeper appreciation of the music they and others encounter.

Curriculum Intent

Year 7: Students build upon musical knowledge they have from a primary level and develop strong knowledge of melody, rhythm and musical structures. Students get to know the importance of Prophet Muhammad ﷺ in Islam and utilise their music creativity to compose and perform various musical pieces about Prophet Muhammad ﷺ.

Year 8: Students build on previous years knowledge to know: the elements of music more deeply, melody and rhythm through a variety of composing, performing and listening tasks. Students develop a richer appreciation of music related to specific cultures through the exploration of key beliefs from Islam.

Year 9: Students know about other musical features and devices that the great composers used to make music more interesting through time and place. They use their musical knowledge to compose, perform, listen to and appraise music based on specific cultural and social musical contexts, with an awareness of some key Islamic concepts.

Fluency Composites

Termly assessment for each unit based on:
concepts of pitch, tempo, dynamics, duration, timbre, texture, articulation and silence.

- Level of practice from students.
- Rhythm and pulse
- Musical knowledge.
- Finalisation of skills and techniques.

How can you support your child?

- Encourage students to do independent research online.
- Practise singing the taught nasheeds at home

Useful websites

Students are encouraged to watch the youtube videos of famous nasheed artists and practise the signing techniques taught in the lesson.

Computer Science	<p><u>Curriculum Plan</u></p> <p>A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>
	<p><u>Curriculum Intent</u></p> <p>Year 7: Understand simple algorithms, introduction to python programming, understand hardware components and application software. Understand how computer stores binary digits and different types of images. Design and create digital artefacts for given audience. Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p> <p>Year 8: Understand the system architecture, CPU process and storage. Understand how instructions are stored and executed within a computer system; understand how data of various types (including text and pictures) can be represented and manipulated digitally, in the form of binary digits. Understand network and cybersecurity, identification, and prevention. Develop and apply their analytic, problem-solving, design, and computational thinking skills.</p> <p>Year 9: Use two or more programming languages, understand simple Boolean logic [for example, AND, OR and NOT]. Understand the system architecture CPU and embedded systems. Hardware and software components that make up computer systems, and how they communicate with one another and with other systems. Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</p>
	<p><u>Fluency Composites</u></p> <ul style="list-style-type: none"> • Half termly assessment for each unit based on: Practical demonstration of IT capability using specific software – teacher observation. • Independent study unit as part of the homework task.
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online. • Read around topics you are studying in school by taking out books from the library. • Make sure your son completes his homework. • Practise programming
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons.</p> <ul style="list-style-type: none"> • BBC Bitesize Computer Science KS3 • <u>Python Online Compiler & Interpreter - Replit</u>

Curriculum Plan

Students will learn about their rights and responsibilities, both as individuals and as part of the wider community and explore many of the issues faced by young people both in and outside of the school environment. Students learn about democracy and the rule of law, the English legal system, and gain an understanding of the political landscape and the importance of fundamental British values. Students are taught practical life skills, such as how to manage their money effectively, how to budget and save, how to plan for their future careers and harness their entrepreneurial skills, how to foster positive and supportive relationships with others, and how to safeguard their physical and mental health.

Curriculum Plan

Year 7: Students will be taught Life in Modern Britain and rights and responsibilities.

Year 8: Students will be taught about democratic participation, voting system, drug awareness. Followed by human rights, personal Finance and relationships.

Year 9: Students will develop in their knowledge and understanding of how different communities and society works and develop the skills required to participate as a responsible and active citizen of our democracy and of wider society.

Fluency Composites

Students will not be assessed in PSHE. Nevertheless, each week students will be given homework tasks covering knowledge covered in class.

How can you support your child?

- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Look out for relevant information on the news.

Useful websites

Students will be encouraged to be independent and take responsibility of their own learning. Students need to spend time outside school going over topics they have covered in lessons.

Curriculum Plan

Physical education inspires all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Students learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and physical activity. Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, students can miss out on an enriching aspect of our communal life. Participation in physical activities makes 'our lives go better, not just longer' (Kretchmar). High-quality PE therefore is a physical and cultural entitlement for students to:

Curriculum Intent

Year 7: Students will perfect their locomotor skills (for example running and jumping), stability skills (for example twisting and balancing) and manipulation skills (such as throwing and catching). Students are explicitly taught rules, strategies and tactics through direct instruction and feedback. They will learn about the concepts 'aerobic' and 'anaerobic.'

Year 8: Students will have the opportunity to apply their locomotor skills through different physical activities. They are starting to apply the rules, strategies and tactics intelligently. Students learn important facts about the human body and physical activities and how to perform appropriate activities for health benefits.

Year 9: Students produce confident and controlled motor movement and show motor competence across a range of physical activities. Students' knowledge of rules, strategies and tactics directs their movement. Students demonstrate competence and confidence. They value the importance of healthy, active lives.

Fluency Composites

Students are assessed at the end of each term. They are assessed based on physical competence, replication of skills and ability to outwit opponents..

How can you support your child?

- Encourage your son to participate in an enrichment activity
- Practise sports at home with family and friends.

Useful websites

Students should look to practice the skills they develop in PE/Sports lessons outside of school. The Sports enrichment programme offers a range of after school sports where all students are welcome based on enthusiasm and not aptitude.

Design and Technology	<p><u>Curriculum Plan</u></p> <p>The study for design and technology is to establish a safe learning environment which is conducive to learning, stimulating, imaginative and relaxed where students feel supported and secure. Design and technology is an inspiring and practical subject where students have the opportunity to be creative in designing and making products that solve real and relevant problems within a variety of contexts; they have the chance to demonstrate regard of their own and others' needs, wants and values. Students acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. The curriculum makes an essential contribution to the creativity, culture, wealth and well-being of our students.</p>
	<p><u>Curriculum Intent</u></p> <p>Year 7: Use progressive technology to develop creative, technical and practical solutions to real world problems. Build a sound foundation for knowledge, understanding a range of materials. Integrate STEM learning in an 21st century curriculum design to prepare students for their future. Develop an awareness of good health food, safety, food hygiene and basic food preparation skills.</p> <p>Year 8: Builds on the strong foundation of Y7, students develop skills to adapt to recognised industry. Real world problems are solved using technical and specialist skills and electronics is introduced. Students learn to appreciate British cuisines and foods of the world and make more conscientious decisions in food preparation.</p> <p>Year 9: Builds on the strong foundation of Y7 and Y8; students learn about real world problems and work on functional solutions. Exploration of different industries including health care, allowing students to discover a realistic approach to problem solving. We focus heavily on materials with a greater focus on physics to allow students to make deeper connections and understand how current and future problems and solutions can be accomplished. Students also learn about food and wider societal issues. Technical skills are demonstrated throughout this year which will help to make informed choices for KS4 options.</p>
	<p><u>Fluency Composites</u></p> <p>Students are assessed at the end of each term. They are assessed based on competence and skills.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online. • Read around topics you are studying in school by taking out books from the library.
	<p><u>Useful websites</u></p> <p>Students should look to practice the skills they develop in DT outside of school. The DT enrichment programme offers a range of after school activities where all students are welcome based on enthusiasm.</p>



Eden Boys

*Nurturing today's young people,
Inspiring tomorrow's leaders.*

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