



**Key Stage 3 Curriculum (Years 7, 8, and 9 - ages 7-11)**

**The English National Curriculum**

Students attending the RIS secondary school follow the National Curriculum for England (adapted to our local needs). The programme of study follows on from the Key Stage 2 curriculum taught in the earlier years of schooling.

**Assessment**

Throughout Key Stage 3 students are regularly assessed. RIS uses the same assessments as schools in England. Children's progress is closely monitored through written assessments and teacher assessment. Feedback from the test results is given to parents at parent-teacher meetings and via the reports. At the end of year 9 pupils choose the subjects they would like to study at IGCSE, (with the support of their form teacher).

**Some of the subjects, skills and topics are taught at KS2:**

<p><b>English</b> <b>[literacy lessons]</b></p>	<p>In key stage 3 pupils develop spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.</p> <p>Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will also be taught to give well-structured descriptions and explanations and develop their understanding through, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p> <p>Reading: Pupils will strengthen their reading and writing in all subjects to support their acquisition of knowledge. Pupils will also be taught to read fluently, understand extended prose (both fiction and non-fiction). At RIS we promote reading for enjoyment and encourage students to read for pleasure. We provide library facilities and set expectations for reading at home.</p> <p>Writing: It is our goal that our students develop the stamina and skills to write at length, with accurate spelling and punctuation. Our pupils are taught the correct use of grammar. Genres of writing covered include: narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports pupils in rehearsing, understanding and consolidating what they have heard or read.</p> <p>Our children learn English through all curricular areas, not simply literacy lessons. Teachers establish cross-curricular links between literacy skills and other subjects so that pupils can immerse themselves in a topic and are repeatedly exposed to vocabulary, thus making it easier to retain.</p> <p>Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, building systematically on pupils' existing knowledge.</p>
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	<p>They increase pupils' store of words and new vocabulary. They also develop understanding of and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.</p>
<b>Mathematics</b>	<p>Pupils will consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include, powers and roots. Moreover pupils will be taught how to select and use appropriate calculation strategies to solve increasingly complex problems. As well as this pupils will be expected to use algebra to generalise the structure of arithmetic, including how to formulate mathematical relationships, substitute values in expressions, rearrange and simplify expressions, and solve equations. This will then be extended into developing algebraic and graphical fluency, including understanding linear and simple quadratic functions.</p> <p>Students will also be taught how to reason mathematically and make connections between number relationships, and their algebraic and graphical representations, extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically.</p> <p>The learning of mathematical skills and the technical language is not just confined to this subject. Pupils use their skills and knowledge in meaningful situations in other subjects, for example science and humanities.</p>

<b>Science</b>	<p>The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They are then encouraged to relate scientific explanations to phenomena in the world around them. Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas.</p> <p>Pupils are taught to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They evaluate their results and identify further questions arising from them. This is termed as 'Working scientifically'. Teachers share how scientific ideas have developed historically to reflect modern developments in science.</p>
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<p><b>Humanities</b></p>	<p>Through the study of Geography in key stage 3, pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics. This then leads onto understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Pupils will also be expected to collect, analyse and communicate a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. This data will be supplemented by the interpret and a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>The national curriculum for history aims to ensure that all pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind, for example. Through this they will gain a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Moreover they will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Pupils will then be able to identify connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
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**If you child has little or no English:**

Our secondary school welcomes new children who have little or no English, provided places are available. In order to help them adjust to an English environment they will receive additional EAL support. It is still realistic for students joining school in year 7 to achieve positive results at IGCSE, although we cannot guarantee this for students joining us at this late stage.

Our approach is to immerse the child in the English language as well as giving him/her additional support.

On the first day of school, new children will be paired with a 'buddy', to support with the transition to their new school.

<b>Information and communications Technology</b>	<p>In key stage 3 pupils are taught the concepts of computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils 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, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology</p>
<b>Art</b>	<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Within key stage 3 pupils are taught how to be able to think more critically and develop a more rigorous understanding of art and design. They will also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of humankind. The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>-produce creative work, exploring their ideas and recording their experiences</li> <li>-become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>-evaluate and analyse creative works using the language of art, craft and design</li> <li>-know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
<b>Citizenship</b>	<p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Lessons equip pupils with the skills and knowledge to explore political and social issues critically, to weigh up evidence, debate and make reasoned arguments. It also prepares pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. The outcome of lessons should be that pupils are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</p>

### Russian International School KS3 Curriculum

The child will be placed in a registration class. During English lessons they will take part in small group lessons where they will receive additional support. For some lessons, which have a high concentration of topic specific vocabulary, (like humanities and science) they may be taken out to receive further specialist support.

Where lessons are comparatively easy to follow, like physical education and art, children will remain with and learn alongside their classmates. Most new children adapt and learn quickly. They master the social language and can communicate their needs and feelings with their teacher and classmates. Later they are taught the skills of reading and writing. Our experience shows that the progress of individual children is variable. However, it is true to say that most children who have been attending for three or more years attain an academic level of English which is equivalent to, or better than the expected level in England.