



# Key Stage 3 Handbook

St John's College, Cardiff



2024 - 2025

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**St John's College, Cardiff**  
**KEY STAGE 3**  
**CURRICULUM HANDBOOK**  
**2024-2025**

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## Introduction

Dear Parents and Pupils,

Welcome to our Key Stage 3 Curriculum Handbook. I hope that you find the contents useful in providing an overview of what is studied at St John's College during R12 (Year 7) and R13 (Year 8).

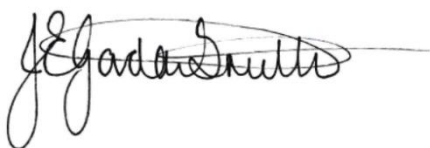
The Key Stage 3 curriculum at St John's College is broad and balanced and provides all pupils with a variety of learning opportunities that will support them in the development of skills that are vital for future study at GCSE and A Level.

All students study all subjects at Key Stage 3, choosing options for Key Stage 4 in the Lent term of R13.

This handbook details the content taught in each subject throughout Key Stage 3. Students are regularly assessed and their progress is monitored throughout the year to ensure that they are working at their expected level.

Please do read this guide in conjunction with the Pupil Parent Handbook, which you will find on the school website ([www.stjohnscollegecardiff.com](http://www.stjohnscollegecardiff.com)), and with the various relevant academic policies.

If you have any questions, please do not hesitate to get in touch with the relevant member of staff.



Mrs J Gordon-Smith,  
*Deputy Head.*



## Who's who in Key Stage 3?



**Mrs Jones, Assistant Head, Pastoral and Designated Safeguarding Lead (DSL)**, is responsible for the day-to-day running of the senior school pastoral team.

Email: [ejones@stjohnscollegecardiff.com](mailto:ejones@stjohnscollegecardiff.com)



**Mrs George, Head of R12**, is responsible for the organisation, day-to-day running and academic performance of all pupils in R12.

Email: [cgeorge@stjohnscollegecardiff.com](mailto:cgeorge@stjohnscollegecardiff.com)



**Mr Turner, Head of R13**, is responsible for the organisation, day-to-day running and academic performance of all pupils in R13.

Email: [lturner@stjohnscollegecardiff.com](mailto:lturner@stjohnscollegecardiff.com)

**Your Form Tutor** is the person immediately responsible for overseeing your welfare and general progress. Accordingly, it is your Form Tutor to whom you should turn in the first instance if you wish to seek advice, or have a particular requirement or difficulty.

### R12 Tutors:



Mr Evans  
[bevans@](mailto:bevans@stjohnscollegecardiff.com)  
(R12E)



Miss Harrington  
[charrington@](mailto:charrington@stjohnscollegecardiff.com)  
(R12H)



Miss Beckham  
[lbeckham@](mailto:lbeckham@stjohnscollegecardiff.com)  
(R12B)



Mrs Rezqui  
[zrezgui@](mailto:zrezgui@stjohnscollegecardiff.com)  
(R12R)

### R13 Tutors:



Miss Sanders  
[esanders@](mailto:esanders@stjohnscollegecardiff.com)  
(R13S)



Mrs Crowley-Davies  
[ccrowley-davies@](mailto:ccrowley-davies@stjohnscollegecardiff.com)  
(R13C)



Mrs Kloosterman  
[ekloosterman@](mailto:ekloosterman@stjohnscollegecardiff.com)  
(R13K)



Mrs Lawrie / Mr Capel  
[rlawrie@](mailto:rlawrie@stjohnscollegecardiff.com) / [acapel@](mailto:acapel@stjohnscollegecardiff.com)  
(R13L)

**Other contacts:**

**Mr Moody**  
Headteacher  
Email: [slmoody@stjohnscollegecardiff.com](mailto:slmoody@stjohnscollegecardiff.com)



**Mrs Gordon-Smith**  
Deputy Head  
Email: [jgordon-smith@stjohnscollegecardiff.com](mailto:jgordon-smith@stjohnscollegecardiff.com)



**Mrs Jones**  
Assistant Head, Pastoral & Designated Safeguarding Lead (DSL)  
Email: [ejones@stjohnscollegecardiff.com](mailto:ejones@stjohnscollegecardiff.com)



**Mr Taylor**  
Assistant Head, Admissions & External Relations  
Email: [ftaylor@stjohnscollegecardiff.com](mailto:ftaylor@stjohnscollegecardiff.com)



**Miss Owen**  
Director of Academic Studies  
Email: [mowen@stjohnscollegecardiff.com](mailto:mowen@stjohnscollegecardiff.com)

## Key Stage 3 events and activities in the 2024-2025 Academic Year

### ADVENT TERM

- R12-R14 Induction days
- Cognitive Ability Tests (R12 & R14)
- Pastoral Catch up Evening with Tutors
- Harvest Festival Assembly
- R12 Residential Trip
- Remembrance Assembly
- Carol Concert
- Whole-school Christmas Assembly / Carol Service
- Pupils receive ASPIRE Grades

### LENT TERM

- ASPIRE Grade Review Week
- Parents' Evening
- R13 Taster Day
- R13 GCSE Options Evening
- R13 GCSE Options Deadline

### TRINITY TERM

- ASPIRE Grade Review Week
- R12-R14 Internal Assessments
- R12-R14 PTM and PTE Tests
- R12 Welcome Day

## Subjects

### ART

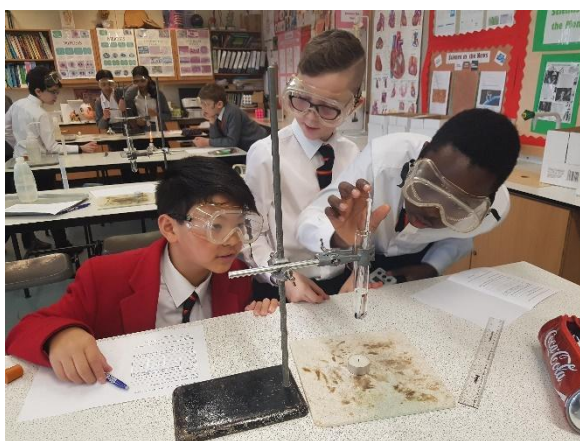
	R12	R13
<b>Advent 1</b>	Mark Making and Textures	Pop Art
<b>Advent 2</b>	Landscapes	Portraits
<b>Lent 1</b>	Birds and Nature	Printmaking (Lino)
<b>Lent 2</b>	Silk Painting and Pattern	Sweet Treats
<b>Trinity 1</b>	Fruit and Vegetable Studies	Material Masterclasses
<b>Trinity 2</b>	Still Life	Ceramics



## BIOLOGY

	R12	R13
<b>Advent 1</b>	Cells	Botany
<b>Advent 2</b>	Cells	Botany
<b>Lent 1</b>	Variation & Classification	Evolution
<b>Lent 2</b>	Variation & Classification	Evolution
<b>Trinity 1</b>	Human Reproduction	Health & Disease
<b>Trinity 2</b>	Human Reproduction	Health & Disease

**Subject specific equipment required:** Ruler, calculator.





## CHEMISTRY

	R12	R13
<b>Advent 1</b>	Safety and Bunsen Burner Training	Chemical Reactions
<b>Advent 2</b>	Solids, Liquids and Gases	Chemical Reactions
<b>Lent 1</b>	Solids, Liquids and Gases	Atomic Structure
<b>Lent 2</b>	Elements, Compounds, Mixtures	Atomic Structure
<b>Trinity 1</b>	Acids & Alkalis	Periodic Table
<b>Trinity 2</b>	Acids & Alkalis	Periodic Table

**Subject specific equipment required:** Ruler, calculator.







## COMPUTING

	R12	R13
<b>Advent 1</b>	Cyber Explorers	Digital Citizenship
<b>Advent 2</b>	Edublocks Computer Programming	Digital Graphics
<b>Lent 1</b>	Spreadsheets	Introduction to Python Programming
<b>Lent 2</b>	Computer Systems	Introduction to Web Development
<b>Trinity 1</b>	Digital Graphics	Animation
<b>Trinity 2</b>	Coding for Climate Action	GameMaker – Games Development



## DESIGN TECHNOLOGY

	R12	R13
<b>Advent</b>	<p><b>ENGINEERING: F1 IN SCHOOLS</b> Pupils will design a model F1 car to race on a 20m track. They use CAD (Fusion 360) to design the car and test the aerodynamics. Pupils will be placed into teams to address different tasks focused on engineering. All R12 pupils will compete against each other and the winning team gets to race at the Welsh Regional Finals.</p> 	<p><b>GRAPHICS: TECHNICAL DRAWING</b> Pupils will explore the different types of drawing techniques. For example: Isometric, Orthographic and Perspective. Pupils will learn to use correct drawing equipment for different drawing techniques. These techniques will aid them in all areas of Design Technology, especially GCSE.</p>
<b>Lent</b>	<p><b>SMART MATERIALS: THERMOCHROMIC THERMOMETER</b> Pupils will design a thermometer on 2d design and cut it out on the laser cutter. They will learn about smart materials and how different smart materials respond to the environment. They will research MDF and Acrylic, understanding its advantages and disadvantages.</p> 	<p><b>WOOD: BOOKENDS</b> Pupils will design, develop and manufacture a wooden bookend using Biomimicry as inspiration. Nature should inform pupils' final outcome. Pupils will learn how to use traditional hand tools to measure, cut and finish Pine, as well as the Pillar Drill to construct dowel joints.</p>
<b>Trinity</b>	<p><b>PLASTICS: STATIONERY HOLDER</b> Pupils will design a stationery holder from one strip of Acrylic. They will design where they would like certain items to be positioned and will research the sizes they will need for them. Using a line bender, the pupils will bend their acrylic into their desired shape.</p> 	<p><b>3D PRINTER: USB CASING</b> Pupils will explore Fusion 360 where they will design a casing for an USB. Once designed and rendered for a realistic representation of their product, they will send the file to the 3D printer. Pupils will understand and use the 3D printer successfully so that they are able to incorporate this manufacturing method at GCSE.</p> 

## ENGLISH LANGUAGE

	R12	R13
<b>Advent 1</b>	<p>Gothic Fiction</p> <p>Travel Writing</p> <p>Goldfish Boy and work relating to it</p> <p>Grammar, punctuation and Spelling skills</p>	<p>A range of fiction, non-fiction and poetry</p> <p>Holes and work relating to it</p> <p>Grammar, punctuation and Spelling skills</p>
<b>Advent 2</b>	<p>Firework Poetry</p> <p>Comedy Play Scripts</p> <p>Wolf Hollow and work relating to it</p> <p>Grammar, punctuation and Spelling Skills</p>	<p>A range of fiction, non-fiction and poetry based on the theme of Childhood</p> <p>Holes and work relating to it</p> <p>Grammar, punctuation and Spelling skills</p>
<b>Lent 1</b>	<p>Vampire Literature</p> <p>Goodnight Mister Tom and work relating to it</p> <p>Grammar, punctuation and Spelling Skills</p>	<p>A range of fiction, non-fiction and poetry</p> <p>A Midsummer Night's Dream - and work relating to it</p> <p>Grammar, punctuation and Spelling skills</p>
<b>Lent 2</b>	<p>The Highwayman Poem and writing a newspaper report</p> <p>Extract from Wonder and work relating to it</p> <p>Goodnight Mister Tom and work relating to it</p> <p>Grammar, punctuation and Spelling Skills</p>	<p>A range of fiction, non-fiction and poetry</p> <p>A Midsummer Night's Dream - and work relating to it</p> <p>Grammar, punctuation and Spelling skills</p>



## FRENCH

	R12	R13
<b>Advent 1</b>	<p>Introducing Yourself</p> <ul style="list-style-type: none"> <li>• Meeting and greeting people</li> <li>• Saying your name and someone else's name</li> <li>• Spelling your name using the French alphabet</li> <li>• Saying your age and someone else's age</li> <li>• Saying your birthday and someone else's birthday using numbers 1-31</li> <li>• Saying what colours things are using adjectives</li> <li>• Saying what pets you have</li> </ul>	<p>Talking About Entertainment and Leisure Activities</p> <ul style="list-style-type: none"> <li>• Talking about television programmes, using the present tense of -er verbs.</li> <li>• Discussing films, focusing on the present tense of "avoir" and "être".</li> <li>• Discussing reading, covering -ir and -re verbs.</li> <li>• Discussing internet usage.</li> <li>• Talking about what you did yesterday evening, focusing on the perfect tense.</li> <li>• Discussing your favourite television programmes, films, and books</li> </ul>
<b>Advent 2</b>	<p>Talking About School Subjects</p> <ul style="list-style-type: none"> <li>• Giving opinions and reasons using intensifiers ("beaucoup" &amp; "assez") and connectives</li> <li>• Agreeing and disagreeing</li> <li>• Forming questions by using intonation and "Est- que"...?</li> <li>• Using the timetable describing the 12- hour clock</li> <li>• Describing your school day using "on" informal 'we'</li> <li>• Talking about food using the partitive article ("de, du, de la, de l', des")</li> </ul>	<p>Talking About A Holiday In Paris</p> <ul style="list-style-type: none"> <li>• Saying what you did in Paris, focusing on the perfect tense of regular verbs.</li> <li>• Describing when you did things, using the perfect tense of irregular verbs.</li> <li>• Understanding information about a tourist attraction and learning to use "C'était... and j'ai trouvé ça...".</li> <li>• Discussing where you went and how, using the perfect tense with "être".</li> <li>• Asking questions in the perfect tense.</li> </ul>

<b>Lent 1</b>	<p>Talking About My Hobbies</p> <ul style="list-style-type: none"> <li>• Talking about computers and mobiles using -er verbs</li> <li>• Talking about which sports you play using “jouer à”</li> <li>• Talking about activities using the verb “faire”</li> <li>• Saying what you like doing using “aimer” + the infinitive</li> <li>• Describing what other people do using “ils /elles”</li> </ul>	<p>Talking About My Identity</p> <ul style="list-style-type: none"> <li>• Talking about personality, focusing on adjectival agreement.</li> <li>• Talking about relationships, using reflexive verbs.</li> <li>• Discussing music preferences, along with agreeing, disagreeing, and giving reasons.</li> <li>• Talking about clothes, using the near future tense.</li> <li>• Discussing your passions, using past, present, and future tenses.</li> <li>• Discussing different regions.</li> </ul>
<b>Lent 2</b>	<p>Talking About Your Area</p> <ul style="list-style-type: none"> <li>• Talking about your area, village using “il y a / il n’y a pas de”</li> <li>• Giving directions while understanding when to use “tu” and “vous”</li> <li>• Talking about where you go at the weekend using “à” + the definite article</li> <li>• Saying what you can do in town using “on peut” + infinitive</li> </ul>	<p>Talking About Where I Live</p> <ul style="list-style-type: none"> <li>• Describing where you live, using comparative adjectives.</li> <li>• Describing your home, focusing on prepositions.</li> <li>• Talking about meals, focusing on the verbs “boire” and “prendre”.</li> <li>• Discussing what food to buy, using the expression “il faut”.</li> <li>• Talking about an event, using three tenses.</li> </ul>
<b>Trinity 1</b>	<p>Going Out And Going On Holidays</p> <ul style="list-style-type: none"> <li>• Talking about your holidays using “nous” to say we</li> <li>• Talking about getting ready to go out using reflexive verbs (singular)</li> <li>• Buying drinks and snacks at the cafe using higher numbers</li> <li>• Talking about holiday plans using the near future tense</li> <li>• Saying what you would like to do using “je voudrais” + infinitive</li> </ul>	<p>Talking About Talent, Ambition and Competition</p> <ul style="list-style-type: none"> <li>• Talking about talent and ambition, using infinitives and the verb “vouloir.”</li> <li>• Encouraging or persuading someone, focusing on the verbs “pouvoir” and “devoir.”</li> <li>• Rehearsing for the contest, using the imperative form.</li> <li>• Saying who is the best, the most, the least, using superlative adjectives.</li> </ul>



## GAMES

	R12	R13
<b>Advent 1</b>	Boys: Rugby/Football/Basketball Girls: Netball/Basketball/Hockey/Football	
<b>Advent 2</b>	All pupils: Badminton/Squash/Fitness/Table Tennis	
<b>Lent 1</b>	All pupils: Gymnastics/Basketball	
<b>Lent 2</b>	Fixture block	
<b>Trinity 1</b>	Pupil voice block: Different outdoor education activities including: Mountain Walking, skiing, high ropes, kayaking, paddle boarding and white water rafting. A separate letter will be issued closer to the date for these activities.	
<b>Trinity 2</b>	Group 1 – Tennis Group 2 – Athletics Group 3 – Striking and fielding	

**Subject specific equipment required:** Please see school PE kit requirements. Pupils will need swimwear if swimming

**Other Information:** We now use a holistic assessment method for all of our pupils. Pupils are made familiar with this at the start of each term. Pupils are assessed on 3 grounds:

- Head (Knowledge, Understanding, Analysis, Feedback, Responsibility and Rules)
- Heart (Communication, Leadership, Respect, Resilience, Effort and Confidence)
- Hands (Physical ability, Fitness levels, Technique, Tactics and Problem solving)

If you would like more information on the assessment model used, please do not hesitate to get in contact/discuss with staff at parents' evening.





**GEOGRAPHY**

	<b>R12</b>	<b>R13</b>
<b>Advent 1</b>	My Geography	Geography of Sport
<b>Advent 2</b>	Our Restless Earth	Coastal Hazards
<b>Lent 1</b>	Our Threatened Planet	Investigating Weather
<b>Lent 2</b>	Development	Global Cities
<b>Trinity 1</b>	Coastal Change	Climate Change & Renewable Energy
<b>Trinity 2</b>	Coastal Change	Climate Change & Renewable Energy

**Other information:**

Lesson resources and slides are posted on the Google Classroom to help students prepare for assessments and revise for the end of year examinations.



## HISTORY

	R12	R13
<b>Advent</b>	<p>Time Team</p> <p>Branching Out</p> <p>Why did William win the Battle of Hastings?</p>	<p>How useful is Gerald of Wales?</p> <p>What was the Black Death and why was it such a disaster?</p>
<b>Lent</b>	<p>The Norman Conquest of England and Wales: the impact of the Normans.</p> <p>Why was Wales so difficult to conquer?</p> <p>How and why did castles change? What was Wales like?</p>	<p>How much did Wales change?</p> <p>Why did so many Welsh children die?</p> <p>How useful are the sources on the Aberfan disaster?</p>
<b>Trinity</b>	<p>Why did Henry take the long route to Bosworth?</p> <p>Should Henry VII be a Welsh hero?</p>	<p>Modern World History:</p> <ul style="list-style-type: none"> <li>&gt; Titanic</li> <li>&gt; World War I</li> <li>&gt; World War II</li> <li>&gt; The Race Issue in the USA</li> </ul>

**Other information:** Pupils will be given a range of independent and directed study tasks to complete. These will range from listening to the news, reading the newspaper, conducting guided research on the internet, writing speeches, display work and making historical items. All pupils will be expected to complete tasks, if there is any difficulty, guidance will be provided in 'History Help' sessions at lunchtime.

## LATIN

	R12	R13
<b>Advent 1</b>	Roman life in Pompeii Introduction to Latin language	Gladiatorial shows Consolidation of R12 grammar and vocabulary
<b>Advent 2</b>	Nominative and accusative nouns in the 3 declensions	Accusative plural nouns
<b>Lent 1</b>	Who is performing the verb? The forum	The dative case Roman baths
<b>Lent 2</b>	Plural verbs and plural nominative nouns The theatre	More complex verb endings Schools and education
<b>Trinity 1</b>	Perfect and imperfect verb tenses Slaves and freedmen	Increasingly complex translations
<b>Trinity 2</b>	Roman beliefs about life after death	The destruction and excavation of Pompeii

**Subject specific equipment required:** Cambridge Latin Course Book I - provided for pupils to take home

**Other information:** Cambridge Latin Course website: <https://www.clc.cambridgescp.com/> This has online activities and a digital version of the textbook to supplement learning.

## MATHEMATICS

	R12	R13
<b>Advent 1</b>	Working with Number Factors, Multiples and Primes Fractions	Rounding and Bounds Manipulating Expressions Powers and Standard Form
<b>Advent 2</b>	Negative Numbers Manipulating Expressions Perimeter and Area	Solving and Rearranging Equations Pythagoras's Theorem and Coordinates Constructions and Loci
<b>Lent 1</b>	Angles Decimals and four operations Percentages Averages	Percentages Ratio and Proportion Similar Shapes Experimental Probability
<b>Lent 2</b>	Equivalent Fractions, Decimals and Percentages Solving linear equations Linear Sequences	Circles, Arcs & Sectors Linear and Non-Linear Sequences
<b>Trinity 1</b>	Constructing triangles Probability Length, Mass and Capacity	Graphs and Charts Functions and Graphs
<b>Trinity 2</b>	Bearings LNF Week	Transformations LNF Week

**Subject specific equipment required:** Scientific calculator, a pair of compasses, protractor

**Other information:** Sparx Maths is an online learning platform used by all pupils in Key Stage 3.



## MUSIC

	R12	R13
<b>Advent</b>	<p><b><u>An Introduction to the Musical Elements:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Appraising/Listening</u></b></li> </ul> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Tempo, Structure, Instrumentation, Melody, Texture and Harmony</p> <ul style="list-style-type: none"> <li>• <b><u>Performing</u></b></li> </ul> <p>‘Welcome’ classroom orchestra performance with <b>optional</b> free choice piece.</p> <ul style="list-style-type: none"> <li>• <b><u>Music Theory</u></b></li> </ul> <p>ABRSM Grade 1 Theory booklet</p> <ul style="list-style-type: none"> <li>• <b><u>Weekly homework tasks using ‘MusicFirst’ software</u></b></li> </ul> <p>Including Rhythm Notation, Note Reading, Piano Keyboard, Technical Musical Terminology.</p>	<p><b><u>Jazz Music</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Performing</u></b></li> </ul> <p>C Jam Blues’ keyboard task, with <b>optional</b> free choice piece.</p> <ul style="list-style-type: none"> <li>• <b><u>Composing / Improvising</u></b></li> </ul> <p>Composing a 12 Bar Blues melody (using notes of the C blues scale) and accompaniment.</p> <ul style="list-style-type: none"> <li>• <b><u>Appraising/Listening</u></b></li> </ul> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation/Era, Tempo and Harmony within Glenn Miller’s ‘In the Mood’, Miles Davis’ ‘All Blues’ and Dave Brubeck’s ‘Take Five’.</p> <ul style="list-style-type: none"> <li>• <b><u>Weekly homework tasks using ‘MusicFirst’ software</u></b></li> </ul> <p>Including Rhythm Notation, Note Reading, Piano Keyboard, Technical Musical Terminology.</p>

<b>Lent</b>	<p><b><u>Continue with: An Introduction to the Musical Elements</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Appraising/Listening</u></b></li> </ul> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Tempo, Structure, Instrumentation, Melody, Texture and Harmony</p> <ul style="list-style-type: none"> <li>• <b><u>Composing</u></b></li> </ul> <p>‘Fanfare’ composition task using NoteFlight software.</p> <ul style="list-style-type: none"> <li>• <b><u>Weekly homework tasks using ‘MusicFirst’ software</u></b></li> </ul> <p>Including Chords and Identifying instruments: Brass instruments, Orchestra/Band instruments, String instruments, Tuned Percussion, Singers and Keyboard instruments.</p>	<p><b><u>The Baroque and Classical Period (c.1600-1750)</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Performing</u></b></li> </ul> <p>Pachelbel’s Canon keyboard task - Ground Bass and various melody parts</p> <ul style="list-style-type: none"> <li>• <b><u>Composing</u></b></li> </ul> <p>Composing a Ground Bass pattern, melody and counter melody with use of sequences.</p> <ul style="list-style-type: none"> <li>• <b><u>Appraising/Listening</u></b></li> </ul> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation/Era, Tempo and Harmony within Pachelbel’s Canon, Purcell’s ‘Rondeau’, Schubert’s ‘Liebhaber’ and Mozart’s ‘Eine Kleine’.</p> <p><b><u>Weekly homework tasks using ‘MusicFirst’ software</u></b></p> <p>Including Chords and Identifying instruments: Brass instruments, Orchestra/Band instruments, String instruments, Tuned Percussion, Singers and Keyboard instruments.</p> <ul style="list-style-type: none"> <li>• <b><u>Music Theory</u></b></li> </ul> <p>Technical Musical Terms</p>

<p style="text-align: center;"><b>Trinity</b></p>	<p><b><u>Continue with: An Introduction to the Musical Elements</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Appraising/Listening</u></b></li> </ul> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Tempo, Structure, Instrumentation, Melody, Texture and Harmony</p> <ul style="list-style-type: none"> <li>• <b><u>Weekly homework tasks using 'MusicFirst' software</u></b></li> </ul> <p>Identifying instruments and Music reading</p>	<p><b><u>Film Music</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Performing</u></b></li> </ul> <p>Hedwig's Theme keyboard task.</p> <ul style="list-style-type: none"> <li>• <b><u>Composing</u></b></li> </ul> <p>Composing a motif for 3 characters. Composing a leitmotif and chord accompaniment to a storyboard</p> <p><b><u>Appraising/Listening</u></b></p> <p>Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation/Era, Tempo and Harmony within the 'Mission Impossible' Theme, The 'Feather Theme' from Forrest Gump and 'The Good, the Bad and the Ugly'.</p> <p><b><u>Weekly homework tasks using 'MusicFirst' software</u></b></p> <p>Identifying instruments and Music reading</p>
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**Subject specific equipment required:** Own instruments for whole class ensemble lessons or free choice performance;. Google classroom linked to YouTube pieces for listening revision. Music first login details (Auralia, Musition, and Noteflight).



## PHYSICS

	R12	R13
<b>Advent 1</b>	Energy & Forces	Waves & Light
<b>Advent 2</b>	Energy & Forces	Waves & Light
<b>Lent 1</b>	Electricity & Magnetism	Further Forces
<b>Lent 2</b>	Electricity & Magnetism	Further Forces
<b>Trinity 1</b>	Practical Physics	Space & Atomic Structure
<b>Trinity 2</b>	Practical Physics	Space & Atomic Structure

**Subject specific equipment required:** Calculator, ruler.



## RELIGIOUS STUDIES

	R12	R13
<b>Advent 1</b>	<p><b>Creation and Covenant:</b></p> <p>The Story of the Creation in Genesis</p> <ul style="list-style-type: none"> <li>- Learning to describe the story</li> <li>- Learning how to interpret the story</li> <li>- Contrasting with scientific theories about the origin of the universe</li> </ul>	<p><b>Creation and Covenant</b></p> <p>The Story of the Fall in Genesis</p> <ul style="list-style-type: none"> <li>- What is the meaning of the Fall</li> <li>- Why are God's commands important?</li> <li>- What is conscience?</li> </ul>
<b>Advent 2</b>	<p><b>Creation continued:</b></p> <ul style="list-style-type: none"> <li>- What makes human beings different from the rest of Creation?</li> <li>- What is our responsibility to others and to the world?</li> <li>- Does art help people understand creation? (Research task)</li> <li>- Creative project (DCF)</li> </ul>	<p><b>Creation continued:</b></p> <ul style="list-style-type: none"> <li>- What is the sacrament of Baptism?</li> <li>- What does love of neighbour mean today? (Research task)</li> <li>- Creative project (DCF)</li> </ul>
<b>Lent 1</b>	<p><b>Prophecy and Promise:</b></p> <ul style="list-style-type: none"> <li>- How do Christians understand the Bible?</li> <li>- Understanding the Bible as a library</li> <li>- Navigating the structure of the Bible: literary genres</li> </ul>	<p><b>Galilee to Jerusalem:</b></p> <ul style="list-style-type: none"> <li>- What is the Kingdom of God?</li> <li>- The ministry of Jesus</li> <li>- What were the parables of Jesus?</li> <li>- How did Jesus treat marginalised people?</li> </ul>
<b>Lent 2</b>	<ul style="list-style-type: none"> <li>- Inspiration, sacred scripture, Tradition and Magisterium</li> <li>- The Book of Kells (Research task)</li> </ul>	<ul style="list-style-type: none"> <li>- What were the miracles of Jesus?</li> <li>- How do Jesus's parables and miracles call us to enter the Kingdom?</li> <li>- Creative project based on the life of a saint who embodied Christ's example</li> </ul>
<b>Trinity 1</b>	<p><b>Galilee to Jerusalem:</b></p> <ul style="list-style-type: none"> <li>- Learning about Jesus - Incarnation</li> <li>- Son of God and Son of Man</li> <li>- Who is Jesus the Lord?</li> <li>- What is the Trinity</li> <li>- How does Catholic worship reflect belief in the Trinity?</li> </ul>	<p><b>To the ends of the earth:</b></p> <ul style="list-style-type: none"> <li>- The Resurrection and its significance</li> <li>- Do human beings have a soul?</li> <li>- What happens at the end of life?</li> </ul>

<b>Trinity 2</b>	<ul style="list-style-type: none"><li>- What can Catholics learn from Andrei Rublev's ikon of the Trinity?</li><li>- Brief introduction to Islam</li></ul>	<ul style="list-style-type: none"><li>- Brief Introduction to Buddhism</li></ul>
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**Other information:** Textbooks (kept in the classroom) - The Source and the Summit. Students will also have access to the Kerboodle digital resource that accompanies the new scheme.



## SPANISH

	R12	R13
<b>Advent 1</b>	<ul style="list-style-type: none"> <li>Introducing yourself and describing your personality</li> <li>The alphabet</li> <li>Using adjectives that end in -o / -a</li> <li>Making adjectives agree with nouns</li> <li>Talking about age, birthdays, brothers and sisters</li> <li>The verb <i>tener (to have)</i></li> <li>Numbers 1-31</li> <li>Pets and animals</li> <li>Learning about El Día de los Muertos in the Hispanic world</li> </ul>	<ul style="list-style-type: none"> <li>Talking about a past holiday</li> <li>Using the preterite of ir (to go)</li> <li>Saying what you did on holiday</li> <li>Using the preterite of regular -ar verbs</li> <li>Describing the last day on holiday</li> <li>Using the preterite of -er and -ir verbs</li> <li>Saying what your holiday was like</li> <li>Using the preterite of ser</li> </ul>
<b>Advent 2</b>	<ul style="list-style-type: none"> <li>Saying what you do in your spare time</li> <li>Using -ar verbs in the present tense</li> <li>The weather</li> <li>Using cuando (when)</li> <li>Saying what sports you do</li> <li>Using hacer (to do) and jugar (to play)</li> <li>Giving opinions</li> <li>Learning about Christmas in the Hispanic world</li> </ul>	<ul style="list-style-type: none"> <li>Saying what you use your phone for</li> <li>Saying what type of music you like</li> <li>Revising the present tense</li> <li>Talking about TV</li> <li>Using the comparative</li> <li>Saying what you did yesterday</li> <li>Using the present and the preterite</li> <li>Understanding a TV guide</li> <li>Learning about young people's lives</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>Saying what subjects you study</li> <li>Giving opinions about school subjects</li> <li>Describing your school</li> <li>Talking about breaktime</li> <li>Using -er and -ir verbs</li> <li>Understanding details about schools</li> <li>Writing a longer text about school</li> </ul>	<ul style="list-style-type: none"> <li>Saying what food you like</li> <li>Using a wider range of opinions</li> <li>Describing mealtimes</li> <li>Using negatives</li> <li>Ordering a meal</li> <li>Using usted /ustedes</li> <li>Discussing what to buy for a party</li> <li>Using the near future</li> <li>Learning about food in other countries</li> </ul>
<b>Lent 2</b>	<ul style="list-style-type: none"> <li>Describing your family</li> <li>Using possessive adjectives</li> <li>Describing your hair and eye colour</li> <li>Using the verbs <i>ser (to be)</i> and <i>tener (to have)</i></li> <li>Saying what other people look like</li> <li>Using verbs in the third person</li> </ul>	<ul style="list-style-type: none"> <li>Arranging to go out</li> <li>Using <i>me gustaría</i> + infinitive</li> <li>Making excuses</li> <li>Using <i>querer (to want)</i> and <i>poder (to be able to)</i></li> </ul>

<b>Trinity</b>	<ul style="list-style-type: none"> <li>• Coco Film Project</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing getting ready to go out</li> <li>• Using reflexive verbs</li> <li>• Talking about clothes</li> <li>• Talking about sporting events</li> <li>• Using three tenses</li> <li>• Describing a fancy dress outfit</li> <li>• Giving a fashion show in Spanish</li> <li>•</li> </ul>
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**Other information:**

R12: Viva 1 Textbook, Viva 1 Activity Book, Red A4 Exercise Book.

R13: Viva 2 Textbook, Viva 2 Activity Book, Red A4 Exercise Book.

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

**Subject specific equipment required:** A blue / black pen, a ruler, a pencil and a rubber

## WELSH

	R12	R13
<b>Advent 1</b>	<b>'Transition' &amp; 'Leisure'</b> <ul style="list-style-type: none"> <li>● Use questioning words</li> <li>● Write about myself</li> <li>● Learn about hobbies</li> <li>● Express opinions simply</li> <li>● Use the third person</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>	<b>'Holidays'</b> <ul style="list-style-type: none"> <li>● Learn countries around the world</li> <li>● Learn and use soft mutations</li> <li>● Describe the weather around the world</li> <li>● Write about my holiday</li> <li>● Use the third person</li> <li>● Use the perfect and imperfect tenses</li> <li>● Use the future tense</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>
<b>Advent 2</b>	Continued from Advent 1 through to Advent 2	Continued from Advent 1 through to Advent 2
<b>Lent 1</b>	<b>More 'Leisure'</b> <ul style="list-style-type: none"> <li>● Extended writing about myself</li> <li>● Express more complex opinions</li> <li>● Use idioms</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>	<b>'The Weekend'</b> <ul style="list-style-type: none"> <li>● Learn about leisure time on the weekend</li> <li>● Learn and use new and complex idioms</li> <li>● Use the future tense and vary the subject of the verb</li> <li>● Draft and improve written work</li> <li>● Write about my weekend</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>
<b>Lent 2</b>	Continued from Lent 1 through to Lent 2	Continued from Lent 1 through to Lent 2
<b>Trinity 1</b>	<b>'School Life'</b> <ul style="list-style-type: none"> <li>● Learn school uniform vocabulary + express opinion</li> <li>● Learn school subjects + express opinion</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>	<b>'Music and Film'</b> <ul style="list-style-type: none"> <li>● Learn music vocabulary + express opinion</li> <li>● Learn film vocabulary + express opinion</li> <li>● Practise reading comprehension, proof-reading and translation tasks</li> </ul>
<b>Trinity 2</b>	Continued from Trinity 1 through to Trinity 2	Continued from Trinity 1 through to Trinity 2

**Other information:** R12 residential trip (combined with R12 transition)

[www.s4c.co.uk/clic](http://www.s4c.co.uk/clic) - promote Welsh language television broadcasting

## The School Day

8.40	to	8.55	Registration
8.55	to	9.00	Walk time
9.00	to	9.45	<b>Period 1</b>
9.45	to	9.50	Walk time
9.50	to	10.35	<b>Period 2</b>
10.35	to	10.55	Break
10.55	to	11.00	Walk time
11.00	to	11.45	<b>Period 3</b>
11.45	to	11.50	Walk time
11.50	to	12.35	<b>Period 4</b>
12.35	to	1.25	Lunch
1.25	to	2.10	<b>Period 5</b>
2.10	to	2.15	Walk time
2.15	to	3.00	<b>Period 6</b>
3.00	to	3.05	Walk time
3.05	to	3.50	<b>Period 7</b>
3.50	to	4.45	<b>Period 8 - Sixth Form lessons, Choir practice, extra-curricular activities, and homework club.</b>

## Timetabling / Lesson Allocation

The Senior School (R12 - R16) follows a two-week timetable. There are 70 lessons across the two weeks, each of 45 minute's duration. The Key Stage 3 curriculum is organised as follows:

Subject	KS3 No. of Lessons
English	10
Mathematics	10
Biology	3
Chemistry	3
Physics	3
Religious Studies	3
Art	3
Computing	2
Design & Technology	3
French	3
Games/PE	6
Geography	3
History	3
Latin	2
Music	3
PSE	2
Spanish	3
Welsh	3
Form Period	2
<b>Total</b>	<b>70</b>

- There are three teaching groups in R12 - R13.
- Students are taught in form groups in English and Mathematics in R12, but are loosely set according to ability in R13.
- Setting in all other subjects is by form group. Setting is reviewed regularly, and parents are notified of any set changes.
- Students in R12 and R13 are issued with a Key Stage 3 Handbook in September. Included in this booklet is information regarding the subjects taught in the Key Stage

3 curriculum.

- At the start of each term the co-curricular programme is published to students and parents.
- Details of the Key Stage 3 curriculum are published annually in the Parents' Information Handbook.

## **ALN**

Specialist tuition is available (within the limited resources available at the college) for students with Additional Learning Needs (ALN). Students who have ALN may be offered specialist tuition with a qualified teacher.

Students who have ALN can receive additional Literacy and Numeracy support in place of a Modern Foreign Language (again, with the limited resources available at the college).

The Senior Leadership Team and the ALNCO will consult with teaching staff to determine a student's need for this intervention and the decision will be based on the overall interest of the student's individual learning journey.

Students study four languages from Welsh, French, Spanish and Latin unless they are in Learning Support classes.

## **PSE**

The personal and social development of students is the responsibility of all staff. Most teaching staff deliver at least one half term's worth of PSE per academic year, in line with their personal skills and experience. All sessions on RSE are delivered by Mrs Jones, Assistant Head, Pastoral to ensure consistency. In the upper years, a programme of visiting speakers forms the bulk of PSE lessons. Students have a timetabled PSE lesson once per week; each term covers one unit of study and each unit has an assessment at the end. The units of study do not change year on year, but are developed upon according to the student's age. The units covered are Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

Engagement and contribution in PSE lessons are reported on in formal reports sent home to parents. The PSE programme is designed to reflect the School's aims and ethos.



Careers Education and Guidance are also incorporated into the PSE programme.

### Assessments

For full details of our Assessment Policy, please see <http://www.stjohnscollegecardiff.com/wp-content/uploads/2019/10/Assessment-Policy.pdf>

### ASPIRE Grades

St John's College strives to provide high quality care for each individual, equipping girls and boys with the aspirations and values that lead to rewarding careers and successful personal relationships. The ASPIRE Grade system provides an overview of pupil progress each term. Pupils are tracked on the entire body of their work throughout the term: classwork, homework, assessment and effort.

ASPIRE recognises:

Achievement

Success

Perseverance

Innovation

Resilience

Excellence

The ASPIRE Grade system will:

- **Support** pupils and provide intervention where necessary
- **Challenge** pupils to achieve their very best
- **Encourage** independent learning and self-reflection
- **Provide** opportunities for parents and pupils to monitor academic progress throughout the year

### What are ASPIRE Grades?

Each pupil is given an ASPIRE Grade for each subject that they study. This grade is the minimum the pupil is aspiring to achieve throughout the academic year in each subject they are studying.

ASPIRE Grades at Key Stage 3 are based upon a numerical system unique to St John's College. The numbers used are 1-5, with 1 being the highest grade possible. On very rare occasions, high achieving pupils may be awarded a grade 0 to demonstrate that they are working above even the highest level.

This has no relation to the numerical grading system now being used by English examination boards at GCSE (grades 9-1).

For pupils in R14-U6 studying GCSEs and A Levels, however, their ASPIRE Grade for each subject is a letter (A\*- G). On very rare occasions, high achieving pupils may be awarded a grade A\*\* to demonstrate that they are working above even the highest level.

We aim to set realistic ASPIRE Grades for pupils and expect all pupils to achieve, if not exceed, the ASPIRE Grade set for them in each subject. ASPIRE Grades can be thought of as world records in sport – they are designed to be broken and are not a limit on any pupil's achievement!

### **How do pupils know their ASPIRE Grades?**

All pupils in R13 – U6 are given a paper copy of their ASPIRE Grades at the start of each academic year. Pupils in R12 will receive their ASPIRE Grades at the start of the Lent Term in order for teachers to set grades based on CAT data and in-class assessments. The ASPIRE Grade sheet is stuck into the front of a pupil's homework diary for ease of reference.

### **How are ASPIRE Grades decided for each pupil?**

The ASPIRE Grades given to pupils are based on a range of prior attainment data as well as teachers' professional judgement. We have avoided basing ASPIRE Grades solely on a single test and have instead asked teachers to use their extensive knowledge of both the pupils and their subject curricula to come up with each grade. Of course, with any system, there may well be some miscalculations, and we will do our utmost to put these right as soon as they come to our attention.

### **Can ASPIRE Grades be changed throughout the year?**

ASPIRE grades remain the same throughout one academic year so that a pupil's progress can be compared across a set period of time. ASPIRE Grades for each pupil are reviewed at the start of each academic year and may be raised or lowered if appropriate.

### **Do the ASPIRE Grades follow the National Curriculum?**

As a Welsh independent school, St John's College is not obliged to follow the Welsh National Curriculum and has the freedom to implement its own schemes of work to best suit the needs of its learners. As a school, we feel that the numerical grading system (1-5) would fit better with our Key Stage 3 curriculum than using the traditional levels used in the maintained sector.

At GCSE and A Level, the ASPIRE Grades are aligned with the grades awarded by the Welsh Government at GCSE and A Level.

### **How will the ASPIRE Grades be used?**

At the end of each term (Advent, Lent and Trinity), all pupils will be given a review grade for each subject based on their work throughout that term. The pupils will then receive a sheet (which is subsequently posted home) displaying their review grades, which are colour coded, as follows:

- **Blue** = above target
- **Green** = on target
- **Amber** = below target
- **Red** = significantly below target

Following receipt of their review grades, pupils will then spend a lesson with their class teachers discussing their reviews and making targets for improvement across the next term.

We hope that the colour coded system will flag up any pupils who may be struggling academically and enable the school to offer support and intervention. We also hope that it will help congratulate those pupils who are consistently working hard and to the best of their ability, regardless of their ASPIRE Grades. Often, a change in the academic profile of a pupil is the first indication of a pastoral concern and so we hope that the system will also support and inform the excellent pastoral service already provided by the school.

We very much appreciate the support of parents with the ASPIRE system and encourage pupils and parents to discuss targets and reviews at home.

### **Homework**

Homework is set in all subjects according to the published Homework timetable (available annually on the Parent Portal). Students record homework during the lesson in their school diary. As a matter of good practice, whenever practicable, homework tasks are differentiated in order to meet the needs and abilities of students; to offer challenge to stretch individuals, but not be overbearing for those who find the subject more difficult.

In Key Stage 3, subject homework lasting 20 - 30 minutes each are set. It is anticipated that virtually all of this work can be completed during supervised Homework Club after school (4 pm - 6 pm). Students remaining in school for Homework Club are encouraged to have a reading book in case they complete their homework before the end of the session.

### **Moving to GCSE**

At St John's College, pupils start their GCSEs in R14, to allow three years to complete the curriculum.

In the Lent term of R13, all pupils will be invited to take part in the R13 Taster Day, where they will have the opportunity to sample 6 of their possible GCSE option subjects. They will also be given advice on career pathways and key skills.

In the following week, all pupils and parents are invited to our R13 Options Evening, held in the school Hall. This is a chance for pupils and parents to talk to the subject teachers about GCSE choices.

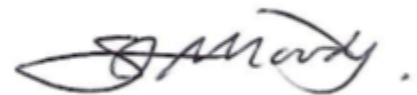
Finally, pupils are asked to submit their four chosen option subjects, from which the option blocks will be set. Further information will be provided to pupils and parents in the Lent

term of R13.

## A Message from **Mr. Moody** - *Headteacher*



My thanks to everyone who has contributed to this very informative KS3 handbook. Reading the handbook will give you an immediate sense of the rich, exciting and diverse curriculum provided by St John's over the R12 and R13 school years. This two-year inspirational programme of study provides a solid foundation for progression to your GCSE qualifications. I am sure you will be able to find all you need to know about life in KS3 and I wish you two very happy and successful years.

A handwritten signature in black ink, appearing to read 'J. Moody'.

Mr Moody,  
**Headteacher**