



KENSINGTON
PARK
SCHOOL



KS3 SUBJECTS

2024-2025

ART

YEAR 7

In Year 7, there is an emphasis on the 'formal elements' of art. Students gain key understanding, knowledge, and skills inspired by various artists, artistic movements, and cultures. An introduction to the seven elements of art—line, tone/value, color, shape, form, space, and texture—provides a solid foundation for creating their own artworks. Students observe and record from primary and secondary sources, developing their artistic expression. They also begin to explore different materials and techniques in both two and three dimensions.

YEAR 8

In Year 8, students build upon the knowledge, understanding, skills, and techniques acquired in Year 7. They refine their abilities in a range of materials and techniques, including drawing, painting, sculpture, printmaking, and mixed media. Students are introduced to both contemporary and traditional artists and cultures, fostering a greater sense of individuality and experimentation in their own artwork.

By the end of the year, students will have learned a variety of materials, techniques, and processes to support their transition to Year 9.

YEAR 9

In Year 9, students select their subjects during Options, serving as a foundation year before their GCSEs. This year helps ease the transition from KS3 to KS4, providing an opportunity to refine skills and techniques across a wide range of media in all areas of the Assessment Objectives. Students are expected to work more independently and reflect on their choices when creating art. The Year 9 curriculum is designed to challenge students' artistic potential, ideas, and concepts, encouraging the creation of unique and exciting work.

Students gain experience and skills in drawing, painting, sculpture, and printmaking, linking their work to that of artists and artistic movements. The Assessment Objectives are extensively used throughout KS3, particularly in Year 9, to build upon practice similarly to a GCSE student. By the end of KS3, students will have been exposed to a broad range of materials, techniques, and processes to support their transition to KS4. Projects are designed similarly to the GCSE structure, promoting a smoother transition from KS3 to KS4.

This approach gives students a better understanding of what to expect in the KS4 course. Students will review their overall performance with their Art teacher and showcase their projects to discuss their GCSE Options. Support and guidance are provided to help students decide whether to advance in the subject and pursue further study into GCSE.



CLASSICAL CIVILISATION



KPS offers Classical Civilisation starting from Year 9, and it typically appeals to students studying History, Latin, or a Modern Foreign Language. Although many students choose to pair it with Latin, it can also be studied independently.

YEAR 9

For this subject, we deliver a bespoke curriculum that is unique to Kensington Park School.

During the first half of the academic year, studies are focused around Ancient Rome world during the Imperial era, following Octavian's assumption of sole rule which introduced a post-Republican autocratic state.

Students explore the Ara Pacis – the altar dedicated to the Pax Romana or 'Roman Peace' – and examine its broader significance within Roman civilisation. This includes studying various aspects of Roman life, from food to religion.

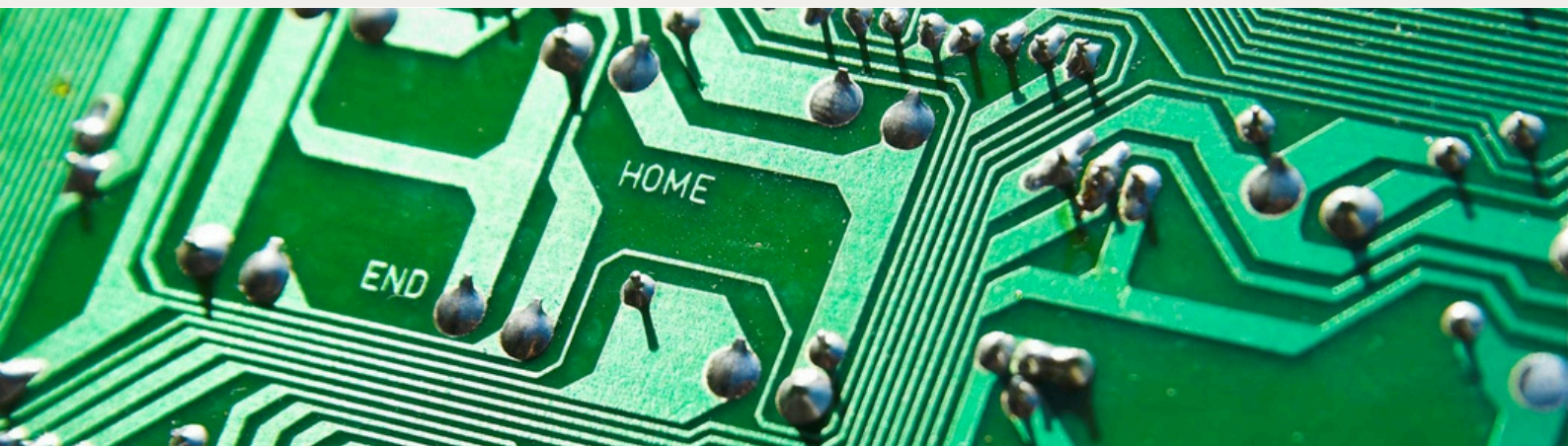
In the latter half of the year, the focus shifts to the world of Ancient Greece, with particular emphasis placed on the Parthe-

non, an enduring symbol of democracy and one of the most influential temples in Ancient Greece.

Students will study the Parthenon itself and expand their exploration to related topics such as mythology, politics, and philosophy. This approach allows students to investigate a wide array of facets of the ancient world.

Throughout the course, each topic is framed to highlight its relevance to the modern world, demonstrating its influence on contemporary society and the developments that have occurred over the past 2,000 years.

COMPUTING



YEAR 7

In Year 7, students begin by focussing on e-safety, learning how to safeguard their online presence and secure their accounts. They then progress to digital literacy, gaining proficiency in essential tools like Word, PowerPoint, Teams, and Outlook. The curriculum then transitions to systems architecture, where students explore computational hardware and the interplay between computer components.

Following this, they study data representation, including denary, binary, and hexadecimal systems. Additionally, students are introduced to web technologies and fundamental programming concepts.

YEAR 8

Year 8 builds on the knowledge gained in Year 7, exploring many of the same topics in greater depth. We begin with a review of e-safety and an analysis of bias in online publications. Students then revisit systems architecture, expanding their understanding to include types of memory and the Von Neumann Architecture. They delve further into data representation, covering number systems, types of compression, and analogue-to-digital conversion.

The curriculum also includes a focus on spreadsheets and SQL, followed by web technologies and HTML, where students create their own webpages. Later in the year, the emphasis shifts to programming fundamentals, including the basics of Python and JavaScript. Year 8 concludes with an exploration of the ethical and legal aspects of technology.

YEAR 9

Year 9 closely aligns with the GCSE Computer Science curriculum, covering approximately 80% of its content.

The year begins with a study of systems architecture, followed by an exploration of data representation, including number systems and logic gates. Students then focus on networks, servers, and HTML, before delving into programming fundamentals, such as Python, JavaScript, functions, and translators.

The curriculum also includes algorithms, specifically different types of computer searches and sorts. The year concludes with a discussion of the ethical and legal frameworks of technology, as well as future advancements, including artificial intelligence.

DRAMA



YEAR 7

In Year 7, drama classes are designed to build student confidence and foster teamwork. Students develop characterisation skills by learning to use voice and body as essential tools for creating characters. They also start to explore basic staging techniques. Lessons include engaging activities such as creating their own pantomime, participating in a "missing person" detective scheme, and performing script work from *Lord of the Flies*. Additionally, students begin studying the history of theatre, exploring Greek Theatre, Melodrama, Shakespeare, Naturalism, and Brecht.

YEAR 8

In Year 8, students continue to refine their vocal and physical skills through a diverse curriculum. The year begins with an immersive scheme linked to historical events involving evacuees. Students apply their characterisation skills to script work, including the comedic play *Teechers*. A significant focus is also placed on physical skills through schemes on physical theatre and mask work.

Students also study Theatre in Education, learning to use theatre conventions such as Choral Work, Narration, Cross-Cutting, and Freeze-Frames to create visually compelling and morally impactful performances.

YEAR 9

By Year 9, students have mastered terminology related to physical and vocal skills and begin to take a more directorial role within their groups, providing and receiving constructive feedback. The curriculum introduces various styles of theatre, such as Verbatim, and explores film and TV acting. Students continue working with scripts to prepare for GCSE and begin structuring written answers to drama-related questions.

Throughout Key Stage 3, students are assessed using 'drama trackers,' which monitor their progress at the end of each term and provide targeted goals. Additionally, students have opportunities to participate in extracurricular activities, including the school play and the end-of-year promenade evening of arts.

ENGLISH

YEAR 7

Throughout the three terms, students acquire a range of skills, from analytical reading to creative writing. The year begins with "The Village Project," a unique unit where students create their own fictional villages, engaging in both fiction and non-fiction tasks. This project enhances their oral skills through speech and debate, and their creative writing skills through activities such as constructing the origin story of their village. Students also study Gothic Literature, where they develop skills in 'reading for meaning' and begin to identify and analyse a writer's use of language and structure. They also learn how to write analytically, establishing a clear structure that will be refined in Y9.

YEAR 8

Year 8 begins with an in-depth study of Shakespeare's "A Midsummer Night's Dream," focusing on understanding Shakespearean language and character analysis through transactional writing, such as diary entries, and begin to

incorporate their understanding of Elizabethan England into their analysis and written paragraphs.

Next, students explore extracts from 19th-century literature, enhancing their analytical reading skills and understanding of Victorian England, with cross-curricular links to History. They study a variety of non-fiction and fiction extracts, from Charles Dickens to Coventry Patmore, refining their analytical writing and understanding of authorial intention.

The year concludes with a study of short stories, focusing on how writers use language and structure for effect. This unit further develops students' literacy and imaginative writing skills. Students have one literacy/reading lesson every other week.

YEAR 9

In Year 9, students read and investigate Henrik Ibsen's "A Doll's House," developing their analytical reading skills with an emphasis on stagecraft and dramatic conventions.

They also study cultural extracts and poetry from writers of colour, ranging from Maya Angelou to Benjamin Zephaniah, and increase their digital literacy by managing and producing work on laptops.

The year concludes with a contextual study of John Steinbeck's "Of Mice and Men," preparing students for their first GCSE text in Year 10. They learn about 1930s America, focusing on biographical elements of Steinbeck's life and significant events like The Great Depression that influenced the novella.



FRENCH

YEAR 7

In this first year, we focus on easing the transition from primary school and reviewing foundational rules that students may or may not have encountered in Year 6, such as the use of articles and gender, agreement of adjectives, possessive adjectives, and the conjugation of regular and irregular verbs in the present and perfect tenses.

Students learn to present themselves, talk about their family, friends, and school, and write essays about their leisure activities, favourite foods, and holidays, using both present and past tenses. Small, mixed-ability classes allow for personalized support and differentiated classwork and homework.

French bilingual students receive extension work to deepen their knowledge and understanding of grammar and covered topics. Pupils also engage in filmmaking and storytelling exercises, learning to express their opinions, ask and answer questions, and perfect their pronunciation skills.

YEAR 8

The Year 8 curriculum builds on the foundation laid in Year 7. By the start of the year, all students have the necessary knowledge to progress at their own pace.

They revise and deepen their understanding of the perfect and imperfect tenses and the immediate future of regular and reflexive verbs. Students learn the nuances of prepositions and idiomatic expressions.

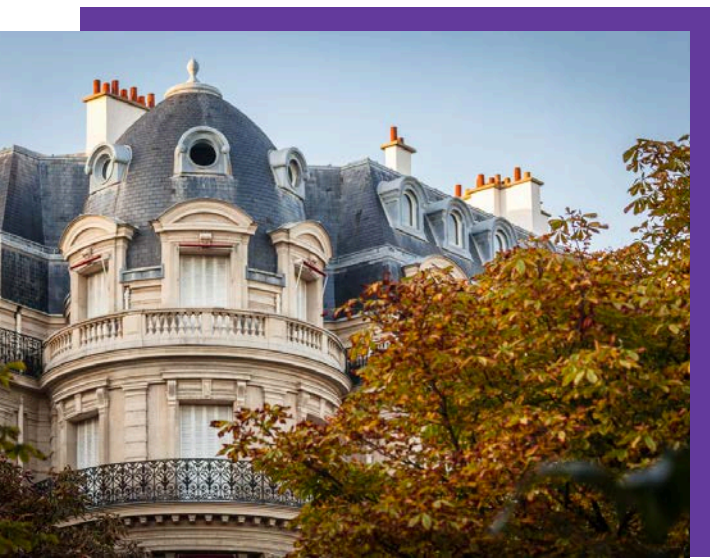
The curriculum includes exploration of other French-speaking countries and towns, discussions about clothes and style, daily routines, and writing about sports and activities using new irregular verbs. Students learn to express and justify their opinions about art & culture, and introduces more complex sentence structures, preparing students for the next key stage.

YEAR 9

In Year 9, students can continue with French, start Spanish, or study both. This transition year prepares them for GCSEs by reinforcing vocabulary and grammar from the past two years.

Students revisit foundational rules and learn advanced conjugations, including the indicative mood, 'si' structures, the imperfect, and the conditional. They improve speaking skills through presentations and discussions on topics such as organizing events, planning holidays, and describing homes and careers.

The focus is on developing independent learning strategies and perfecting sentence structures for a smooth transition to GCSEs.



GEOGRAPHY



YEAR 7

With the understanding that students have varying levels of experience with Geography from primary school, the first term focuses on introducing essential map skills. These practical skills are crucial for future geographical studies and valuable in everyday life. Topics covered include location directions, map symbols and scales, height on maps, grid references, and longitude and latitude. This unit involves extensive practical work, engaging students actively.

Subsequently, students study the UK and Europe, blending human and physical geography. This allows them to apply their newly acquired skills while learning about significant features that shape familiar locations and exploring human society in profound ways. The year concludes with a topic on weather hazards, where students learn about the physical world and its impact on humans. By the end of Year 7, students will have developed a strong foundation in Geography.

YEAR 8

In Year 8, students further develop their ability to think like geographers. The year

begins with a focus on globalisation, measuring the development level between countries, the causes of uneven development and global trade patterns. Students also study natural hazards, and the earth's ecosystems, interpreting graphs and maps, and examining the adaptations of animals in extreme environments.

YEAR 9

Year 9 Geography focuses on ensuring readiness for GCSE studies. The curriculum not only expands students' geographical knowledge and understanding but also refines their extended writing skills and provides detailed knowledge in areas overlapping with the GCSE curriculum. The year begins with an examination of natural resources, particularly water and energy, exploring the UK's relationships with other nations for resource dependency.

Next, students study the physical geography of coastlines and rivers, delving into the geomorphic processes that create different landforms. The final unit focuses on fieldwork and GCSE skills, guiding students step-by-step through planning and executing a field trip and enquiry. This preparation is essential for the field trips in the following year, providing numerous opportunities for students to apply their learning in real-world contexts.

HISTORY

YEAR 7

Given that history is often a supplementary subject in primary school, we begin by introducing essential historical skills, helping students understand why we study History and the key concepts vital to the subject. We then apply these skills by investigating the Norman Conquest and exploring why William I won the Battle of Hastings.

In Term 2, students delve into Medieval Life, examining the changes implemented by William I and their impact on Britain. A particular highlight is the study of the Black Death, where students consider the profound effects of this deadly disease on medieval society. The final term focuses on the Tudors, tracing the evolution of medieval religious ideas and their transformation during the Tudor era.

We offer numerous field trips to enhance learning, including visits to the Tower of London and tours of Trinity College in Cambridge, founded by Henry VIII in 1546. By the end of Year 7, students will have developed a solid understanding and appreciation of History, along with a sense of enjoyment in their studies.

YEAR 8

Building on their Year 7 studies of Medieval and Early Modern History, Year 8 students continue their chronological exploration.

They start with the Industrial Revolution (1750–1900), focusing on key societal changes driven by the British Empire's growth. In Term 2, students study the Transatlantic Slave Trade, acknowledging the British Empire's role in this significant yet often overlooked history. A trip to the Museum of London Docklands offers a vivid portrayal of the journey of slaves from West Africa to the Americas and West Indies.

Following this, students explore the rise of abolition, comparing the British and American Civil Rights movements and their societal impacts. A school-led walking tour of Notting Hill also provides an opportunity to reflect on hidden Black history in the area.

YEAR 9

In Year 9, the focus is on 20th-century history, beginning with World War I, with students examining both its long-term and short-term causes, as well as the political, economic, and social consequences. A trip to the Imperial War Museum consolidates their knowledge and introduces them to subsequent topics such as Weimar and Nazi Germany.

Students reflect on how the war influenced a fragile democratic system, ultimately leading to the rise of the Nazi party in 1933. In the final term, they study life in Nazi Germany and the events of the Holocaust. Opportunities to hear survivor accounts and reflect on preventing such atrocities in the future are integral to this unit.



LATIN



YEARS 7 & 8

During Years 7 and 8, students focus on developing their skills in Latin translation, understanding derivations, and gaining knowledge of ancient Roman civilisation from the perspective of the working-class citizens of Rome. To make learning enjoyable and effective, gamification is utilised throughout the course.

Over the three terms, students work to master key aspects of Latin grammar and develop a range of GCSE-related vocabulary. Using the Suburani textbook, they also study important cultural and mythological aspects of ancient Rome.

Topics include the foundation myths of Rome, the role of women in Roman times, the Roman bath system, and life in an insula (block of flats). Students are continually taught the importance of learning Latin and its relevance to modern languages, supported by a strong foundation in derivation work that runs through both years.

YEAR 9

In Year 9, students build upon the foundation established in Years 7 and 8. New students are fully integrated into the study of Latin through careful assessment of their individual strengths and weaknesses, ensuring they align with the rest of the class.

The primary focus of Year 9 Latin is to prepare students for the rigorous GCSE course. The first term is dedicated to ensuring all students have a solid understanding of the fundamental principles of Latin grammar and vocabulary. In the second and third terms, students follow the "Latin to GCSE" textbook to further develop their grammar and vocabulary skills. Gamification continues to be used to ensure that learning remains both enjoyable and effective.



MANDARIN



Mandarin is a vital global language that opens doors to understanding Chinese culture, history, and contemporary society. At Key Stage 3, our Mandarin programme aims to build a solid foundation in the language, focusing on all four key skills: listening, speaking, reading, and writing.

Through engaging topics and interactive resources, students will gain the ability to communicate effectively and develop a deep appreciation for the Mandarin language and Chinese culture.

YEAR 7

Students begin with an introduction to Chinese culture, phonetics, and the formation of Chinese characters, before progressing to the basics of grammar and vocabulary. By the end of the year, they should be able to produce short sentences about themselves.

Students are also provided useful links for classroom and external study and receive logins for Go Chinese. Key topics include introductions, numbers, family, and hobbies.

YEAR 8

In Year 8, students build on the foundation laid in Year 7, enhancing their understanding of Mandarin and improving their ability to express themselves both verbally and in writing. The curriculum covers a broader range of topics and introduces more complex sentence structures.

They develop the skills to produce longer sentences, express general interest and activities, and use the past tense. Key topics include school life, food and drink, and holidays.

YEAR 9

Year 9 continues to expand students' knowledge and proficiency in Mandarin. The curriculum includes more in-depth topics and introduces new grammatical structures, preparing students for the GCSE years. By the end of Year 9, students should be able to form short paragraphs and use various tenses.

They develop the skills to use the future and past tense, form short paragraphs, and improve their knowledge of grammar and vocabulary. Key topics include holiday plans, daily life, home and the local area, and shopping.

MATHS

YEAR 7

The Year 7 mathematics curriculum covers a wide range of topics to build a strong foundation in mathematical understanding and skills.

Students will develop their knowledge in numbers; decimals; fractions; percentages; algebraic expressions; data analysis; and geometry. They will enhance their mental maths abilities; understand percentages; explore functions; simplify expressions; and learn to write and evaluate algebraic expressions. They will also investigate number sequences, patterns, and rules; explore direct proportion, ratio notation; solve problems using ratios; measure and draw angles; explore various shapes; learn about transformations; analysing and displaying data; and probability.

YEAR 8

Students will continue to build on the mathematical skills and knowledge gained in Year 7, covering a range of topics to deepen their understanding and develop new skills.

Students will enhance their calculation skills, including the area of triangles, parallelograms, and trapeziums, and the volume of cubes and cuboids.

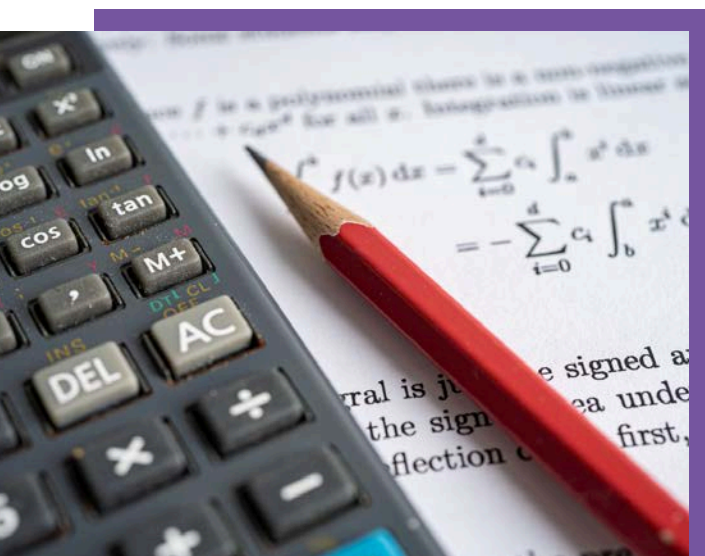
They will also interpret and construct pie charts; use tables to organise data; explore algebraic powers; factorise expressions; work with various graphs to interpret and analyse real-life situations; and understand the relationship between fractions and decimals.

YEAR 9

In Year 9, students will continue their mathematical journey by exploring a wide range of topics to further develop their skills and understanding.

The curriculum focuses on key areas including algebraic expressions and how to simplify, expand, and factorise them; solving linear equations involving one or two variables, as well as inequalities; the patterns and relationships of number sequences; graphical representations of data; and statistical measures, including mean, median, mode, and range.

Students will also deepen their understanding of fractions and apply their knowledge to various operations, including addition, subtraction, multiplication, and division. They will explore the laws of indices to simplify and manipulate expressions; develop skills in working with compound measures; study the properties and relationships of different geometric shapes; as well as analyse and interpret distance-time graphs, speed-time graphs, and temperature-time graphs.



MUSIC

YEAR 7

In Year 7, students begin their exploration of music by studying the fundamental elements that are applicable across all musical genres.

Students start developing their keyboard skills, whether they are seasoned performers or beginners, with opportunities to enhance their musical abilities. They also study the instruments of the orchestra within both Western and World Music contexts, broadening their appreciation of the connections between music, culture, and identity. They are introduced to various music technologies, including Sibelius, Logic Pro X, Soundtrap, and Noteflight, which will support their musical journey at KPS. The year concludes with Programme Music, where students confidently notate original ideas and transform them into more complex musical structures.

YEAR 8

In Year 8, the curriculum maintains a balanced focus on performing, composing, and listening—the essential triad of musical skills.

The year begins with Blues Music, where students practice reading both treble and bass clefs on the keyboard and develop their improvisation skills.

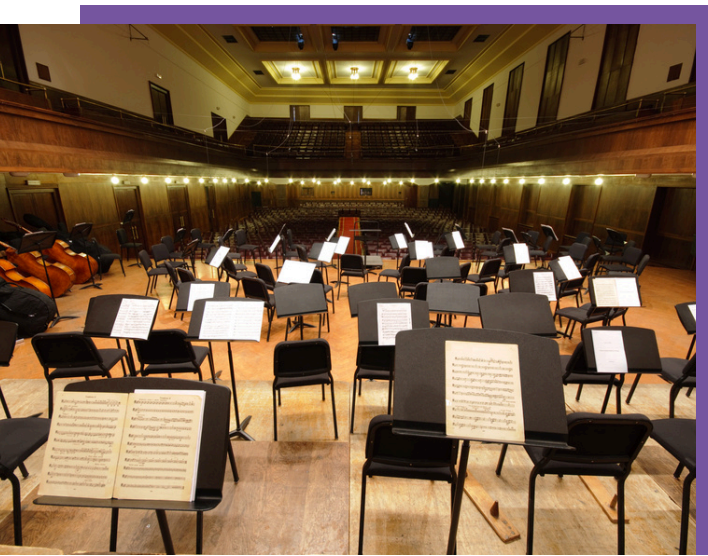
They then explore the formation of scales and apply these concepts to their compositions.

Students study different musical periods through pieces such as Pachelbel's Canon in D (Baroque) and Beethoven's Ode to Joy (bridging the Classical and Romantic periods). The Summer Term provides an opportunity for creativity with the study of Music in Advertising, where students create television advertisements with original music.

YEAR 9

In Year 9, students gain increased independence in their musical projects, providing a preview of what to expect at the GCSE level. The curriculum covers a range of styles, from modern classical to contemporary, with a focus on Music for Stage.

Students gain increased independence in their musical projects, composing their own Theme & Variations using Sibelius, with an emphasis on detailed score-marking. They also compose their own scores for selected cinematic scenes, as well as perform pop covers in bands and compose their own pop songs, culminating in a final performance.



PHYSICAL EDUCATION

Physical Education is compulsory for all students in Years 7 to 9, with one double period each week. Our goal is to foster a comprehensive skill set, emotional resilience, social skills, and cognitive abilities, promoting a lifelong commitment to physical activity and a positive attitude towards health and fitness.

YEAR 7

Students are introduced to Physical Education with a strong focus on fundamental movements and physical literacy. This helps students build confidence and competence in various activities, setting the stage for future development. Next, students engage in gym-based fitness training, exploring cardiovascular, strength, and flexibility exercises. The year concludes with an introduction to striking and fielding games such as cricket and tennis, alongside cross-country running. Within Games lessons, students prepare to compete in Football, Netball, Rugby, Athletics, Tennis, Ultimate Frisbee, and Cross Country.

YEAR 8

Year 8 builds on the previous year's foundation, presenting more challenging activities and developing leadership skills and competitive awareness.

The Autumn term features advanced team building and enhanced fundamental movements that incorporate agility, balance, and coordination.

This progression continues to enhance physical literacy and sporting abilities. Spring-term fitness training introduces more advanced techniques, focusing on endurance, strength training, and circuit workouts. The Summer term refines skills in striking and fielding games such as cricket and tennis, with increased complexity and competitiveness across various sports.

YEAR 9

In Year 9, students prepare for the transition to GCSE Physical Education.

We begin with an emphasis on leadership in team activities, strategic thinking, tactical awareness, and advanced movement drills, aiming for mastery of physical literacy.

In the spring, specialised fitness training introduces personalised fitness plans and the principles of training and assessment.

The year concludes with a focus on competitive striking and fielding games, and further skill refinement across various sports. Additionally, students begin preparation for GCSE PE, familiarising themselves with the structure, theoretical components, and assessment criteria.



RELIGIOUS STUDIES

YEAR 7

We begin by exploring the concept of a monotheistic God through the Jewish religion. They follow part of the Jewish story, starting with the covenant of Abraham and ending with the second covenant of Moses, covering landmark narratives such as The Binding of Isaac and The Exodus Story. Pupils will infer their own meanings from these stories and understand their significance for people of the Jewish faith. They will also learn key beliefs about the Judeo-Christian God, laying an early foundation for the Religious Studies GCSE.

Next, the focus shifts to Buddhism, with students exploring the formative parts of the Buddha's story and his key teachings, including the Four Noble Truths and the Eightfold Path. They will consider how these teachings might alleviate personal suffering and reflect on what is truly important in their lives.

YEAR 8

In Year 8, pupils expand their study to include philosophy.

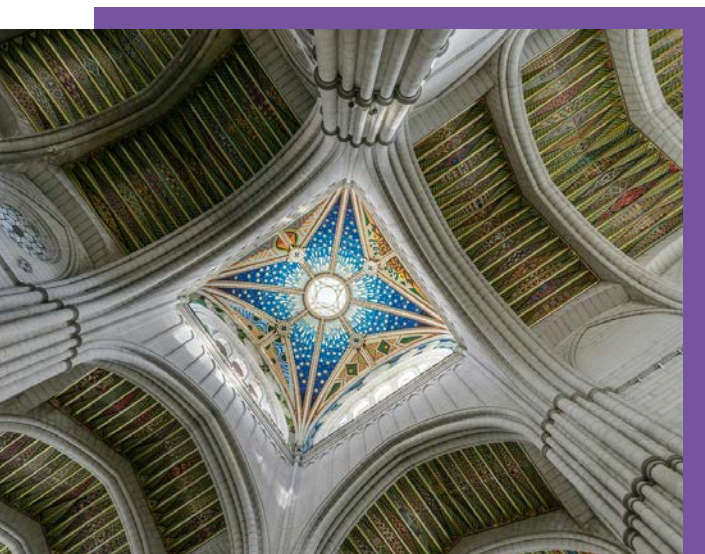
Students tackle the key question "Does God Exist?", analysing and evaluating arguments presented by thinkers such as Thomas Aquinas and William Paley. Their essay skills are particularly challenged, and by the end of the topic, pupils are expected to write essays with sustained arguments that address potential counterarguments.

Next, the focus returns to religion with Christianity, with students taking a historical approach, exploring ancient publishing and examining evidence of Jesus' existence. They then delve into key teachings of Jesus, honing their analytical skills to infer meanings. In the summer, pupils examine issues of crime and punishment, exploring the causes of crime and the purposes of punishment. This unit encourages reflection on personal positions in life and the impact of inequality on those in poverty.

YEAR 9

In Year 9, pupils study moral philosophy, beginning with Nietzsche's Parable of the Madman to understand the importance of moral philosophy before delving into Utilitarianism through the ideas of Jeremy Bentham and John Stuart Mill. Students then apply these theories to ethical issues such as abortion and euthanasia.

The final term focuses on preparing for the GCSE through the study of Islam. This provides a taste of Year 10 and helps pupils appreciate the level of work and effort required after their Year 9 summer break.



SCIENCE

During Years 7 and 8, students engage separately with each scientific discipline for the first time. The syllabus is designed to harness students' natural curiosity and develop the practical and analytical skills essential for their continued scientific studies at IGCSE. Students have four science lessons per week, with each science subject occupying approximately one term. The development of scientific skills is integrated throughout the course, connecting the various topics of study.

BIOLOGY

YEAR 7

Students begin their study of Biology by examining cells, the basic functional units of all living organisms. They explore cell structure, specialization, and imaging techniques using microscopes. Understanding how substances move between cells, students then study the relationship between structure and function in body systems, focusing on breathing and movement. The curriculum includes the mechanisms of sexual reproduction in humans and plants, covering topics such as puberty, menstruation, and pregnancy.

YEAR 8

The focus shifts to the links between health and lifestyle, where students study diet, digestion, and the effects of smoking, drugs, and alcohol on health. They then connect key chemical processes in cells (respiration and photosynthesis) with interactions in ecosystems. The final topic is Evolution by Natural Selection, emphasizing that "Nothing in Biology makes sense except in the light of evolution," as stated by Dobzhansky.

CHEMISTRY

YEAR 7

Students are introduced to the particle model, explaining the three states of matter. They apply these concepts to distinguish between atoms, elements, and compounds, viewing chemical reactions as changes in atomic arrangements. Practical Chemistry begins with combustion and thermal decomposition reactions, fostering safe working practices with Bunsen burners and chemicals. The year concludes with a study of acids, alkalis, and their significant reactions.

YEAR 8

Building on Year 7 concepts, students explore the periodic table, using it to predict element properties and study the reactivity of Group 1 and Group 7 elements. Core separation techniques, such as chromatography and distillation, are introduced. The final topic covers the reactions of metals, including their extraction and purification from ores.

SCIENCE (CONT'D)



PHYSICS

YEAR 7

Students begin their study of Biology by examining cells, the basic functional units of all living organisms. They explore cell structure, specialization, and imaging techniques using microscopes. Understanding how substances move between cells, students then study the relationship between structure and function in body systems, focusing on breathing and movement. The curriculum includes the mechanisms of sexual reproduction in humans and plants, covering topics such as puberty, menstruation, and pregnancy.

YEAR 8

The focus shifts to the links between health and lifestyle, where students study diet, digestion, and the effects of smoking, drugs, and alcohol on health. They then connect key chemical processes in cells (respiration and photosynthesis) with interactions in ecosystems. The final topic is Evolution by Natural Selection, emphasizing that "Nothing in Biology makes sense except in the light of evolution," as stated by Dobzhansky.

SCIENTIFIC SKILLS

Science is fundamentally a methodology for understanding nature. Throughout Years 7 and 8, students perform numerous experiments to develop their practical and analytical skills. They learn to design experiments and critically evaluate scientific findings, applying mathematical and scientific reasoning to problem-solving. This approach enhances their understanding of the scientific method and the connections between different areas of study.

YEAR 9

In Year 9, students begin their International GCSE courses in the three sciences. The foundational knowledge and skills acquired in Years 7 and 8 provide a solid base for their advanced IGCSE studies.

SPANISH



YEARS 7 & 8

In Years 7 and 8, students have three Spanish lessons per week.

Each half term, they delve into a new and captivating topic that eases the transition from primary school in Year 7 and builds on that foundation in Year 8.

During these years, students will review key concepts such as articles and gender, adjective agreement, possessive adjectives, and the conjugation of regular and irregular verbs in the present and future tenses.

They will learn how to introduce themselves, discuss their family, friends, and school, and write short essays about their hobbies, favourite foods, and holidays.

Classes are kept small and mixed-ability, ensuring personalised support and differentiated classwork and homework.

Bilingual Spanish students will receive extension work to deepen their grammar skills and understanding of the topics. Additionally, students will be introduced to Hispanic culture through authentic resources.

YEAR 9

Students entering Year 9 will have the opportunity to continue their Spanish studies.

We use textbooks recommended by exam boards that provide a comprehensive understanding of the language, integrating both spoken and written skills with insights into the cultural background of Spanish-speaking countries.

Throughout the year, students will learn to discuss topics such as family, home life, leisure activities, and holidays, while mastering the three key tenses: present, past, and future.

Given that Spanish is the world's third most spoken language, this course will not only enhance their linguistic abilities but also offer a deeper appreciation of Hispanic culture, including its festivals and traditions.

By the end of the year, students will be well-prepared to choose Spanish as their GCSE language option.

FIND OUT MORE:



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