



Borden Grammar School

Key Stage 3 Curriculum Information



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English (Page 1)

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|--|---|
| 7 | <ul style="list-style-type: none">Improving WritingBeowulfPrivate Peaceful or SkelligPoetry (Blake)OdysseyHatchetLanguage skills media/non-fiction | <ul style="list-style-type: none">Improving Writing includes initial assessment (spelling, reading, writing, hand-writing) followed by two writing tasks – autobiographical writing and short storyOther SOWs assessed mid-termly through comprehension task and at end of SOW via assessment task (maintained in folios)Grammar starters assessed by termly grammar test. | <ul style="list-style-type: none">Boardworks Doodle – set as a weekly HW task to support grammar learningTEDEd for short relevant filmsIndividual lessons supported via appropriate material from the webBBC Radio 2 500 words short story writing competitionCultural trip at end of term 2KS3 reading list, encouraging wider reading accessible through MoodleFortnightly visit to the library |
| 8 | <ul style="list-style-type: none">Improving WritingBalladsMystery StoriesOur Day OutRoll of ThunderHoles or War of the WorldsShakespeareNon-fiction | <ul style="list-style-type: none">Improving Writing – descriptive writing, writing to persuade including delivery of a speechOther SOWs assessed mid-termly through comprehension task and at end of SOW via assessment task (maintained in folios)Grammar taught as integral part of lessons | <ul style="list-style-type: none">Doodle – set as a weekly HW task to support grammar learningTEDEd for short relevant filmsIndividual lessons supported via appropriate material from the webShakespeare linked trip in term 4KS3 reading list, encouraging wider reading accessible through MoodleFortnightly visit to the library |



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English (Page 2)

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| 9 | <p>The year is divided into 4 main units.</p> <ol style="list-style-type: none">1. First World War Literature. To include study of lit genres: poetry and drama and non-fiction e.g. letters and biography.2. Reading Skills through teaching 'Of Mice and Men' and smaller unit on non-fiction.3. Writing skills. How to write a short story. Overlaps with previous unit on techniques e.g. characterisation and scene setting.4. Post summer exam GCSE work. This unit introduces the poetry element for Lit. Focus on 4-5 poems from the AQA Anthology. | <p>All units to include teacher, self and peer marked work and core tasks; Doodle exx.</p> <ol style="list-style-type: none">1. Assessed work includes empathetic writing, biographical writing, drama scripting and performance. Core task: analytical essay comparing two poems.2. Analytical essays in GCSE style (core task will be one of these), group research activities and presentations, drama, comprehension questions, summary skills. End of year exam to cover 'Of Mice and Men' and non-fiction.3. Core task: produce a short story. Mini tasks set along the way either on original writing or responding to others. Summer exam to include writing task.4. Comprehension questions, group work analysis, mini-essays and core task being a comparative essay, as GCSE. | <p>Doodle (Boardworks) is used throughout the year to reinforce KS3 language work.</p> <ol style="list-style-type: none">1. War Horse theatre trip, film/tv clips on Youtube and iplayer eg Blackadder Goes Forth, All Quiet on The Western Front, Passing Bells. BBC History website and Encyclopaedia Britannica.2. BBC Bitesize inc context documentary, film version, Encyc. Brit., study guides. Library stock and KS3-4 reading list.3. Encourage wider reading esp. short stories.4. AQA Digital Anthology website, study guides, poetry archives – British Library etc for audio recordings. |



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Mathematics

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|--|---|
| 7 | <p>Content taught in topics across the six strands of the new National Curriculum for KS3: Number, Algebra, Ratio Proportion & Rates of change, Geometry & Measure, Probability, Statistics.</p> <p>Development of mathematical Fluency and Reasoning is taught through a range of problem solving tasks.</p> | <p>End of topic tests are taken throughout the course at Levels 5-6. The end of year examination is extended to include content at level 7.</p> | <p>Homework and revision resources www.mymaths.co.uk</p> <p>also www.nrich.maths.org</p> <p>KS3 Maths Club is held at lunchtime every Wednesday</p> |
| 8 | <p>Content taught in topics across the four National Curriculum strands: Number, Algebra, Shape Space & Measure, Data Handling.</p> <p>Functional skills are introduced through rich tasks and investigational problem solving.</p> | <p>End of topic tests are taken throughout the course at Levels 6-7. The end of year examination is extended to include content at level 8.</p> | <p>Homework and revision resources www.mymaths.co.uk</p> <p>also www.nrich.maths.org</p> <p>KS3 Maths Club is held at lunchtime every Wednesday</p> |
| 9 | <p>Content taught in topics across the four National Curriculum strands: Number, Algebra, Shape Space & Measure, Data Handling.</p> <p>Functional skills are introduced through rich tasks and investigational problem solving.</p> | <p>End of topic tests are taken throughout the course at Levels 7-8. The end of year examination is extended to include material equivalent to GCSE grade A.</p> | <p>Homework and revision resources www.mymaths.co.uk</p> <p>also www.nrich.maths.org</p> <p>KS3 Maths Club is held at lunchtime every Wednesday</p> |



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Art

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|---|---|
| 7 | <ul style="list-style-type: none">• The formal elements of art – shape, tone, line, form, texture, pattern and colour.• Pop-Art and consumerism.• Cultures and non-western art. | <ul style="list-style-type: none">• Baseline test in first week.• Feedback given using WWW, EBI throughout projects.• Levelled final piece within each project.• End of year exam. | <ul style="list-style-type: none">• Tate.org.uk• Critical contextual studies• Research and analysis |
| 8 | <ul style="list-style-type: none">• Cultures and non-western art.• Surrealism.• Natural forms. | <ul style="list-style-type: none">• Feedback given using WWW, EBI throughout projects.• Levelled final piece within each project.• End of year exam. | <ul style="list-style-type: none">• Tate.org.uk• Critical contextual studies• Research and analysis |
| 9 | <ul style="list-style-type: none">• Day of the dead.• Landscapes.• Graphic posters. | <ul style="list-style-type: none">• Feedback given using WWW, EBI throughout projects.• Levelled final piece within each project.• End of year exam. | <ul style="list-style-type: none">• Tate.org.uk• Critical contextual studies• Research and analysis |



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Design Technology

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|---|--|
| 7 | <ul style="list-style-type: none">• A toothbrush holder made by bending thermoplastic.• A hand held maze designed in Sketch-up constructed in wood and Acrylic sheet.• An egg holder created from Aluminium strip.• A mechanical toy with an interesting movement created by a cam or a crank.• An electronic moisture sensor. | | <ul style="list-style-type: none">• Projects often involve research on the internet which is set as a homework.• A video of the testing of the mechanical toy is inserted into Power point, uploaded to Moodle and evaluated as a homework. |
| 8 | <ul style="list-style-type: none">• A pinball game featuring a mechanical flipper to keep the ball in play.• A clock based on study of the design movements that is designed in Techsoft and created on the Laser Cutter• A structures project using sheets of paper to create roll tubes that can be assembled into a bridge that can carry a load of up to 10 kg | Common approach to each year group: Each project made up of individual assignments that are uploaded to Moodle, when completed the whole project is collated together and submitted for a NC grade. | <ul style="list-style-type: none">• Investigation into existing pinball games is encouraged to explore potential features• Extensive research into individual design movements is set as a series of homeworks. |
| 9 | <ul style="list-style-type: none">• A mini GCSE Product Design project to create a vacuum formed torch for a target group.• A mini GCSE Systems and Control project to control the rate of flow of balls in to a Ping Pong firing machine. | | <ul style="list-style-type: none">• Pupils are asked to bring in old torches that can be dismantled.• Photos documenting the progress of the practical work are uploaded to a gallery in Moodle and are presented in Powerpoint |



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Drama

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|--|---|
| 7 | <u>Introducing Drama</u> 1) Basic drama skills 2) Improvisation 3) From page to stage 4) Writing scripts | 8 mini practical assessments. 2 main assessments based on whole process involved in unit 3 & 4. | Key terms, structure and guidance for evaluating drama on Moodle Taking part in or watching live theatre performed at the school. |
| 8 | <u>Comedy:</u> 1) Pantomime 2) Stand-up including observational comedy 3) Improvisational Comedy 4) Reviewing live theatre 5) Parody and Satire | Mini practical assessments in each lesson plus 5 main assessments at the end of every unit based on contributions to the whole process. | Watching or taking part in school performance particularly panto. British Theatre Guide – podcast interviews and reviews Youtube – comedy extracts from various genres. |
| 9 | <u>Shakespeare's Macbeth.</u> This unit lasts the entire year. | 2 presentations on Globe theatre and Jacobean society 5 practical assessments using the original text. 5 practical assessments using Macbeth as stimulus. Review of live theatre performance End of year performance in front of year group – parody of Macbeth. | The Virtual Globe Macbeth – no fear Shakespeare Macbeth York Notes Enotes Macbeth Visit to War Horse to experience live theatre |



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French

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|--|--|
| 7 | <p>The Year 7 French course gives an introduction to the language and culture of France and French speaking countries. The aim is to develop the skills of listening, speaking, reading and writing, acquire language-learning skills and secure grammatical foundation. Pupils use the Métro 1 textbook. The topics studied are: self, school life, hobbies and home.</p> | <p>Assessment includes oral presentations, vocabulary or grammar tests, writing tasks, end of unit assessments and end of year examinations.</p> | <p>All pupils are issued with a textbook and a grammar / vocabulary notebook which include the key words and grammatical explanations they need to revise.</p> <p>They are encouraged to practice their language skills regularly with websites such as Linguascope (www.linguascope.com) and Quizlet (www.quizlet.com).</p> <p>They can also develop their independent reading by choosing magazines and books according to their interests in the library.</p> <p>Finally, the French Department regularly organises a Year 7 day trip to France and e-Twinning projects with European schools in order to enable pupils to put their language skills into practice.</p> |
| 8 | <p>The Year French 8 course builds upon the knowledge acquired by pupils in Year 7 on the language and culture of France and French speaking countries by consolidating and extending pupils' vocabulary. Pupils use the Métro 2 Rouge textbook and, through a range of activities, develop their listening, speaking, reading and writing skills further. They also revisit basic grammatical points and are introduced to the perfect tense in French. The topics studied are: past activities, daily routine, family and friends and food.</p> | | |
| 9 | <p>The Year 9 French course is designed to extend pupils' knowledge of French vocabulary and grammar. The aim is to develop the four language skills of listening, speaking, reading and writing further and to secure the understanding of essential grammatical points like the past, present and future tenses in French. Pupils use the Expo 3 rouge textbook. The topics studied are: popular culture, future plans, healthy living and healthy eating.</p> | | |



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Geography

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|---|--|
| 7 | <ul style="list-style-type: none">• Britain• Map Skills• Tectonics• Rivers and Flooding• Countries project | <p>Baseline test – KS2 maps and basic geographical knowledge.</p> <p>Extended assessment projects and end of unit tests</p> | <p>Anything outside! – visit Leeds castle, go to a national park, start Geocaching – www.geocaching.com</p> <p>Visit the natural history museum and experience and earthquake.</p> |
| 8 | <ul style="list-style-type: none">• Coasts• Weather and Climate• Ecosystems• Brazil• Crime• Energy | <p>Extended assessment projects and end of unit tests</p> | <p>Walk/cycle along the coast from Whitstable to Reculver.</p> <p>Watch the weather forecast on the news and documentaries on various media.</p> |
| 9 | <ul style="list-style-type: none">• Tourism• Climatic hazards• Globalisation• China• Development• Oceans | <p>Extended assessment projects and end of unit tests</p> | <p>Research climatic hazards like hurricanes, tornadoes and wild fires on the internet.</p> <p>Look at where things in your house were made/grown – how are you linked to the rest of the World/</p> |



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History

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|--|--|
| 7 | <ul style="list-style-type: none">• Introduction to Historical Research• The Romans and Society• The Norman Invasion• The Black Death | Students are assessed on a twice termly basis through both written and presentational pieces. Students are also given key word tests each term | It is useful to have visited local history sites such as Rochester Castle to get a sense of the period's impact on Kent. |
| 8 | <ul style="list-style-type: none">• The Tudor Monarchs and the problems of religion continued into the 1600's• The consequences of England being at war abroad and at home• Change and continuity in British society between 1485-1750 | Students are assessed on a twice termly basis through both written and presentational pieces. Students are also given key word tests each term | It is useful to have visited local sites as well as those related to Tudor history such as Hampton Court Palace |
| 9 | <ul style="list-style-type: none">• Britain 1750-1900• Black History• World War One• Rise of the Dictatorships• The Cold War• Olympic Project | Students are assessed on a twice termly basis through both written and presentational pieces. Students are also given key word tests each term | Students are given the opportunity to visit the battlefields in Ypres; however, a visit to the Imperial War Museum would also be beneficial for students |



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ICT

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|--|---|
| 7 | Graphics (LOTS), Powerpoint, DTP, website design, databases, CAD using Sketchup, ESafety, stop frame animation, programming with Scratch, Lightbot and Codecademy (Python, HTML and JavaScript) | Work uploaded to Moodle for assessment. One piece of work is assessed every other week as tasks vary in length. | Lots of independent resources provided on the VLE but Codecademy is the main vehicle for homework over the Year 7 course. |
| 8 | Vector graphics using Serif Suite, key frame animation, Presentation work using Prezi, collaborative work using Google Docs, Spreadsheets, WP mail merging, DTP mail merging. Scratch, PowerPoint and VBA programming and some basic Python programming. Programming using Codecademy for independent work outside of lessons | Work uploaded to Moodle for assessment. One piece of work assessed approx. every other week as tasks vary in length. (about 10 tasks over year) | Same as Year 7 above (Codecademy course only became available Sept 2014) |



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Independent Learning Programme (ILP)

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|---|--|
| 7 | <p>The Independent Learning Programme covers the key skills and tools needed to equip the students as independent learners. Students then apply these skills and tools to produce presentations on a range of topics.</p> | <p>Teacher and peer assessed progress via student record sheet.</p> | <p>All tasks / record sheets are available on the VLE. Students are encouraged to work throughout tasks at their own pace.</p> |



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Music

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|--|--|
| 7 | Elements of music, ringtone composing project, keyboard operation, functions and learning note-names, Metre and rhythm with composing project, structure (rondo), what makes a good tune (with song-writing project), various ways of making scores, conventional notation, the major scale, pentatonic scale. | Short tests, verbal assessment during progress of projects, finished projects assessed upon completion (both peer and teacher), practical and listening exams. | Moodle & library resources used for: homework tasks set on listening to relevant music, directed to, learning about relevant music history / composers, etc. Learning/reinforcing class topics, revising for tests, etc. |
| 8 | Classical style & structures, Ternary form, performing and composing AABA structure pieces, Major scales Indian music, raga scales, fusion music, Intervals both melodic & harmonic, counterpoint/rounds – both performing and composing, Pentatonic scale. | Short tests, verbal assessment during progress of projects, finished projects assessed upon completion (both peer and teacher), practical and listening exams. | Moodle & library resources used for: homework tasks set on listening to relevant music, directed to, learning about relevant music history / composers, etc. Learning/reinforcing class topics, revising for tests, etc. |
| 9 | Harmonic series, triads, fanfares, chord sequences, 12-bar blues composing project, pentatonic blues scale, solo performing, group performing, Modes in both listening, theory and composing project, Variation structure, composing own variations. | Short tests, verbal assessment during progress of projects, finished projects assessed upon completion (both peer and teacher), practical and listening exams (4 parts: solo performing, group performing, individual composing and listening & theory). | Moodle & library resources used for: homework tasks set on listening to relevant music, directed to, learning about relevant music history / composers, etc. Learning/reinforcing class topics, revising for tests, etc. Also use of free composing software for own choice homework project. |



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Physical Education

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|--|---|
| 7 | <p>Students begin Year 7 with a number of baseline tests that establish their initial performance level. Throughout Year 7, students experience a variety of opportunities to develop their knowledge, skills and understanding across a range of 9 activities that span the activity areas of Gymnastics, Dance, Games Outdoor Adventurous Activities and Athletic Activities.</p> | <p>Assessment in Key Stage 3 PE is conducted through continuous observation and assessment of performance in a variety of activities and is made in line with previous National Curriculum Levels.</p> | <p>Students are encouraged to discover more about the activities studied by watching elite performance in the current activity area and by keeping up to date with sporting rule changes and strategies used by elite performers.</p> |
| 8 | <p>In Year 8, students aim to build upon their knowledge, skills and understanding across a familiar and unfamiliar range of activities as studied throughout year 7. Within year 8, students have further opportunities to develop their knowledge, skills and understanding across a range of 8 activities that include activities such as Handball and Trampolining.</p> | <p>Students are assessed in a number of roles when possible including Performer, Leader/Coach and Official.</p> | <p>Students are also encouraged to take part in the school's extra-curricular sports clubs and other clubs that are based in their local area.</p> |
| 9 | <p>In Year 9, students continue to build upon their knowledge, skills and understanding as in year 8 through a familiar and unfamiliar range of 9 activities spanning the activity areas of Gymnastics, Dance, Games Outdoor Adventurous Activities and Athletic Activities. There is a greater focus on strategy and tactical aspects as well as leadership within year 9 PE.</p> | <p>Students are also given the opportunity to self-assess throughout the activities and review progress at regular intervals.</p> | |



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Religious Studies

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|--|--|--|
| 7 | Judaism- exploration of characters and stories from the Old Testament/ Jewish festivals and practices Christianity- the life of Jesus with emphasis on parables miracles and practice in the modern world Sikhism- transition unit (KS2/3) briefly studied as part of the Independent Learning Programme | Regular specialist vocabulary tests/ informal assessment of speaking and listening to others/ eight formal assessment tasks plus end of year examination | |
| 8 | Hinduism- beliefs and practices, including a visit to the Hindu Temple in Neasden London Christianity- the family of churches- similarities and differences Sikhism- beliefs and practices including the Interfaith unit as a comparison with other belief systems | Regular specialist vocabulary tests/ informal assessment of speaking and listening to others/ eight formal assessment tasks plus end of year examination | www.biblegateway.com www.bbc.co.uk/religions The Religions Book (DK Publishing) What Do You Believe?(DK Publishing) |
| 9 | Islam- issues of religious authority/ moral dilemmas/practice in the modern world Christianity- the Jesus of history and the Christ of faith/influence on western civilisation Buddhism- experiential religion/interfaith unit | Regular specialist vocabulary tests/ informal assessment of speaking and listening to others/ eight formal assessment tasks plus end of year examination | The Bible (New International Version) |



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Science

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
|------------|---|--|---|
| 7 | <p>Topics: (1) Particles, chemical patterns and lab safety. (2) Chemical reactions and energy transfers. (3) Habitats, animal behaviour and adaptation. (4) Electricity and magnetism. (5) Cells, tissues, organs and organs systems. Reproduction and new life. (6) Our solar system and the Universe. Forces.</p> | <p>End of topic tests. Level assessed tasks to test scientific skills.</p> | <p>KS3 science resources on the VLE include three online active learn books (Exploring Science 7, 8 and 9).</p> <p>BBC Bitesize KS3 Science http://www.bbc.co.uk/education/subjects/zng4d2p</p> |
| 8 | <p>Topics: (1) Cells, drugs, nutrition and respiration. (2) The changing atmosphere. Energy transfers and energy resources. (3) Rocks and the rock cycle. Weathering and geological time. (4) Particles, chemical reactions and chemical patterns. (5) Microbes and pathogens. Food webs. (6) Sound and light waves.</p> <p>Year 7 & 8 Scientific Skills: (1) Thinking scientifically. (2) Communicating and collaborating in science. (3) Using investigative approaches. (4) Understanding the applications and implications of science. (5) Working critically with scientific evidence.</p> | <p>End of topic tests. Level assessed tasks to test scientific skills.</p> | <p>KS3 science resources on the VLE include three online active learn books (Exploring Science 7, 8 and 9).</p> <p>BBC Bitesize KS3 Science http://www.bbc.co.uk/education/subjects/zng4d2p</p> |



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Spanish (Page 1)

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
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| 7 | <p>The Year 7 Spanish course is an introduction to the Spanish language and culture. The year 7 course is crucial to build the listening, reading, writing and speaking skills and to secure grammar foundation of the pupils.</p> <p>Pupils use Listos 1 textbook which follows the MFL framework and QCA schemes of work. The topics studied are: self, school, home and free time activities.</p> | <p>Assessment includes vocabulary and grammar tests in class, oral presentations, writing tasks and progress tests at the end of each module. There are also end of year tests.</p> | <p>Pupils are issued with a textbook and a vocabulary/grammar exercise book from where they can revise the key grammatical points and vocabulary.</p> <p>Pupils are encouraged to use www.linguascope.com and www.languageonline.org.uk for independent language practice on a regular basis.</p> |
| 8 | <p>The Year 8 Spanish course is a continuation from Year 7 and builds upon the knowledge of the Spanish culture and language acquired by the pupils in the previous year. Year 8 Spanish consolidates and expands the vocabulary and grammar structures and listening, reading, speaking and writing skills are developed further. Pupils revisit basic grammatical points and they are introduced to the past tense and the future tense in Year 8.</p> <p>Pupils use Listos 2 textbook which follows the MFL framework and QCA schemes of work. The topics studied are: food, shopping, holidays, past time activities and health.</p> | <p>Assessment includes vocabulary and grammar tests in class, oral presentations, writing tasks and progress tests at the end of each module. There are also end of year tests.</p> | <p>There are also resources in the library such as magazines, books and dictionaries available to all pupils to develop their independent reading skills.</p> |



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Spanish (Page 2)

| Year Group | Key Content Studied | Key Assessment Information | Learning Outside the Classroom |
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| 9 | <p>The Year 9 is the year where the GCSE style assessments are introduced. In Year 9, pupils secure their knowledge of grammar and the four skills: listening, speaking, reading and writing are further developed. Also, writing tasks are assessed much in line with the GCSE standards. In Year 9 pupils secure their understanding of the past, present and future tenses.</p> <p>Pupils use Listos 3 textbooks which follows the MFL framework and QCA schemes of work. The topics studied are: family and self, work and education, tourism, house and home and healthy living.</p> | <p>Assessment includes vocabulary and grammar tests in class, oral presentations, writing tasks and progress tests at the end of each module. There are also end of year tests.</p> <p>Also, pupils are assessed against a GCSE mark scheme and standards for their writing assessments.</p> | <p>Pupils are issued with a textbook and a vocabulary/grammar exercise book from where they can revise the key grammatical points and vocabulary.</p> <p>Pupils are encouraged to use www.linguascope.com and www.languageonline.org.uk for independent language practice on a regular basis.</p> <p>There are also resources in the library such as magazines, books and dictionaries available to all pupils to develop their independent reading skills.</p> |