



Haileybury Malta

Year 7 - 9 Curriculum

Introduction

Years 7 - 9 are special in several ways; the children are given a variety of opportunities to develop their PSB (Pre-Senior Bacallaureate) Core Skills and we emphasise the importance of contributing to the school community through a variety of means. They will be asked to assist with younger pupils or to help the staff as part of the Monitoring System. We aim to respect them as senior pupils, and in turn, we look to them all to set a good example for the younger children to follow. We hope they will help us create a happy and productive working atmosphere throughout the school. All these opportunities run alongside a rigorous academic programme which will be outlined in this document.

Below is a brief explanation of the concerns structure which we employ in Years 7 - 9. On top of this comprehensive stream of information, if you have any individual issues which you would like to raise, then with due notice it is possible to make an appointment with the relevant member of staff:

- a) the Form Tutor
- b) the Subject Teacher for academic matters, or
- c) the Deputy Head in the case of a pastoral issue

Michaelmas Term – Parents' Evening and a short report end of term report

Lent Term – you will receive an end of term report on all subjects

Summer Term – you will receive an end of term report on all subjects

Pupils also embark on pre-IGCSE material in preparation for the start of those courses in Year 10.

Learning Support

Haileybury is a non-selective school, and we welcome children who may require some additional support. We believe that the strengths of every child should be celebrated, and it is understood that some may require specific tools or learning interventions at different stages of their journey through the school to achieve their best. The Learning Support staff work closely with both class teachers and parents. Please contact the SENDCo should you have any queries regarding learning support.

English

The English department aims to instil an appreciation and enjoyment of language and literature, developing key skills in listening, speaking, reading, writing and critical thinking. Throughout Key Stage 3, your child will be assessed in many specific areas within English Language and English Literature, the English Department has created Age-Related Expectations (AREs) to help ensure continuity and progression in the curriculum across Key Stage 3 and into Key Stage 4.

Differentiation exists in both the methods of explanation of the subject matter and the children's responses to what they are being taught.

In line with current UK practice and our own determination to provide the very best education for your child, we continuously review our curriculum to ensure that it remains relevant, contemporary and allows our students to flourish as learners. Students will have the opportunity to enjoy a range of interesting, stimulating and challenging texts aiming to ensure that each year they cover contemporary/ world Literature in the form of prose, poetry, drama and non-fiction. More able pupils will be given questions that are far more open-ended, with no prescribed theme or set structure. The following are examples of set texts that may be used depending on the interests of each class:

- Year 7: Goodnight Mister Tom by Michelle Magorian, Holes by Louis Sachar, as well as a range of poetry and extracts from other fiction, drama and non-fiction texts.
- Year 8: The Outsiders by S.E. Hinton, Our Day Out by Willy Russell, an introduction to Shakespeare, as well as a range of poetry and extracts from other fiction and non-fiction texts.
- Year 9: Lord of the Flies by William Golding, An Inspector Calls by J.B. Priestley, Romeo & Juliet by William Shakespeare, as well as a range of poetry and extracts from other fiction and non-fiction texts.

In addition, students will be part of an extended reading programme encouraging an independent reading habit and promoting discussion of books they have read.

Mathematics

Maths in the senior part of the school should enable all pupils to become fluent with fundamental mathematical concepts and provide a solid foundation for future progress. Pupils should expect to build on Key Stage 2 and make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also be able to demonstrably apply their mathematical knowledge in other curriculum areas including Science, Geography, IT, Music, Art and other subjects. Additional papers are available to offer challenge to the more able.

Pupils will study and become familiar with most of the skills and knowledge of Key Stage 3. Prep (homework) will be set once a week and regular testing will take place to ensure continual recap and review. All pupils are expected to have a scientific calculator available for every lesson.

For our more able pupils, extension classes will run during the school day, but expectations of continued work outside of school will remain.

Homework will be set once a week.

Year 7: Number, algebra, geometry, ratio and proportion.

Year 8: Algebraic manipulation, probability, statistics and geometry.

Year 9: Advanced algebra, graphs, trigonometric foundations and mathematical reasoning.

Assessment: Regular tests, problem-solving activities and end-of-unit assessments.

Preparation for IGCSE and Sixth Form: Secure foundation for higher-level mathematical study.

Science

In Years 7 to 9, Science is taught as a single subject, with dedicated units in Biology, Chemistry, and Physics. We broadly follow the Pearson KS3 Science curriculum, ensuring a clear progression of knowledge and skills that prepares pupils for IGCSE study and beyond.

Alongside building scientific knowledge and literacy, pupils develop key PSB skills that underpin the scientific method. These include asking thoughtful questions, designing fair tests, analysing results, and communicating findings clearly. Students also build independence, collaboration, and leadership through practical investigations, steadily progressing from following instructions to planning and evaluating their own enquiries.

Our curriculum is designed to foster curiosity about the world and a passion for discovery. Through practical work, investigations, and inquiry-based learning, students learn to think scientifically and develop confidence in applying their understanding to real-life contexts.

Year 7: Cells, forces, particles, energy and scientific enquiry.

Year 8: Ecosystems, reactions, electricity and data analysis.

Year 9: Genetics, atomic structure, motion, energy transfer and investigative science.

Assessment: Practical work, investigations and written assessments.

Preparation for IGCSE and Sixth Form: Strong scientific literacy and practical competence.

Computer Science

Pupils in Years 7 - 9 follow a course based on the Key Stage 3 National Curriculum for Computing. The curriculum develops essential skills, from word processing and spreadsheets to enhancing pupils' thinking and learning through coding, and improving communication through media creation. Alongside these technical skills, students build digital literacy and an understanding of online safety, giving them the confidence to navigate the digital world effectively.

Technology shapes almost every aspect of the world around us, and our curriculum reflects this. Through a project-based approach that connects computing with other subjects, we develop pupils' skills in a meaningful and inter-disciplinary manner. ICT will also support the Learning Skills Trust projects undertaken by the students. By tackling coding challenges and creating digital media, students build independence and collaboration while acquiring abilities that are relevant both inside and outside the classroom.

AI is rapidly changing the way we live and work, and our pupils explore its potential in ways that enhance their learning. Working side by side with their teachers, they discover how to use AI responsibly and creatively, developing strategies to apply it ethically and effectively. In doing so, students also cultivate leadership skills, taking initiative in projects and guiding their own and others' use of AI.

Year 7: Digital systems, online safety and introductory programming.

Year 8: Coding projects, databases and digital media.

Year 9: Python programming, data representation, AI literacy and cyber security.

Preparation for IGCSE and Sixth Form: Technical and analytical skills for future study.

Spanish

Pupils will study a variety of topics relating to everyday life and broadly follow the National Curriculum Key Stage 3 syllabus for Modern Foreign Languages. Equal attention is paid to the four skills of speaking, listening, reading and writing. Correct spelling and grammatical accuracy are important and will be taught within the context of the topics studied.

All pupils will be expected to be able to recognise and use the present, perfect, and near future tenses of several key verbs by the end of the academic year. Weekly revision on Quizlet (at home or during homework sessions in school) will be vital in complementing the material covered in class.

Year 7: Personal information, family, school and present tense.

Year 8: Free time, travel, opinions and past tense.

Year 9: Future plans, global issues and increasingly sophisticated grammar.

Preparation for IGCSE and Sixth Form: Secure linguistic foundation and cultural awareness.

Geography

The aim of the Geography syllabus is to encourage pupils to look at the world and the processes that shape it, both physical and human. It is taught through a number of case studies that will be used to flesh out exam answers. As far as possible, we follow the principles of enquiry-based learning methods: we begin with a question and pull on a variety of sources to answer it.

Year 7: Weather, climate, tectonics and map skills.

Year 8: Population, settlement, development and fieldwork.

Year 9: Globalisation, sustainability, resource management and climate change.

Preparation for IGCSE and Sixth Form: Enquiry, investigation and evaluation skills.

History

Over the course of the next two years, students will explore topics from 'the making of the UK' (Year 7) and then 'Britain and Empire' (Year 8) and how these events impacted on life in Europe. The subject will be taught thematically, focusing on leadership, war and rebellion, and life and change. The history department at all times aims to enthuse, encourage curiosity, healthy debate and an ability to think for themselves.

Classical Civilisation

In this subject, pupils will learn about the Greeks and Romans, and will learn rudimentary Latin and Greek. They will study classical literature and find out more about Roman and Greek Gods and Goddesses.

Year 7: Medieval Britain and the development of the nation. Mythology, daily life and classical stories.

Year 8: Empire, industrialisation and social change. Roman society, leadership and literature.

Year 9: Twentieth-century conflict, democracy and global change.

Preparation for IGCSE and Sixth Form: Source analysis, interpretation and historical argument.

Classical influences on the modern world and introductory language study.

Performing Arts

Music and Drama will be taught as a standard part of the weekly timetable. In addition to this, pupils may choose to undertake further activities as part of our extensive co-curricular programme. Parents will be invited to plays and concerts.

Year 7–9: Music and Drama through performance, composition, devising and critical evaluation.

Visual Arts

In Years 7 and 8, students follow an Art/DT carousel that aims to give them an in-depth experience of these subjects in line with the KS3 curriculum. This will help them to develop their skills so that they are in a strong position to consider taking these subjects on to GCSE level.

Art Year 7

We will be using the animal kingdom as the starting point for our work using a range of media and techniques. After discussing endangered animals and thinking about our role in protecting animals and their habitats, the children will experiment with ways of making textures and effects to create an animal of their choice in collage/mixed media. There will also be observational drawing and the understanding and use of tone and texture taught. They will go on to look at Andy Warhol prints of animals and create their own layered animal print series.

Art Year 8

The children will be introduced to the work of Roy Lichtenstein and will explore dramatic compositions and use of colour in the Pop Art style. They will learn to mix and apply acrylic paint. The second project will introduce them to painting onto silk, using gutta to outline their design and exploring the different techniques possible when using this medium. Extension project will be an introduction to Surrealism and the work of Claus Oldenburg.

Art Year 9

Personal projects, observational work and preparation for IGCSE pathways.

Personal, Social and Health Education with Citizenship

The PSHE and RSE program is an essential part of supporting children as they grow up. It promotes thoughtful and positive thinking about the individual, their role in society and health issues relevant to the age group. It helps to give children the skills, knowledge and understanding they need to lead confident, healthy and independent lives. PSHE tackles many of the spiritual, moral, social and cultural issues that are part of growing up. Citizenship involves preparing the child for life as a responsible citizen; that is, teaching 'skills for life'.

PSHE underpins all the teaching, learning and playing in the School, and works hand-in-hand with the pastoral care of the whole school. It allows children to discuss themes and role-play certain situations in the safe and caring environment of the classroom, enabling them to be more confident when facing similar situations in the future. At its heart lies group work which can facilitate open attitudes towards dialogue, discussion, and consideration of multiple perspectives. It shows a respect and interest for the whole child and not just their academic ability, physical or artistic skill. Its aim is to nurture responsible, well-informed and caring individuals.

Different themes will be explored in a specific lesson each week and in assemblies where appropriate. Aspects of PSHE will be covered in specific subjects where relevant - for example, 'Healthy Eating' in Science. We follow the statutory guidance for Relationship and Sex Education. Sex Education is introduced from Year 7 in line with the secondary curriculum.

Physical Education

Physical Education contributes to the general education of a child through physical activity and offers opportunities for pupils to:

- acquire and develop skills performed with increasing physical competence and confidence in a range of physical activities and contexts
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- develop their ideas in a creative way
- set targets for themselves and compete against others, individually and as team members
- understand what it takes to persevere, succeed and acknowledge others' success
- respond to a variety of challenges in a range of physical contexts and environments
- take the initiative, lead activity and focus on improving aspects of their own performance
- discover their own aptitudes and preferences for different activities
- make informed decisions about the importance of exercise in their lives
- develop positive attitudes to participation in physical activity
- develop their overall knowledge and understanding of the subject