

SUCCESS IN KS3



#TEAM PARKFIELD



Year 8 & 9

Success in KS3

Year seven Knowledge Organisers

Assessment at Parkfield School

Home learning

Arbor Parent App

Working together on E-Safety



Why are they important?

Year 7 Curriculum Map - Knowledge Organiser

Term 1: Brilliant Britain	Term 2: Local Places	Term 3: Raging Rivers	Term 4: Seaside Settlements
<p>Knowledge: What is Geography? Continents and Oceans Physical and Human features of Great Britain, the British Isles and the United Kingdom Who are the British?</p> <p>Processes and concepts: Understanding the different disciplines within Geography Migration Stereotypes</p> <p>Skills: Scale. Compass</p> <p>Super-Curricular: Using an atlas of the UK: record your journeys that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>	<p>Knowledge: The geography of Ringwood. How Ringwood has changed over time.</p> <p>Processes and concepts: Historical links between places</p> <p>Skills: 4 and 6 figure grid references Map Symbols Drawing and annotating field sketches</p>	<p>Knowledge: Characteristics of the River Great Ouse basin Landforms of a river Processes and concepts: Erosion Transportation Deposition Formation of features Skills: Identifying features on OS</p>	<p>Knowledge: The water cycle Physical causes of flooding Human causes of flooding Effects and responses to flooding</p> <p>Processes and concepts: Flow of water through the water cycle</p> <p>Skills: Describing and understanding</p> <p>Super-Curricular: Investigate different methods of displaying data. Can you use methods used in other curriculum areas, eg Science, Maths? <i>Plan your own investigation</i> to record the variations in temperature around your outside space at home. What factors could influence temperature? What problems might you have in undertaking your investigation?</p>
<p>How can I revise in this subject? Throughout the year you will be introduced to different revision techniques for Geography for home learning. This has lots of revision preparation like to test yourself on. Your teachers will also allocate specific time for you to revise. Here are just a few ideas for revising specific parts of your learning:</p> <ul style="list-style-type: none"> For key terms and definitions, make a set of flashcards to help you remember. You could also get other people to test you on them. For revising processes: there are often several stages to a process. e.g. for erosion. Draw annotated diagrams to show the process. e.g. step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key terms. For revising the formation of features: take a feature such as a waterfall. Split the development of it into stages. Draw a diagram to show the different aspects and categories involved in your case study. For revising case studies: draw a mind-map to show the different aspects and categories involved in your case study. For revising an issue-based topic: use a pro-con argument for and against the issue. For revising map skills: Doodle Learn has lots of activities to help you to test yourself in every area of map skills. 			

Knowledge Organiser Knowledge Skills & Understanding

What am I learning and when?

5 year subject journeys

Overview of where the subject is going

Track where they are

Self-test



Subject specific quote: "Go wisely and slowly. Those who rush stumble and fall." William Shakespeare.
 Career pathways: Art & Design – graphic designer; eArt Auctioneer; Gallery Curator; Publishing & Media – Journalist, Editor, Writer; Law – Barrister, Magistrate, Court User; Education – English teacher, Private Tutor, University Lecturer.



How to be scholarly

- challenge yourself – be a scholar!
- deepen and broaden your knowledge
- develop independence and study skills
- go above and beyond



Parkfield School Values



Enable ~ Inspire ~ Nurture

Enable:

Everyone to give of their best in class

Your teacher to be able to teach their lesson

Everyone to enjoy and achieve



Enable ~ Inspire ~ Nurture

Inspire:

Be curious about your learning

Look beyond what is taught in the classroom and be interested in the subject

Inspire others through discussion and collaboration in class



Enable ~ Inspire ~ Nurture

Nurture:

The spirit of Parkfield, it is truly unique and a great place to be

Your own resilience to complete tasks – know when you've done a good job

Your talents, don't hide them away, we are all good at something so we need to celebrate and share this



GCSEs and setting targets

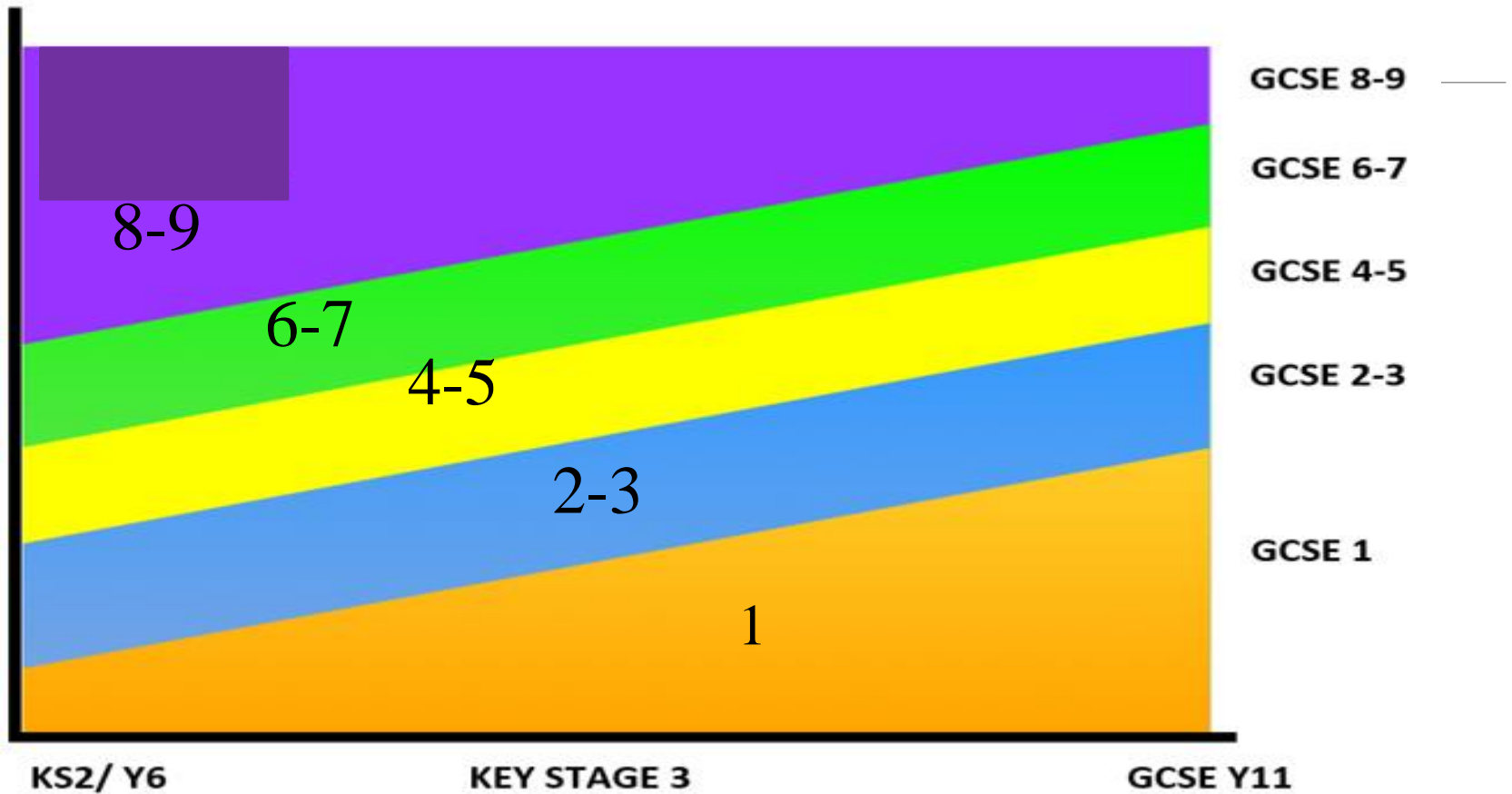
All GCSEs which your child will take will be graded **9 to 1**

For each student, a **target grade for each potential GCSE subject is generated**, as a result of their CATs test data, KS2 data, and teacher professional judgement.

This is used to determine a flightpath at KS3 for each subject, which, if your child's work is at or above this flightpath, they will be on track to meet or exceed their GCSE targets by the time they reach the end of year 11



KS3 flightpaths:



Assessment at KS3: what will come home?

Two Progress Checks this year

The Progress Check will consist of:

- Information about attitude (attitude in class and attitude to home learning) for each subject
- A statement about progress, telling you whether your child's work is
 - **Above target** (on track to achieve a higher grade than their target grade in that subject at GCSE)
 - **On target** (on track to achieve their target grade in that subject at GCSE)
 - **Below target** (working one flightpath under where they need to be to achieve their GCSE targets)
 - **Well Below target** (working more than one flightpath under where they need to be to achieve their GCSE targets)

When you receive the first Progress Check, you will also be sent your child's target flightpaths for each subject. These will remain the same for Key Stage Three.



Getting more information
www.parkfieldschool.org



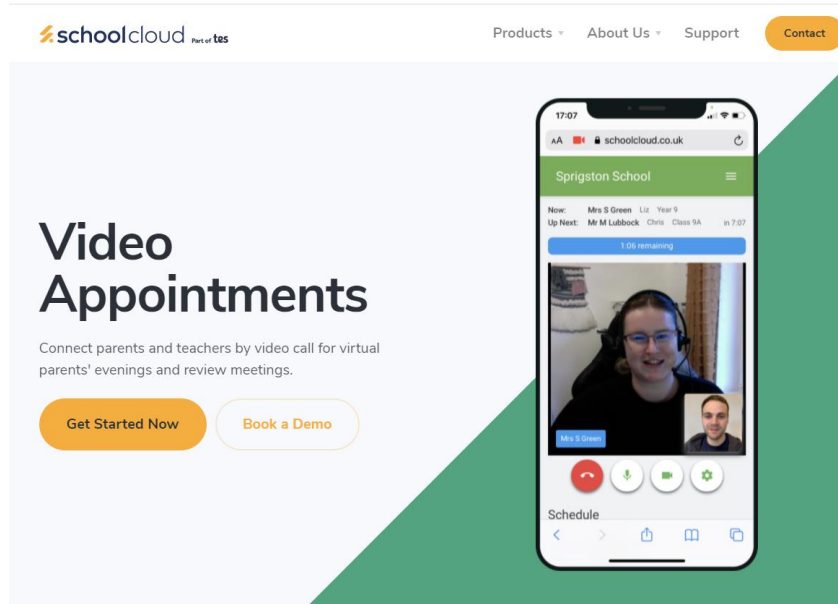
There are assessment descriptors for each subject available on the website

The KS3 Knowledge Organisers for every subject will be in books and on the website over the coming weeks.



Parents evening - Parents' Evening

We will be using parentseveningsystem.co.uk



The screenshot displays the schoolcloud website interface. At the top, the logo 'schoolcloud part of tes' is on the left, and navigation links for 'Products', 'About Us', 'Support', and a 'Contact' button are on the right. The main content area features the heading 'Video Appointments' in large, bold text. Below this, a sub-heading reads 'Connect parents and teachers by video call for virtual parents' evenings and review meetings.' Two buttons are present: 'Get Started Now' in an orange pill shape and 'Book a Demo' in a white pill shape with an orange border. To the right, a smartphone mockup shows a mobile app interface for 'Sprigston School'. The app screen displays a video call in progress with a teacher (Mrs S Green) and a parent (Mr M Lubbock). The interface includes a 'Schedule' button at the bottom and a '1 Of 1 remaining' indicator at the top of the call area.



Home learning at Parkfield School



Homework at Parkfield School

Home learning will support specific aspects of their curriculum and will include;

Practice

Preparation

Review



Year	Subject	Time	Frequency
Yr 7 & Yr 8	Maths, Science	Up to 30 minutes	1 per week
	English	60 minutes to include reading	Spread over the week
	Subjects with 4 or more lessons per fortnight	Up to 20 minutes	1 per week
	All other subjects	Up to 20 minutes	At least 2 per half-term

Key stage 3 - Year 7 and Year 8

The quantity, regularity and amount of time spent on homework is directed.



Extra curricular clubs

Day	Area	Activity	Age Group	Time	Teacher in Charge
Monday	Sports Hall	Multi-Sports	KS4	3:15 – 4:15	Mr Lloyd
Monday	Dance Studio	Reach Dance Company	KS3/4	3:15 – 4:00	Mrs Morley
Monday	IT1	Homework Club	KS3/4	3.15 – 4.00	Mrs Saidi
Monday	Library	Quiet working	Y7	1.20 - 2.00	Prefects & Librarian
Tuesday	Outside	Running Club	KS4	1.25 – 1.55	Mr Lloyd
Tuesday	Sports Hall	Multi-Sports	KS4	3:15 – 4:15	Mr Beck
Tuesday	ICT2	Maths enrichments	ALL	13.25-1345	Mrs Geldenhuys
Tuesday	Library	Quiet working	Y8	1.20 - 2.00	Prefects & Librarian
Wednesday	Sports Hall	Multi-Sports	KS3	3:15 – 4:15	Mr Lloyd
Wednesday Wk2	IT2	Geography Puzzles	KS3	1.30-2pm	Miss Walton
Wednesday Wk2	IT2	Careers Drop In	KS4	1.30-2pm	Miss Walton
Wednesday	IT1	Homework Club	KS3/4	3.15 – 4.00	Mrs Saidi
Wednesday	Library	Quiet working	Y9	1.20 - 2.00	Prefects & Librarian
Wednesday	F0.11	Creative writing club	All	1.20 - 2.00	Mrs <u>Kulaksiz</u>
Thursday	F0.12	History Club	KS3	1.30-2pm	Mrs Read
Thursday	Sports Hall	Multi-Sports	KS3	3:15 – 4:15	Mr Beck
Thursday	Art Room	GCSE Coursework	KS4	1.25 - 1.55	Miss Grant
Thursday	Science Lab	Science Club	Year 7	1.30-2.00 Term 2 only	Mrs Rickard
Thursday	F0.09	Stitches	All	1.20 - 2.00	Mrs Scourfield
Thursday	Library	Quiet working	KS4	1.20 - 2.00	Prefects & Librarian



Communication



Working in partnership

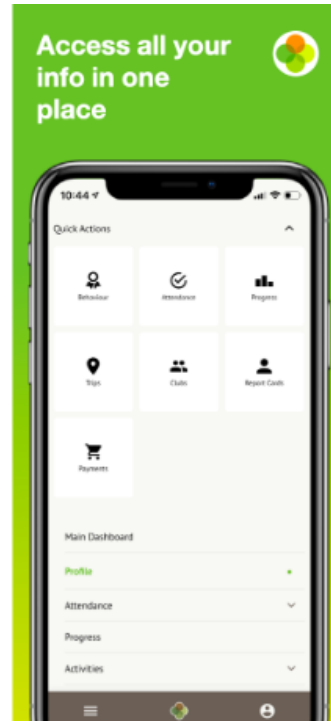
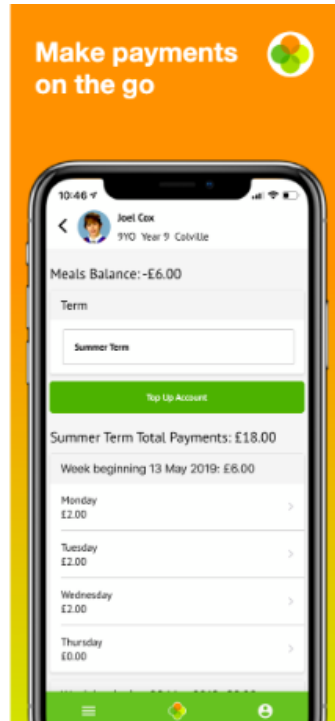
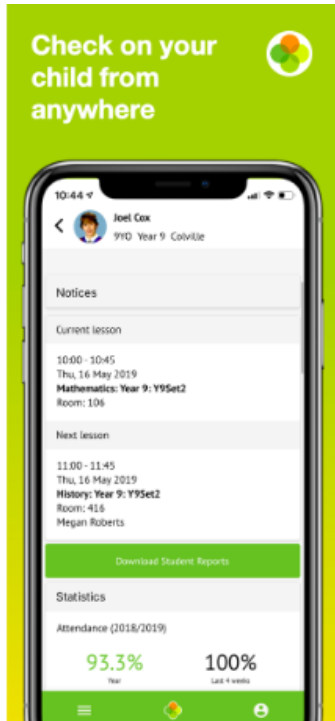
Home to School agreement

Rewards & Sanctions

Supporting the school



Arbor Parent App



Timetable
Personal details
Medical details
Rewards
Calendar
Push notifications
Attendance
Progress Checks



Downloading the App

Download from your app store and ensure you use the email address we have on the system for you and the DoB of your eldest child.

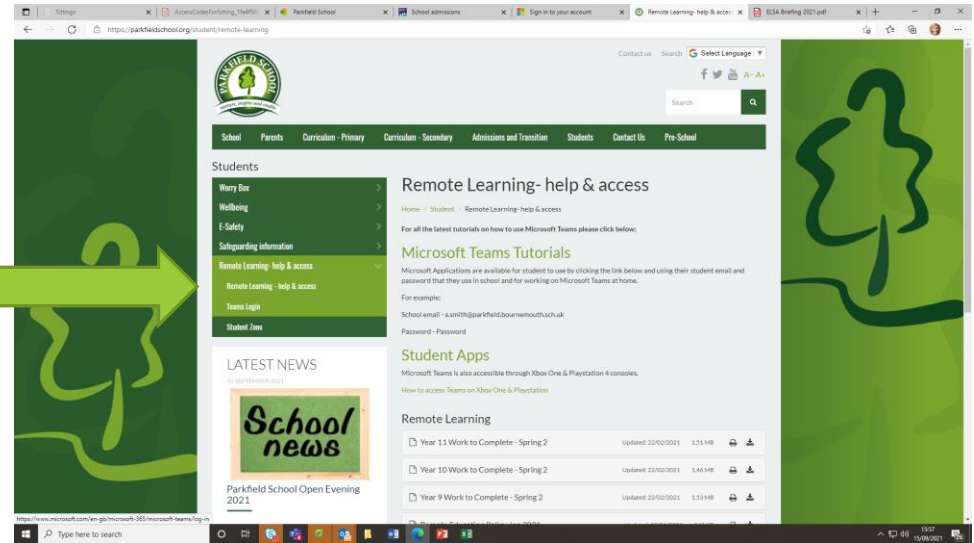


Any problems

arborsupport@parkfield.bournemouth.sch.uk



Using Teams



Designated Safeguarding Leads



Our Safeguarding Team

If you feel unsafe either at school or at [home](#) you can talk to one of our safeguarding team members pictured below:



Miss K Taylor
Designated
Safeguarding Lead



Mrs K Ainley
Pastoral &
Safeguarding Officer



Miss T Wilcox
Assistant Vice
Principal



Mr A Lloyd
Lead Teacher of
PE



Miss K Tucker
SENDCo

**‘Safeguarding is
everyone’s responsibility’**

Source: Children Act 2004



School Website

<https://parkfieldschool.org/student/well-being/>

Your emotional well-being is incredibly important
If you want to talk to anyone outside of school, these organisations are brilliant



Free confidential advice and support whatever your worry, whenever you need help:

NSPCC HELPLINE
0800 800 5000
help@nspcc.org.uk

ChildLine 0800 1111
Including self-harm, abuse, your safety, social media issues

For mental health and well-being:

mind 086463
for better mental health

YOUNG MINDS
www.youngminds.org.uk

For LGBT support:

breakout youth www.breakoutyouth.org.uk
02380 224 224

For advice on relationships and sex:

brook www.brook.org.uk

To support with any challenge you face:

THE MIX 0800 808 4994
www.themix.org.uk

For support and counselling with substance misuse:

TALK TO FRANK 08211 frank@talktofrank.com

catch 22 www.catch22.org.uk

Local support for families in crisis:

Bournemouth foodbank www.bournemouth.foodbank.org.uk

Phone us 01202 394505

Email us admin@bournemouth.foodbank.org.uk

For confidential advice with health issues and body worries:

ChatHealth 07507 332160

HEALTH:TEENS www.healthforteens.co.uk

For support with emotional health and well-being, anger, substance misuse, finance, accommodation, relationship issues:

Young Minds Charity www.ymc.org.uk
0800 515 819

For eating disorders:

beat 0808 801 0711
fyp@b-eat.co.uk

To support young carers:

youngcarers@cnf.org.uk 01425 482773

For support from stress, low mood or depression:

STUDENTS AGAINST DEPRESSION .ORG

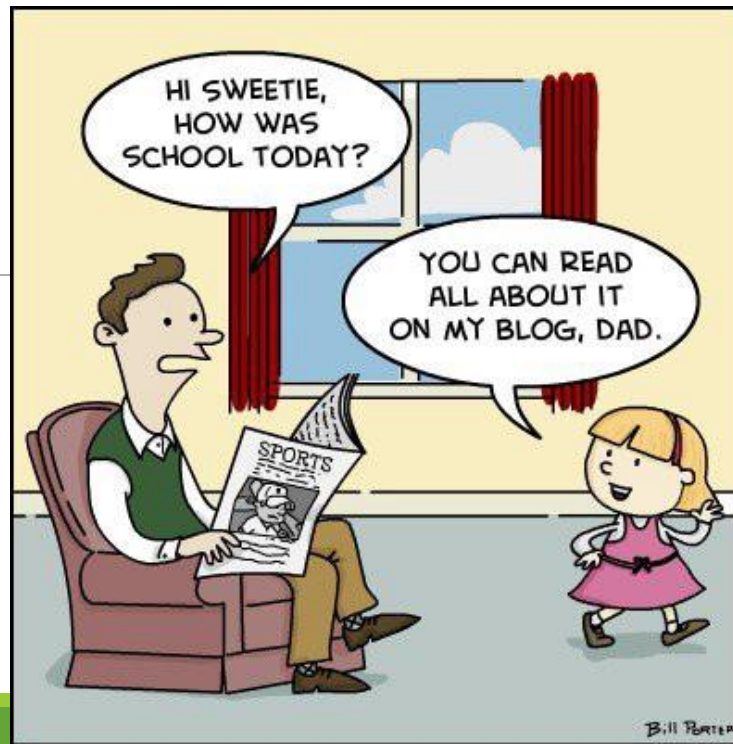
PAPYRUS prevention of young suicide
HOPElineUK 0800 068 41 41

Remember! In an emergency, always dial 999 or 112

Did you know the 112 number works anywhere in the UK and across Europe and automatically sends your exact location to your nearest operator?



Parents' Guide to Internet Safety



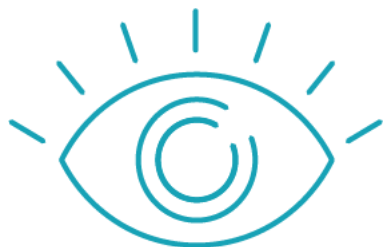
Understanding apps, sites and games



Sharing



Chatting

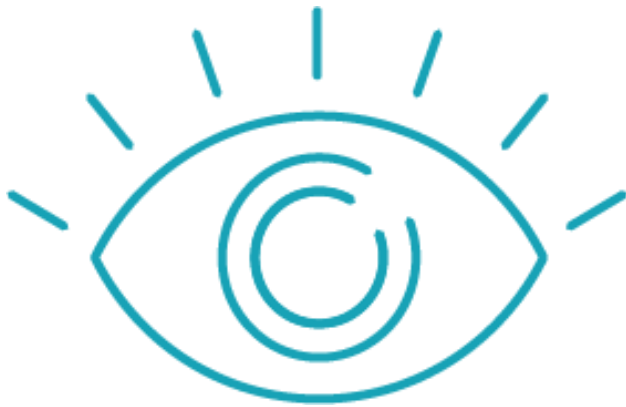


Viewing



Friending

Understanding apps, sites and games



Viewing

- Anyone can post and share content
- There may be inappropriate, sexual or violent content online
- Most apps and games include privacy and security settings
- Parental controls and filters can also help manage what they see

So ask yourself : What content can they see? Is it age appropriate? What filtering/privacy settings can be utilised?

Understanding apps, sites and games



Sharing

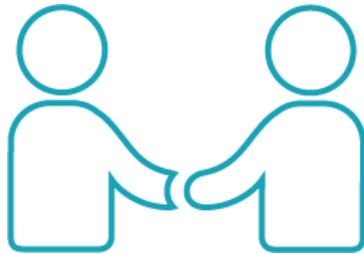
- Sharing pictures and videos can be fun and creative and it helps young people to express themselves.
- It's easy to share online
- Young people should never feel pressurised, uncomfortable or blackmailed
- Look out for others by not sharing inappropriate content

So ask: What are they sharing and who are they sharing it with?

Understanding apps, sites and games



Chatting



Friending

- Chatting and meeting new people can be fun and appealing
- Most people just want to chat or be friends, but some seek to harm
- Advise them not to share too much personal information
- Talk to a trusted adult if anything worries them

So ask: Who are they friends with and what are they sharing with them?

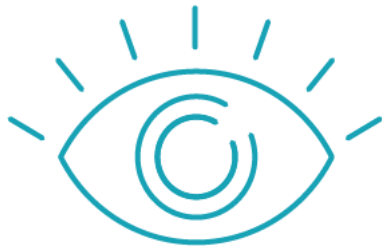
Understanding apps, sites and games



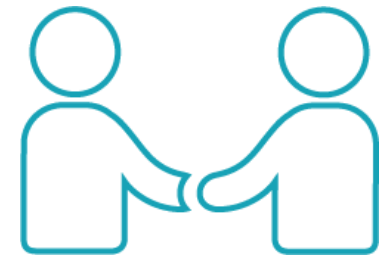
Sharing
What can you share?



Chatting
Who can you talk to? How? Where?



Viewing
What kinds of content do you see?



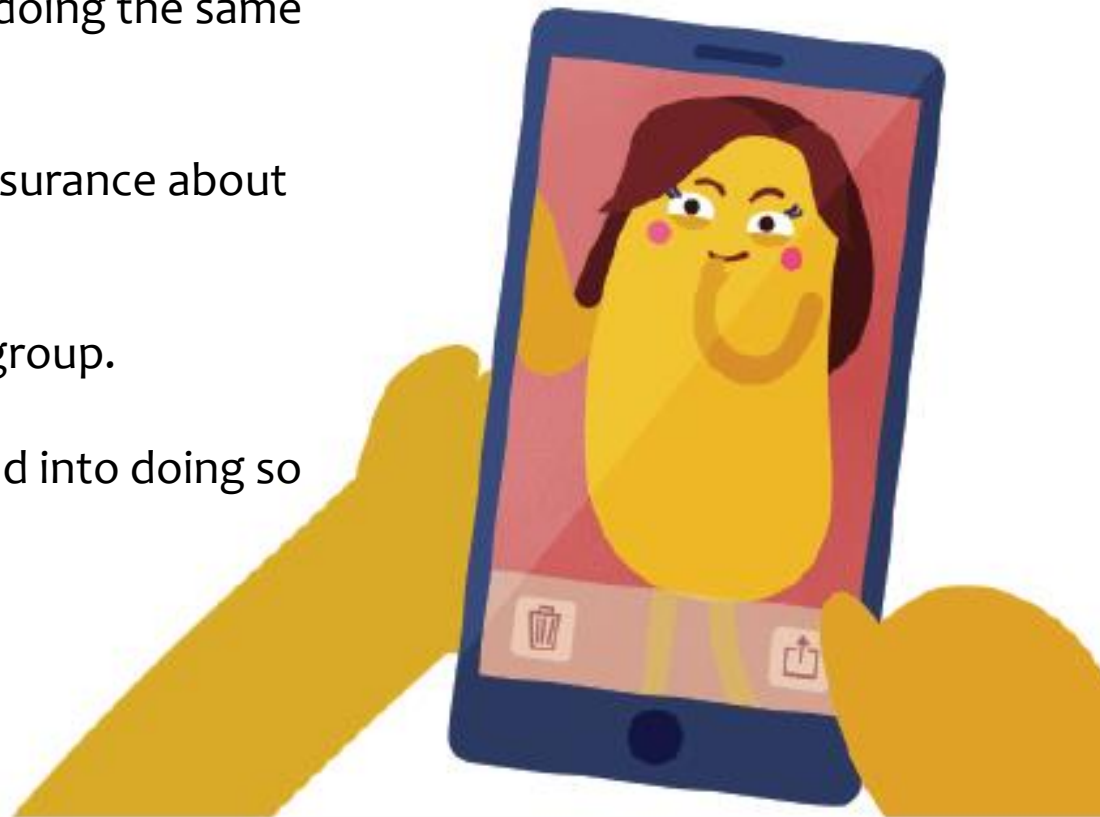
Friending
Who can you be friends with?

Sharing images



Young people may share naked or semi-naked images of themselves for a variety of reasons:

- As part of a committed and trusting relationship
- To fit in with friends that may be doing the same thing.
- Because they are looking for reassurance about body image.
- For fun or humour within a peer group.
- Because they have been pressured into doing so by another person.



Talking to your child about sharing images



Talking to your child about relationships, sex and nude images is the best thing that you can do to help keep them safe.

- Avoid appearing judgemental, or saying ‘don’t do it’
- Even when nude images are shared with trusted friends and partners, there's a chance that more people could end up seeing them
- Discuss what a healthy relationship looks like, including the importance of trust and consent
- Remind them that no one should be pressured into sharing a nude image if they don’t want to.
- Visit the www.thinkuknow.co.uk/parents for more information



Areas to think about: Gaming




Areas to think about: Sleep


'Young people are exhausted': This new toolkit is tackling sleep deprivation among teenagers

The Sleep Programme supports young adults to improve or maintain their sleep routine.

Mar 13th 2018, 6:06 AM  30,526 Views  17 Comments

 Share 284

 Tweet

 Email 33

“THEY’RE COMPLETELY EXHAUSTED and it has huge implications.”

A new toolkit has been launched this week aiming to address poor sleep habits among young people.

The Sleep Programme, funded by the National Youth Council of Ireland, provides teachers and youth workers with the tools to support young adults to improve or



Areas to think about:

Mental Health

The Telegraph

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[HOME](#) » [TECHNOLOGY](#)

The young generation are 'addicted' to mobile phones

Young people are now so addicted to their mobile phones it feels like they have lost a limb when they are without them, a study finds.



Technology

[News](#) » [UK News](#) »
[Lifestyle](#) » [Science](#) »
[Science News](#) »

The research also suggested 15 per cent of children had more expensive handsets than their parents. Photo: Rex Features



Areas to think about:

Digital Footprint



A **digital footprint** is your online identity and individuality and is what makes you unique. It builds the online reputation, or impression depending on the things you do online.

The **important** thing to understand about this **footprint** is that you take it with you everywhere you go on the internet. ... Interests and trends change, but the data you leave behind stays the same



Don't be an ostrich!

- Talk to your child about their life online
- Take the opportunity to talk to them about how they stay safe
- Explain any worries you may have

Report anything that worries them

- Make sure they know they can come to you
- Help them identify trusted adults
- Let them know you won't blame them
- Direct your child to age appropriate information



Set your ground rules early

We suggest:

A “power down” hour before bedtime for ALL the family

Devices charged centrally in a communal area

Having technology free time.

No hiding away (secretive) with their phone

It's very hard to change the routines as they get older



What is Thinkuknow?

www.thinkuknow.co.uk/parents



Thinkuknow is the education programme provided by CEOP.

Thinkuknow offers resources for different audiences:

4-7

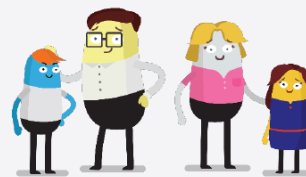
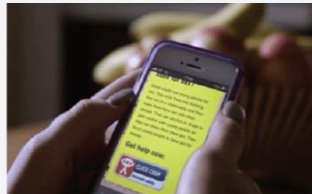
8-10

11-13

14+

Parents
and
Carers

Resources for those with special
educational needs and disabilities (SEND)



Visit www.thinkuknow.co.uk for information and advice

Other organisations who can support



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



Nude image of you online?
We can help take it down.



Information

O₂ 😊 NSPCC
Net Aware)))

NSPCC

ChildLine
0800 1111 

