

**Preston  
School**



A Business & Enterprise Academy

# Curriculum Information

## Year 7

# INTRODUCTION

## Year 7

Dear Parents and Carers

Welcome to Year 7 at Preston School. We hope that this curriculum guide is useful to you and helps you to keep in touch with what your son/daughter will be studying in the different subjects whilst in Year 7.

For each subject, we have provided you with details of the curriculum aims, key content, assessment methods, how the classes are grouped, as well as what is expected in class and home learning. In addition to this you will find the home learning timetable and contract for you and your son/daughter and details of Parents Evenings and assessment points.

We are fully committed to ensuring that each and every student in the year group meets or exceeds their potential and it is only through working in partnership with home can this be achieved. It is essential that your child prepares for lessons by bringing all necessary books and equipment for the day and completing home learning tasks for the dates set. Students are expected to record their homework in their planners and we request that you sign this each week – many parents and carers find the planners a good way of discussing the learning that has taken place in school each day.

If you have any further questions about a specific subject please contact your child's class teacher who will be best placed to answer this query, e-mail addresses can be found on the school website. For general questions regarding your son/daughter's progress or attitude to learning, please do not hesitate to contact Mrs White, the Learning Manager for Year 7 by phone or e-mail.

We are looking forward to celebrating the successes of the year group throughout the year and hope that we can all work together to ensure that this year at Preston School is happy and successful for your child.



Miss C Marsh

Vice Principal



# Year 7

## Home Learning Timetable

Year 7	Monday		Tuesday		Wednesday		Thursday		Friday		
<b>7AP</b>	1	Science	DT	English	Drama	History		Maths	LS	Geog	
	2	Science	Music	English		Art		Maths		French	
<b>7SS</b>	1	Science	DT	English	Art	Geog		Maths	Drama		
	2	Science		English	Music	Spanish		Maths		History	LS
<b>7RH</b>	1	Science	DT	English	LS	Music	Italian	Maths			
	2	Science		English	Art	Drama	History	Maths		Geog	
<b>7LB</b>	1	Science	DT	English	LS	Art		Maths	Music	Italian	
	2	Science	Drama	English		Geog		Maths	History		
<b>7CG</b>	1	Science	LS	English	History	Art		Maths			
	2	Science		English	DT	Drama	Geog	Maths	Music	Spanish	
<b>7AD</b>	1	Science	LS	English	Art	Music		Maths	History		
	2	Science	Drama	English	DT			Maths	Geog	French	
<b>7PN</b>	1	Science	Drama	English	Art	History		Maths		Italian	LS
	2	Science		English	DT	Music		Maths		Geog	

Notes: Drama will have a maximum of 3 pieces of homework in each term

ICT will have one piece of homework at the mid-point of each unit of work

# Home Learning Contract

Home Learning is a vital part of any students' education and it is essential that every student completes this work to the best of their ability. The following 3 pages contain the Home Learning Policy for Preston School. This has been drawn up by governors in consultation with staff, students and SLT. Its aim is to form a contract between home and school to ensure that students complete all work set, developing essential independent learning skills and deepening their knowledge and understanding of work being covered in class.

## **Aims of this Policy**

- 1) To ensure that all involved in home learning are clear about their responsibilities.
- 2) To develop the students as independent learners encouraging them to be inquisitive about learning seeking out and researching new knowledge.
- 3) To develop effective time management skills in all students.
- 4) To provide a clear communication route between school/teachers and parents/guardians for home learning enquiries.
- 5) To ensure that home learning plays a central role in student subject progress.

## **Home Learning Guidelines**

- 1) At start of school year students will receive a home learning diary and timetable setting out days when tasks will be set for each subject. This will be included in the curriculum booklets and on the website.
- 2) At start of each term a home learning schedule will be issued to families which sets out tasks and content expected for that term. This will be included in the curriculum guides.
- 3) The amount of time spent on tasks set will increase as a student gets older.

Year 7	3.5	hours weekly
Year 9	5	hours weekly
Year 10	7.5	hours weekly
- 4) Additional home learning tasks may be set for revision and for ILAs
- 5) Parents' assessment and feedback on completion of tasks is encouraged.

## **Home Learning Responsibilities**

### **Students will:**

- 1) Complete home learning tasks on time and to the best of their ability.
- 2) Plan sufficient time for each task and avoid rushing to complete.
- 3) Find a suitable place and time to work without distractions.
- 4) Consider and use a range of sources making use of on line learning opportunities which include GCSE Bitesize, Moodle, SAM Learning, MyMaths and iWorks.
- 5) Work independently and where necessary collaboratively without copying work.
- 6) Take time to reflect and review work.

# Home Learning Contract

## **Parents/Carers will:**

- 1) Encourage your child to complete work on time and to the best of their ability.
- 2) Be aware on a daily basis of tasks set and deadlines for completion.
- 3) Provide a quiet space and time for homework, establish a routine and where possible prioritise computer and internet access.
- 4) Communicate at the earliest opportunity any delay of task completion and or any request for deadline extension.
- 5) Take an interest in work completed and where appropriate review the work your child has completed.
- 6) Communicate views and comments on any work set via the student planner.

## **Subject Staff will:**

- 1) Ensure home learning tasks set build on prior learning and are appropriately differentiated.
- 2) Ensure supporting materials including task sheets are available on line through Moodle.
- 3) Provide students with clear instructions and completion deadlines which should be no sooner than two school days from the time the task was set.  
Ensure all tasks set will be marked using the STARS marking system within the six subject lesson cycle.
- 4) Ensure tasks completed to a standard that reflect the student's ability will qualify for merits.
- 5) Ensure tasks completed to an excellent standard demonstrating outstanding progress will qualify for a Principal's commendation and possibly display.
- 6) Keep records of completion and record on Sims those that default.
- 7) Ensure a consistent approach to deadline's/rewards/sanctions for all students.

## **Heads of School will:**

- 1) Ensure home learning tasks and supporting resources are uploaded into Moodle.
- 2) Monitor the setting of home learning tasks ensuring they build on prior knowledge and are appropriately differentiated
- 3) Monitor and manage effective information flows between home and school.
- 4) Line manage Assistant Heads of School and where appropriate Learning Managers to intervene where required.

## **Vice Principal will:**

- 1) Monitor homework records and policy implementation regularly through line management of Heads of School.

# Home Learning Contract

## **Literacy and Numeracy Development**

Key to the progress of individual students is their Literacy and Numeracy development. Every opportunity should be taken to enhance these skills whether it be reading to your child on a nightly basis, adding up a shopping bill or simply watching the news and developing their speaking and listening skills by recounting and discussing what they have seen. Your child should be actively encouraged to make the most of the Renaissance Reading Scheme which has seen rapid gains in reading age levels or complete tasks in MyMaths. In the event of tasks being completed or not set the routine should not be changed but time gained should be used to focus on Literacy and Numeracy development.

To achieve success it is very important that parents/carers support this policy which will have a direct and positive effect on their child's education. We also strongly encourage communication if parents/carers have any concerns regarding the implementation of this policy. If parents/carers are not satisfied with a teacher's response they are encouraged to speak with the Head of School concerned.

School of Creative Expression HWithers@educ.somerset.gov.uk	Mrs H Withers
School of Business and Enterprise TKendall1@educ.somerset.gov.uk	Mr T Kendall
School of Innovation and Investigation JFRoper@educ.somerset.gov.uk	Mr J Roper
School of Global Understanding JDPeace@educ.somerset.gov.uk	Mr J Peace

# Key Dates

## Year 7

There will be two formal occasions during Year 7 when parents are invited into school to meet with teachers and discuss their son/daughters progress. Of course this does not exclude parents contacting the school at any time if they have issues or concerns as explained in the introduction.

### **Parents Meetings:**

Academic Mentoring Day/Evening – Thursday November 3rd.

This is an opportunity for you to meet your son/daughters Academic Mentor to discuss their general progress, attitude to learning, successes and any concerns.

Year 7 Parents Subject Evening – Thursday 8<sup>th</sup> June.

On this occasion you can book appointments to talk to individual subject staff and discuss the progress your son/daughter had made in Year 7.

### **Assessment Feedback:**

#### **Diagnostic Assessment Sheets**

Throughout the year your son/daughter will bring home their Diagnostic Assessment Sheets for you to sign and comment on. These sheets provide you with information on what skills and knowledge your son/daughter has acquired throughout the unit of work recently studied. They also indicate skills and knowledge your son/daughter will need to master in order to move to the next stage in their learning.

There are no specific dates for these sheets to come home as it will vary from subject to subject, according to the length of the unit of work studied. However, you will receive between 3 and 6 from each subject and we hope these will help to stimulate discussions between you and your son/daughter. You also have the opportunity to write some feedback to the class teacher.

#### **Attainment Report**

There will be an exams week for Year 7 on 20<sup>th</sup> February for English and Mathematics, but students will regularly be tested throughout the year to assess their progress and attainment.

Reports will be sent to parents on 18<sup>th</sup> January and 17<sup>th</sup> May.





# English

## CURRICULUM AIMS

In English, we believe reading should be wide, varied and challenging, as set out in the National Curriculum. KS3 students are supported through the reading of whole books in depth, developing their knowledge and resilience. They are taught to write academic essays, using accurate vocabulary and grammar. We aim to develop understanding relationships across words and texts, applying a range of literary techniques. We believe in preparing young learners cognitively, socially and linguistically.

## CURRICULUM CONTENT

Transactional Writing – Autobiography:  
Looking at a range of 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>-century texts, exploring comprehension skills, text analysis and writing techniques. Students will also engage with some relevant poetry.

Writing to Describe/Narrate – Frankenstein:  
Pupils enjoy this dramatic version of the 19<sup>th</sup>-century classic, while drawing comparisons with the original source. Pupils will analyse the context of the play and comment on its contribution to our understanding.

Dystopian Fiction – The Hunger Games:  
Students develop planning and reading techniques, analysing independently and critically across a range of texts before looking closely at a modern dystopian novel.

Shakespeare – The Tempest: Students look closely at key scenes from Shakespeare's classic. dissecting the grammar features.

## ASSESSMENT

Students are assessed throughout each unit using the assessment objectives from the new GCSE syllabus and the required skills in the National Curriculum.

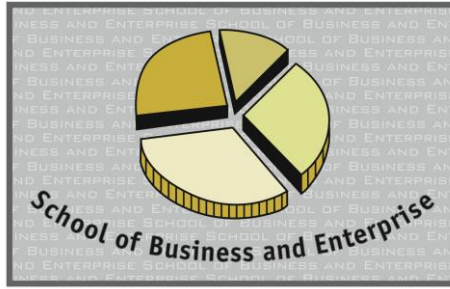
At least one assessment is completed each half term, which is reported to parents using diagnostic sheets and school systems. Reading, Writing, and Spoken Language are measured, taught and tracked at all times, but a specific area is targeted for each unit.

## CLASS GROUPINGS

Classes are grouped to individual need based on reading/writing strengths, ensuring targeted teaching and learning.

## HOMEWORK/CLASSWORK

Homework is set by individual teachers and follows the school policy. At various points of the year, students will also be given a Book Report to promote love of reading and textual engagement.



# Mathematics

## CURRICULUM AIMS

To enjoy learning, make progress and to achieve one's potential.

To become an increasingly independent learner, taking the initiative and being well organised.

To be well prepared for life and work.

## CURRICULUM CONTENT

The mathematics curriculum is divided into three areas:-

- Number
- Data Handling
- Shape, Space & Measure

Number is studied for most of the year. Pupils have Assessment sheets to record their progress and achievement and to set targets for improvement.

The Assessment Objectives are:-

- AO1 Use and apply standard mathematical techniques
- AO2 Reason, interpret and communicate mathematically
- AO3 Solve problems within mathematics and other contexts

An extra lesson on Problem Solving is included once a fortnight throughout the year.

## ASSESSMENT

An induction assessment will take place within the first half term.

End of unit tests take place at the end of each half term.

## CLASS GROUPINGS

Classes are set based on prior achievement. Classes at the top have up to 32 pupils, the lower sets have less, e.g. 22. Movement between groups continues to take place throughout the year.

## HOME LEARNING

Homework is set once a week on MyMaths

Maths Club with ICT facilities, staffed by a maths teacher, is available every lunchtime to support student's Maths learning or homework and to provide help with Mymaths.



# Science

## CURRICULUM AIMS

Learning and undertaking activities in science contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## CURRICULUM CONTENT

Attainment Target 1: How Science Works

Attainment Target 2: Biology

- Living Systems
- Diet and health
- Genetics and evolution

Attainment Target 3: Chemistry

- Particulate nature of matter
- Atoms, elements and compounds
- Reactions

Attainment Target 4: Physics

- Forces and motion
- Levers, moments and pressure
- Electricity and Electromagnetism

## ASSESSMENT

- An induction assessment will take place to highlight pupils' progress to date.
- End of unit diagnostic tests take place at certain topics
- Practical assessment

## CLASS GROUPINGS

Classes are banded into higher, middle and lower bands and mixed throughout those bands. Classes in top and middle bands have up to 32 pupils, the lower bands have less.

## HOMEWORK/CLASSWORK

Homework is set once a week and can be based on DODDLE Science or worksheets



# Drama

## CURRICULUM AIMS

- Students will be using dramatic techniques to explore ideas, issues and dramatic texts
- Students will evaluate and analyse the structure, meaning and impact of play scripts they have studied, read, watched or performed in
- Students shall develop a range of new Drama Techniques in addition to progressing their understanding of previous techniques that have been learnt.

## CURRICULUM CONTENT

### Unit 1 – Red Ridding Hood Script

During this unit, students will learn several of the primary techniques which shall be used in Drama through KS3 and KS4. During these first lesson techniques shall be as follows:

*Mime, Tableaux, Script work, Narration*

The final assessment shall be of the Goldilocks script using the aforementioned techniques. Assessment criteria for all assessment can be found in the student booklets.

### Mid-way assessment – A Christmas Carol

During this time students shall develop techniques from unit 1 and learn additional techniques of:

*Soundscape, Physical Theatre, Thought-Track*

They shall undertake a final assessment which shall give them a choice of three performances, all based on A Christmas Carol by Charles Dickens.

### Unit 3 – Titanic

During this unit some clips from the film 'Titanic' shall be shown however only specific clips. Students shall develop a range of skills that will culminate in a final whole class performance.

## ASSESSMENT

On-going teacher assessment throughout lessons, assessed through the use of mini-plenary's and performance opportunities at the end of the lesson. Feedback shall be given both verbally and in written comments within student books.

Peer and self-assessment after performances and during mini-plenary's which consider 'what went well', 'what could be improved', what progress has been made and 'next steps' to make further progress.

**Students final performance shall videoed.**

## CLASS GROUPINGS

There is regular rotation of pupils from lesson to lesson. This prevents the formation of cliques and the exclusion of individuals. Mixed gender, mixed ability groups will be commonplace within lessons. The teacher will decide upon groupings for most lessons.

## HOMEWORK/CLASSWORK

At the end of each unit students will create a written evaluation, discussing their skills and areas for improvement. This shall be set as homework for students to complete as an individual task.

Students may be set homework for learning lines or writing monologues at periods throughout the unit, offering them the opportunity to develop their learning.



# D & T: Food and Textiles

## CURRICULUM AIMS

Design Technology describes a way of working in which pupils investigate a need or respond to an opportunity to make or modify something. Pupils are required to use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and decisions taken during the process. Pupil's enterprise and ability to work as part of a team contribute to their success in Design Technology and as their experience grows they begin to appreciate that technology development rarely ends, since the evaluation of a product offers new opportunities for improvement. At Preston, we work hard to ensure that our courses are interesting and engaging and value the feedback we receive from the pupils.

## CURRICULUM CONTENT

Throughout Key stage 3 pupils complete Design Technology projects in Product Design, Food and Textiles.

In Food they complete a project called 'The Kitchen As A Workshop' where pupils are taught the importance of health and safety in a Food Technology workshop. They learn about various types of equipment and culinary skills and they use these to make a selection of skilful and appetising dishes which they bring home for taste testing. Pupils are encouraged to work in groups as well as individually. They take part in a number of food related activities, all of which help to develop their confidence as well as stretch those who are competent cooks. Practicals include fruit crumble, fairy cakes, pizza toast, scones and bread rolls

In Textiles the project is called 'Living In A Material World' and pupils begin by investigating the many types of fabrics that are available today; their properties, uses and how they are constructed. They then move on to design and make a 'blob' which is a fantastic project that inspires our pupils to bring their designs to life while learning many new skills along the way. By the end of this project year 7 pupils will have learnt many new things including pinning, tacking, using a paper pattern to cut out fabric, threading a needle, tying a knot in the end of a piece of thread, using the sewing machine and pressing, not to mention the generic skills which are part of every lesson in Design Technology.

## ASSESSMENT

Assessing pupils' work through regular and consistent marking is part of the positive learning process and integral to the recording of pupils' progress in DT.

All pupils have a copy of the grade/band descriptors in their DT folder so they have a clear understanding of what they need to achieve in order to fulfil their potential. As these are completed the pupils are responsible for signing the relevant level and this is then checked and countersigned by their DT teacher and then entered onto a central data base.

## CLASS GROUPINGS

Pupils are set in Design Technology but these sets are flexible and reviewed regularly.

## HOMEWORK/CLASSWORK

Homework is set in DT. Most projects that pupils complete have 'built in' homework tasks and are an integral part of the work. Homework is handed in the next lesson, (which will usually be the following week), it is marked as soon as possible after this and returned to the pupils with positive and constructive feedback.





# D & T: Product Design

## CURRICULUM AIMS

Design Technology describes a way of working in which pupils investigate a need or respond to an opportunity to make or modify something. Pupils are required to use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and decisions taken during the process. Pupils enterprise skills and ability to work as part of a team contribute to their success in Design Technology and as their experience grows they begin to appreciate that technology development rarely ends, since the evaluation of a product offers new opportunities for improvement. At Preston, we work hard to ensure that our courses are interesting and engaging and value the feedback we receive from the pupils.

## CURRICULUM CONTENT

On arriving in the department pupils begin with a treasure hunt which enables them to investigate the DT workshops, become familiar with the names of the various DT staff and the equipment they will be expected to use during their projects.

In Product Design pupils will complete various tasks using a range of different materials. Initially they will learn how to cut and shape acrylic in order to make a key ring. This teaches the pupils the basic skills of working with plastics including the use of different saws, files and finishing techniques like sanding and buffing.

Pupils complete two projects in Product Design in Year 7. One of these involves using wood to make a small wooden helicopter. In this project pupils have the opportunity to use wood saws, rasps and disk sanders in order to cut and shape their helicopters. They will also learn about the ways in which wood is marked out and also how to create a housing joint. The helicopter project is also extended to include the use of Computer Aided Design where the student will use Google SketchUp software to draw their helicopter.

The second project in Year 7 is a short introductory project to electronics and systems and control. Here pupils will learn about circuits and create a simple circuit using copper track, LED's and solder. Pupils will learn how to solder safely and effectively creating a fun and funky flashing sculpture.

## ASSESSMENT

Assessing pupils' work through regular and consistent marking is part of the positive learning process and integral to the recording of pupils' progress in DT.

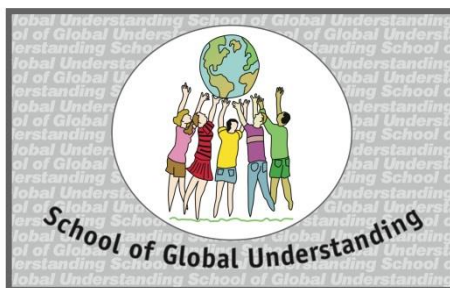
All pupils have a copy of the grade/band descriptors in their DT folder so they have a clear understanding of what they need to achieve in order to fulfil their potential. As these are completed the pupils are responsible for signing the relevant level and this is then checked and countersigned by their DT teacher and then entered onto a central data base.

## CLASS GROUPINGS

Pupils are set in Design Technology but these sets are flexible and reviewed regularly.

## HOMEWORK/CLASSWORK

Homework is set in DT. Most projects that pupils complete have 'built in' homework tasks and are an integral part of the work. Homework is handed in the next lesson, (which will usually be the following week), it is marked as soon as possible after this and returned to the pupils with positive and constructive feedback.



# French / Italian / Spanish

## CURRICULUM AIMS

The aim of the MFL curriculum in Year 7 is to both enthuse and engage students as they embark on their language learning journey. To do this, students are encouraged from the start to use the target language as often as possible as they speak and write creatively. As confidence grows, they will acquire a greater understanding of how the language works and also about the culture and traditions of where that language is spoken.

## CURRICULUM CONTENT

Students will cover the following modules (there may be slight variations, depending on the language studied):

Foundation Unit: Basic essential phrases and tools to get you started.

Then, units focusing on:

- My life
- My free time
- My school
- My family
- My area

Students will be able to:

- Use a variety of basic verbs
- Express opinions
- Create, link and extend sentences
- Use question words
- Use a range of adjectives
- Use numbers / alphabet

## ASSESSMENT

Students will be assessed at regular points during the course of the year in order to chart their progress in the different skill areas, which are:

- Listening
- Speaking
- Reading
- Writing

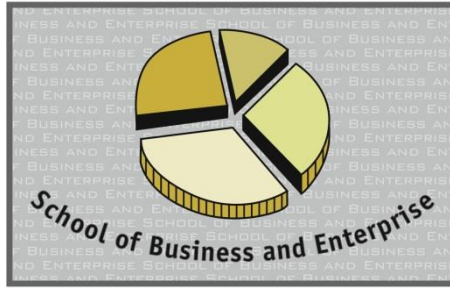
## CLASS GROUPINGS

Students are taught in their mixed-ability AM groups.

## HOMEWORK/CLASSWORK

Homework is set once every fortnight and can take many forms:

- Learning vocabulary
- Completing on-line tasks
- Creative writing
- Revision for assessments



# ICT

## CURRICULUM AIMS

Students have two lessons per fortnight in ICT. During this year students will learn and apply ICT skills in a number of different disciplines, ranging from Office applications to E-Safety, video, sound and animation creation. All projects are designed to allow students to not only acquire new knowledge and skills but to apply them in real-world scenarios.

## CURRICULUM CONTENT

### **Computer Systems:**

A 4 lesson introduction to the workings of a computer. This topic introduces the students to the concept of computational thinking recognising the shift in national curriculum to one of computer science. The students also learn about binary, components of computers and programming languages.

### **E-Safety:**

A project in which students build an e-portfolio that demonstrates their skills and knowledge in working and playing safely online. Topics include and are not limited to Social Networking, Cyber Bullying and Online Grooming.

### **'Scratch' Animation:**

Using the well-known animation programme 'Scratch', students learn methods in sequencing to build an animated project.

### **Spreadsheets:**

A business-related project that helps students use spreadsheet software to assimilate and analyse financial models to predict outcomes.

## ASSESSMENT

Assessment is undertaken through-out the entire unit of work. Initially using the 'Pupil Progress Tracker'; a skills based matrix covering the content of the unit and latterly by a Controlled Assessment lasting 1 hour. Each assessment, based solely on the skills and knowledge acquired in that unit, informs the student's progress report.

## CLASS GROUPINGS

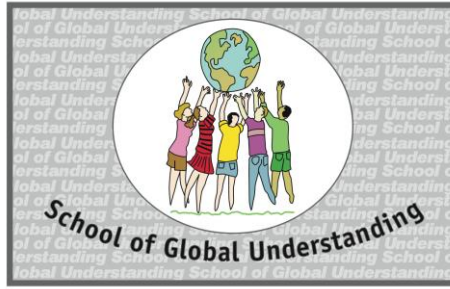
ICT is taught in mixed ability classes and is not set.

## HOMEWORK/CLASSWORK

ICT homework is not set as part of the homework timetable. However the ICT department may require students to complete independent tasks at home, as and when required.

In such instances the ICT staff will ensure the student has the provision to complete the tasks set.





# Geography

## CURRICULUM AIMS

At Preston School we hope to promote student curiosity, interest and enjoyment in Geography. We do this through the employment of a variety of teaching methods and resources so that all pupils are able to access the subject and experience success and enjoyment in their work. We study areas at local, national and global scales where students are encouraged to develop enquiring minds, a knowledge of places, understanding of physical processes and respect for differing cultures.

## CURRICULUM CONTENT

### An Introduction to Geography

In this short unit pupils are introduced to Geography as a subject. Pupils learn about what Geography is all about, as well as developing key geographical skills and concepts, such as atlas work and place knowledge.

### Restless Earth

In this unit pupils learn about the patterns and processes associated with earthquakes and volcanic activity. Pupils contrast the impact of this type of activity on HICs and LICs.

### Fantastic Places - UK

In this topic pupils will aim to develop their place knowledge by focusing on key geographical locations and landforms throughout the UK. This topic also includes important map skills, such as compass directions, grid references and scale.

### Rivers and flooding

Pupils identify sections of the river and recognise the changes that take place downstream. They will also consider the effects of flooding and how people deal with them. They compare the impact of flooding in a UK location with the impact of a similar flood in Bangladesh.

## ASSESSMENT

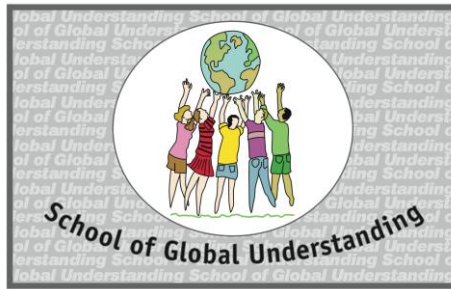
Assessment is ongoing; throughout the lessons, marking of classwork, and by the timely completion of homework. More formally for each unit there is a core assessment. This varies between in class tests, investigative write-ups and more creatively through pieces to be completed by a combination of in class and homework time.

## CLASS GROUPINGS

The mixed ability class groupings are based on their Academic Mentor groups.

## HOMEWORK/CLASSWORK

We have high expectations for the completion of classwork and homework. Homework is given once every three lessons.



# HISTORY

## CURRICULUM AIMS

Students find out about the history of their community, Britain, Europe and the world. Students learn to ask and answer questions. They develop a chronological overview, evaluate evidence, assess significance, identify and analyse different interpretations of the past, and learn to support their arguments and judgments. History encourages understanding of our ethnic and cultural diversity. History prepares pupils for the future, with knowledge and skills that are prized in adult life, aiding employability and the ability to participate in a democratic society.

## CURRICULUM CONTENT

### • What is History?

#### The impact of the Roman Empire

- The Legend of Rome.
- From Republic to Empire.
- The Roman War Machine.
- The Murder of Caesar.
- Were the Romans Civilised?
- Gladiators, Chariot Races & Slavery.

#### The Norman Empire

- 1066: A year of Crisis.
- The Three Claimants: Harold, Harald and William.
- The Battle of Hastings.
- Feudalism and the Domesday Book.
- Medieval Religion. King John and Magna Carta. The Black Death
- Edward I
- The Peasants Revolt.
- Wars of the Roses

#### The Tudors and Stuarts

- Henry VIII.
- The Religious Reformation
- The problems of Elizabeth I
- Mary Queen of Scots
- The Armada, The Gunpowder Plot and the English Civil War.

## ASSESSMENT

There are regular Core Assessments when pupils' work is assessed objectively according to National Curriculum levels. Students will be told how the task will be assessed.

A range of resources are used in the assessments e.g.: text books, work sheets, paintings. Assessment tasks can take a variety of forms e.g. extended writing, presentations to class, displays, pair and individual work

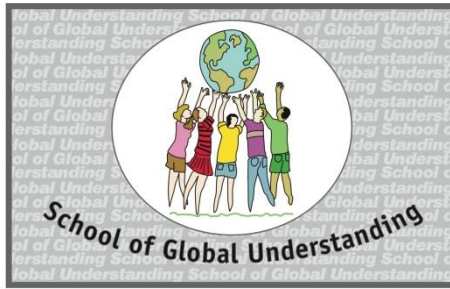
## CLASS GROUPINGS

Academic Mentor groups – mixed ability

## HOMEWORK/CLASSWORK

**Class work** utilises a variety of teaching and learning strategies. Tasks set include: written and oral questions and answers, creative work, displays, extended writing, presentations, as well as research.

**Homework** is an integral part of this work. It may follow up tasks done in class or help develop class work; e.g. research



# Life Studies

## CURRICULUM AIMS

- To enhance student's spiritual, moral, cultural, political and social development;
- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- To be concerned about the welfare of others;
- To be articulate and considered in their opinions and arguments.

## CURRICULUM CONTENT

Students are taught 5 topics which cover religious studies, citizenship and PSHE.

Topics covered are;

Rules and responsibilities- considering right and wrong and how rules and laws protect our rights.

Exodus- investigating religious rules and their origins. Exploring the story of Moses and how Jews celebrate their liberation from slavery during Pesach.

Who was Jesus- investigating the life of Jesus, the stories, the man and the message.

Justice- evaluating the meaning of justice and what it meant to key Christian figures.

Sikhi – learning about the origins and beliefs of the Sikh religion. Then looking at how they act and their way of life and how Sikhs are an important part of British culture.

## ASSESSMENT

Students will be assessed during each topic using the criteria for Religious Studies/Citizenship, as appropriate. A range of assessment techniques are used and students are given the opportunity to make comments about how they can improve their work.

## CLASS GROUPINGS

Students are taught in Academic Mentoring Groups.

## HOMEWORK/CLASSWORK

Homework may be set once a fortnight. An ongoing homework which would greatly benefit students in this subject is to discuss with friends and families the issues they have looked at in class, and to try to read a newspaper or watch a news bulletin at least once a week.



# Music

## CURRICULUM AIMS

The main area of study for Year 7 develops the elements of music through performing, composing, listening and collaborating with others throughout the course of the year.

Students learn how to use Music Technology to create, enhance and perform compositions as well as learning more traditional acoustic ways.

## CURRICULUM CONTENT

Areas covered in Year 7 include:

- Exploring the elements of music such as tempo, duration, dynamics, timbre, texture, and pitch using grid raps.
- Recording, exploring sounds through various musical practical units of work such as:
  1. Rhythm
  2. Notation
  3. Form and structure
  4. Advertising
  5. Chromatics, major/minor
  6. African music

## ASSESSMENT

Pupils undergo a continual assessment within the context of the 4Rs. Specific objectives are given to the pupils each lesson to allow progression through to the final assessment of each unit.

Assessment is in the form of:

- Recording
- Self Assessment
- Peer Assessment
- Questioning

## CLASS GROUPINGS

All classes are taught as mixed ability groups. Work is differentiated for the varying abilities, and groups are formed to allow peer support where possible.

## HOMEWORK/CLASSWORK

Due to the practicality of the subject, we build the knowledge, and performing skills throughout KS3. The aim is for all pupils to be able to enjoy performing, composing and evaluating their work whilst developing imaginative ideas along with their confidence, through a wide and varied curriculum.



# Physical Education

## CURRICULUM AIMS

To develop Physical Skills and development, as well as Creative, Cognitive, Social, and Personal abilities.

To develop an understanding of Health Related Exercise.

To develop Leadership qualities.

## CURRICULUM CONTENT

Students are taught and participate in a range of Physical Activities covering the following areas:

- Outwitting opponents
- Accurate Replication of actions
- Exploring and Communicating Ideas
- Concepts and Emotions
- Performing at Maximum Levels
- Identifying and Solving Problems
- Exercising Safely and Effectively.

To start all students are given some fun fitness and skills tests to assess their level. There are then 6 modules each of 10 lessons duration. All Boys groups participate in Rugby, Gymnastics, Football, Badminton Athletics and Cricket/Short Tennis. All girl groups participate in Hockey, Gymnastics, Netball, Dance, Rounders/Short Tennis and Athletics. Mixed groups participate in Badminton, Hockey, Basketball, Gymnastics, Athletics and Rounders/Short Tennis.



## ASSESSMENT

Students are assessed at the end of each 10 lesson module in the skills, knowledge and understanding relevant to the activity being studied.

Currently, assessment is in levels 1 to 9, each builds on the previous statements and describes exactly what each student can do. End of year levels are an average of all assessments.

## CLASS GROUPINGS

Students are grouped with other similar students based on their interests and levels of ability. These groups are formed based on student questionnaires, and are reviewed regularly

As we have 7 classes, 1 class is mixed, all others are single gender.

## HOMEWORK/CLASSWORK

No Homework is set for core P.E. Classwork is almost exclusively practical in nature, and all students are expected to bring their kit to every lesson, and get changed in order to participate in the learning.