



# ROCHESTER

INDEPENDENT COLLEGE





**ROCHESTER**  
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YEAR 7 CURRICULUM PLAN  
2021/22

### **Aims of the course**

In line with National Curriculum guidance, we aim to ensure that students:

- Develop the ability to use a range of skills, techniques and art mediums to create their work.
- Deepen their understanding of how different mediums respond and affect their outcomes.
- Understand and apply the skills required to use pencils, soft pastels, oil pastels, watercolours and acrylic paint. To learn how to work with clay and mod roc as well as a range of collage and 3d materials.
- To learn a basic understanding of how a digital camera works and pictures are taken as well as digital manipulation.
- To gain an understanding of basic graphic design.
- To learn how to sew and use textiles to present images and ideas.
- Extend their use of subject specific vocabulary.
- Discuss and analyse the issues and themes involved in their work, showing an awareness of their own experience and that of others.
- To gain understanding of the artists and specific art periods and cultures that relate to the work they are making and being influenced by.
- Develop their ability to reflect upon and respond constructively and sensitively to their own work and that of others in the class.

### **Homework**

Homework in the Lower School is set project by project allowing students to contribute to their class work through their own investigation.

### **Assessment**

Assessment is ongoing in lessons, by peers and in a more formal manner at the end of a scheme of work and through written testing.

### **Teaching Staff**

Carmel Park  
Gretel Warner

<p><b>Autumn Term 1a</b></p> <p>Sweets - "What are the formal elements? What are the advantages of different media? How have other artists responded to Food?"</p> <ul style="list-style-type: none"> <li>● To draw from observation a variety of different sweets/cakes exploring line, tone, form and colour.</li> <li>● To learn about and to develop a better understanding of different 2D techniques such as ink and tissue paper, pastel, printing and painting. In order to encourage experimentation.</li> <li>● To look at how different artists have explored the food theme and be inspired by their work.</li> <li>● To develop art work based on the artists researched including Wayne Thiebaud, Cezanne, Patrick Caulfield and Wesselmann.</li> <li>● To research and develop work based on cakes, sweets and other related food items.</li> </ul>	<p><b>Autumn Term 1b</b></p> <p>Observational Drawing - How can I represent what I see through drawing?"</p> <ul style="list-style-type: none"> <li>● Observing and recording</li> <li>● Understand space, form, shapes, textures, tones, line and composition using a still life set up as stimulus</li> <li>● Learn how to look and record your response to objects so that you understand how to use the basic elements to make a figurative/realistic and recognizable world.</li> </ul>
<p><b>Spring term 2a</b></p> <p>Dragons - "Is there more than one way to represent a dragon (exploring materials and cultural differences)?"</p> <ul style="list-style-type: none"> <li>● Exploring a wide range of approaches to presenting responses in bold and colourful ways</li> <li>● Learning about Chinese culture and the history of the dragon</li> <li>● Identifying the differences between Western and eastern culture.</li> </ul>	<p><b>Spring term 2b</b></p> <p>Colour - "How can I use colour effectively and what is colour theory?"</p> <p>Learning the theories of colour:</p> <ul style="list-style-type: none"> <li>● Relationships between colours</li> <li>● Colour temperature</li> <li>● Basic colour theory</li> <li>● Colours relationship with emotion</li> <li>● Exploring a wide range of artists who work closely with colour</li> </ul>
<p><b>Summer term 3a</b></p> <p>Cubism - "What is Cubism and why is it important?"</p> <ul style="list-style-type: none"> <li>● Learning the basic principles of cubism /what is it/ who is involved in the movement</li> <li>● Understanding cubisms stance on perspective and how this influences the arade in the cubist art movement.</li> </ul>	<p><b>Summer term 3b</b></p> <p>Photography - "How can I take a better photograph?"</p> <ul style="list-style-type: none"> <li>● Fundamentals of lighting /natural/incidental/ studio</li> <li>● Composition of an image- rule of thirds</li> <li>● Dark room introduction</li> <li>● Photograms</li> <li>● Pin-hole cameras</li> </ul>

From 2021 students can expect to study a range of topics relating to Computing and Computer Science. Students study six topics per year, building their knowledge, skills and understanding as they progress. The programme of study for Year 7 provides a solid foundation for further study in Computer Science. In addition, as we now live in a connected world where computers are ubiquitous, students develop a good understanding of safety and security, the web, coding skills for app development and how computers and computer software is used across a variety of disciplines. Students also develop algorithmic thinking skills, critical to being able to organise and structure solutions to problems. The complete programme of study for years 7-9 builds over a three-year cycle, therefore you can see what students will be studying as they progress through the school.

# PROGRAMME OF STUDY

# COMPUTING

<p><b>Autumn Term 1</b></p> <p>iPad   Mac</p> <p>How do we use Google Apps for learning?</p> <p>Students are introduced to the essentials of the Google workflow apps to support their learning and the RIC Without Walls teaching &amp; learning platform.</p> <p>How do we use computers safely &amp; responsibly?</p> <p>Students learn about staying safe online and while using technology. They also learn how to communicate safely and responsibly using technology.</p>	<p><b>Autumn Term 2</b></p> <p>Mac</p> <p>What is algorithmic thinking?</p> <p>Algorithm Skills - Controlling Systems With FlowOL</p> <p>Students develop algorithmic thinking skills using flowcharting tools. They learn how to model solutions using algorithms in an interactive application. Understanding algorithms not only supports computational thinking but wider applications across a number of other disciplines and life situations. This is one of the essential skills for problem solving.</p>
<p><b>Spring Term 3</b></p> <p>iPad</p> <p>How do I take my algorithms and make them work? Part 1: An Introduction To Coding In Swift</p> <p>Students learn coding skills by developing gameplay in the iPad Playground app. Students learn the basics of Swift and transferable programming skills, by moving programmable characters around a virtual world. You will be able to code at home using your iPad and the Swift coding Playground app.</p>	<p><b>Spring Term 4</b></p> <p>Mac*</p> <p>How do I take my algorithms and make them work? Part 2: An Introduction To Programming In Python</p> <p>Students develop their programming skills further using one of the most widely used programming languages on Earth. This unit not only develops some core coding skills, it prepares students who may wish to take the study of computing or computer science further.</p>
<p><b>Summer Term 5</b></p> <p>iPad   Mac</p> <p>What actually happens inside a computer?</p> <p>Understanding Computers From The Inside</p> <p>Students open the lid on computer science, learning how the different components of a computer interact to make it work. We physically deconstruct the computer.</p>	<p><b>Summer Term 6</b></p> <p>iPad   Mac</p> <p>What does the future hold?</p> <p>Creative Computing Project</p> <p>Students spend this term on a creative computing project of their choosing. They are encouraged to consider future developments in technology and make a presentation to their peers at the end of term.</p>

\*For this topic/module of the course, You will also be able to code at home using either a Mac or a PC computer. Download the app from [www.thonny.org](http://www.thonny.org) and install on your computer.



## **Aims of the course**

Year 7 Drama aims to introduce students to the core skills of the subject and develop and enhance performance abilities.

### REHEARSAL:

- Engaging with a variety of stimuli through rehearsal
- demonstrate understanding of their own capabilities and the demands of working in a group
- give verbal feedback of the rehearsal process to develop drama terminology

### PERFORMANCE:

- speak clearly and use movement and gesture to create a character
- aware of ways to communicate meaning to an audience
- present a character that has been developed through rehearsal

### EVALUATION:

- be able to recognise the strengths and weaknesses of their work and the work of others
- set targets their own performance skills
- write an evaluation of their own work using basic drama terminology

## **Homework**

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to develop the students research, creative and evaluation skills. For example, tasks that will be set include:

- researching a specific topic or person
- writing scripts for exploration in class or as a record of class exploration
- evaluation of class performance work

## **Assessment**

Students will be assessed in the three main areas of Drama: Rehearsal, Performance and Evaluation. They are assessed in lesson throughout the course as well as summative end of unit assessments that have both practical and written elements. This will include both self and peer assessment.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

- LAMDA Acting Qualification
- School Productions
- Summer Festival productions

## **Teaching Staff**

Deb Postgate

Sally Harmer



<p><b>Autumn Term 1</b></p> <p>What skills are essential for a performer?</p> <ul style="list-style-type: none"> <li>● Development of team-work skills through different exercises</li> <li>● Understanding of basic stage craft using short scripted extracts</li> <li>● Practical exploration of conventions such as freeze frame, thought tracking and mime</li> </ul> <p>Assessment</p> <p>Students will be assessed across the first three weeks on their approach to drama work and how they apply the basic principals they have been taught. The rest of the term the class will be assessed on their application of skills during the rehearsal process of a script.</p>	<p><b>Autumn Term 2</b></p> <p>How do I perform effectively on stage?</p> <ul style="list-style-type: none"> <li>● Understanding of basic stage craft using short scripted extracts</li> <li>● Practical exploration of conventions such as freeze frame, thought tracking and mime</li> <li>● Presentation of a script for an audience including presentation of character through voice and movement</li> </ul> <p>Assessment</p> <p>Students will be assessed on their application of skills during the rehearsal process of a script and well as through their final presentation of a script. The class will also evaluate their own performance by way of a written assessment.</p>
<p><b>Spring Term 3</b></p> <p>What elements make a successful script?</p> <ul style="list-style-type: none"> <li>● Exploration of episodic structures as well as linear and non-linear structures</li> <li>● Exploration of comedy, tragedy and dramatic styles</li> <li>● Understanding of the key elements of character development including protagonists, antagonists and ensemble</li> </ul> <p>Assessment</p> <p>Students will be assessed throughout the unit on how they are able to apply their learning to a drama script for presentation to an audience. They will also be assessed through their teacher assessment and evaluation.</p>	<p><b>Spring Term 4</b></p> <p>How do I make a play from a stimulus?</p> <ul style="list-style-type: none"> <li>● Explore the traditions of Classical Theatre including staging, festival and audience</li> <li>● Learn the use of chorus as the theatrical tool and different forms of choral speaking</li> <li>● Understanding of difference of tragedy and comedy traditions in Classical Theatre</li> </ul> <p>Assessment</p> <p>Students will be assessed on their creation of a devised piece based on their studies. They will be expected to present the different skills and traditions they have learnt as well as completing an evaluation of their own performance by way of a written assessment.</p>
<p><b>Summer Term 5</b></p> <p>What is the mystery of Deerhurst Manor?</p> <ul style="list-style-type: none"> <li>● Explore the use of role play to develop characterisation skills</li> <li>● To develop reasoning skills within a piece of continuous drama</li> <li>● Employ instant improvisation skills within groupwork for a success outcome</li> </ul> <p>Assessment</p> <p>Students will be assessed across the whole unit and are required to show consistent characterisation and investigative skills. They will</p>	<p><b>Summer Term 6</b></p> <p>How to create a performance for an audience?</p> <ul style="list-style-type: none"> <li>● Further develop character using given circumstances to further the plot of the role play</li> <li>● To develop reasoning skills within a piece of continuous drama</li> <li>● Develop a devised piece of drama for assessment based on the role play</li> </ul> <p>Assessment</p> <p>Students will be assessed on the final performance of their devised piece of drama. The</p>

be assessed on their contribution, performance and reasoning skills over the half-term.

assessment will include the conventions they have learnt across the entire year as well as character work. They will also assessed on their written evaluation of their work and the work of their peers

## **Aims of the course**

In line with National Curriculum guidance, we aim to ensure that students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- engage with cross-curricular subject matter continuously, including aspects relevant to PSHE, fundamental British values and varied spiritual, moral, social and cultural issues
- implement and develop ICT skills

## **Homework**

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Each week students will be required to learn the spelling of key vocabulary lists including cross-curricular terms and learn to recite a poem from memory. Beyond this, homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations, devising annotated storyboards or depictions of symbols and contextual factors as specified in lesson-by-lesson plans within detailed schemes of work for each unit.

## **Assessment**

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. The nature of the feedback given varies dependent upon task, purposes and individual student needs, at times featuring comments only, yet comprising college attainment grades in more formal tasks. Key assessment pieces are collated in assessment folders, which remain with students throughout each year of study in order to track ongoing progress and thus enable students and teachers to formally and holistically reflect upon targets set and achievements.

## **Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons**

Theatre visits; library visits; independent reading including both non-fiction (such as newspapers) and fiction (also encouraged with the 'Book in a Bag' scheme); independent review and consolidation of grammatical concepts covered in lessons; listening to engaging speakers (live, television and radio performances); homework support; verbal presentations of work to other year groups and parents; attendance of clubs such as Film Club to watch literary adaptations; revisiting work and reviewing targets; correcting any spelling errors identified in work; identifying synonyms for commonly used words to

expand personal vocabulary; maintaining a diary/completing creative writing tasks such as poetry and stories; corresponding with a pen friend.

**Teaching Staff**

Leighton Bright

Susan Goodsell

Bob Simpson

<p><b>Autumn Term</b> Teacher 1</p> <ul style="list-style-type: none"> <li>• Biography: What are the features of effective autobiographical and biographical writing? Analysis and writing of (auto)biographies             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): success and achievement of individuals; could be adapted to focus work on any notable figures; strategies for book marketing</li> <li>- ICT opportunities: drafting biographies; internet research of subjects</li> </ul> </li> <li>• 'A Christmas Carol', Charles Dickens: How do writers use language to communicate their ideas about society? Textual analysis focused upon morality and personal growth of character along with associated writing and speaking and listening tasks             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): charity; Victorian England; redemption and self-improvement</li> <li>- ICT opportunities: using internet to conduct further research into Victorian England; devising storyboards; audiovisual viewing</li> </ul> </li> </ul>	<p><b>Autumn Term</b> Teacher 2</p> <ul style="list-style-type: none"> <li>• Exploring Fantasy worlds: What are the features of effective fantasy writing? Analysis of a range of extracts from Fantasy fiction and generic features leading to drafting of own Fantasy narrative             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): dreams and ambitions; personal goals and strengths</li> <li>- ICT opportunities: story drafting; researching authors on the internet; Fantasy presentations; advertising Fantasy world; audio-visual viewing of Fantasy film</li> </ul> </li> <li>and/or</li> <li>• Suspense writing: What are the features of effective suspense writing? Analysis of Anthony Horowitz's 'The Man with the Yellow Face' and identification of features of suspense before creating own suspense narrative             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): personal fears; trauma; regret</li> <li>- ICT opportunities: drafting stories; creating book jackets</li> </ul> </li> </ul>
<p><b>Spring term</b> Teacher 1</p> <ul style="list-style-type: none"> <li>• 'A Midsummer Night's Dream'/ 'Much Ado About Nothing'/ 'The Tempest' , William Shakespeare: How does Shakespeare present the cultural values of his time in his portrayal of relationships? Textual analysis focused upon dramatic conventions and structures and the portrayal of characters and relationships along with associated writing and speaking and listening tasks             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): (Elizabethan) marriage customs; love and relationships; choices and government; magic and control</li> <li>- ICT opportunities: drafting of various tasks; audio-visual viewing; devising storyboards;</li> </ul> </li> </ul>	<p><b>Spring term</b> Teacher 2</p> <ul style="list-style-type: none"> <li>• Keats/varied pre-1914 love poetry: How is poetic form used in the portrayal of relationships? Analysis of poetic structures and techniques with reflection upon the presentation of love in different poetic forms/texts             <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): love and relationships; courtship rituals; attitudes to different sexes; heroism; classical mythology</li> <li>- ICT opportunities: internet research of myths/poems; devising comic strips;</li> </ul> </li> </ul>

<p>creating an advertisement for theatre; researching advertisements on the internet; use of recording equipment to devise television and radio advertisements</p>	
<p><b>Summer term</b> Teacher 1</p> <ul style="list-style-type: none"> <li>● 'Flour Babies', Anne Fine/ 'Two Weeks with the Queen', Morris Gleitzman/ 'Skellig', David Almond/ 'Face', Benjamin Zephaniah: How do writers use language and structure to present plot, characters and themes? Textual analysis focused upon how individuals persist through adverse conditions and the particular coping mechanisms adopted in conjunction with associated writing and speaking and listening tasks <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): varied, dependent on text, but texts include responsibility; family; prejudice; crime; ill health; spirituality</li> <li>- ICT opportunities: drafting of various pieces of work throughout the schemes; researching authors and related topics using the internet; creating posters/brochures/leaflets etc (depending upon scheme followed)</li> </ul> </li> </ul>	<p><b>Summer term</b> Teacher 2</p> <ul style="list-style-type: none"> <li>● 'Shrek' and fairy tales: How are fairy tale conventions presented in different texts? Analysis of fairytale conventions in print including canonical prose and post-1914 poetry, followed by reflection upon how far the film text 'Shrek' deviates from conventions <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): heroism; courtly love; gender stereotypes</li> <li>- ICT opportunities: researching vocabulary meaning using the internet; drafting of various pieces (profiles, stories, letters, essays); audio-visual viewing</li> </ul> </li> <li>● 'The Insect Play', Capek brothers: How is the work of dramatists communicated effectively through performance? Analysis of the allegorical features of the play to reflect upon what the insects' behaviour suggests about humanity <ul style="list-style-type: none"> <li>- Cross-curricular links (including PSHE and values): relationships; prudence/economy; community and tolerance; conflict</li> <li>- ICT opportunities: drafting of speeches/diary entries/reviews; researching authors</li> </ul> </li> </ul>

### **Aims of the course**

Aim to ensure that students:

- Develop analytical skills and critical thinking
- Are able to understand deeper meanings presented in media texts
- Understand how contextual factors may have influenced media texts
- Develop an understanding of genre codes and conventions
- Implement and develop ICT skills
- Will be able to work creatively in teams
- Learn to work to a specific brief set by a 'client'
- Improve writing skills using a variety of styles specific to different media texts
- Improve confidence in writing and presenting ideas
- Develop their own original creative ideas for a range of media products
- Have a knowledge of the TV, video game and film industries
- Have the skills necessary to excel in creative and technical subjects once they reach GCSE level

### **Homework**

Differentiated homework task will be set once a week for film and media studies; tasks are always differentiated based upon student need and progress. Tasks set may include, reviewing media texts using a set criteria, researching media products which may inspire their own ideas, planning posters, video game and DVD covers, revising subject specific terminology, creating presentations, creating storyboards for moving image media texts, comparing media text within an industry, micro-analysing sequences from films and creating comic book images and narratives.

### **Assessment**

Assessment includes self-assessment through consideration of individual progress and peer assessment. Teachers will provide both formative and summative assessment. Students will be provided the opportunity to improve upon assessed tasks at any time. Key assessment pieces will also receive a level, which students will be able to see clearly in their books to enable students to see their own progress. Targets and suggestions for improvement will always be given, even when the highest grades have been achieved.

### **Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons**

Encouraging consumption of a wide variety of media texts as appropriate. Texts may include newspapers, news websites, foreign and independent film, TV documentaries, video games created by independent developers. Encouraging creative skills such as photography, filming and editing would also give students an advantage although all of these skills will be taught and practised within lessons. Documentaries concerning media industries and 'the making of' documentaries may be particularly helpful. A lunchtime film-making club is available to students.

### **Teaching staff**

Mark Young

<p><b>Autumn Term 1</b>                  What are conventions in film and why are they used?                  Film genre conventions.                   Film poster genre conventions.                  Elements of film form.</p>	<p><b>Autumn Term 2</b>                  How can we use Photoshop to create a film poster?                  Film posters</p> <ul style="list-style-type: none"> <li>● Study of different genre codes and conventions in films</li> <li>● Developing analytical and written skills in studying film genre</li> <li>● Design and DTP skills, using digital cameras and Photoshop to create original film posters</li> <li>● Cross-curricular links to English literature through consideration of genre conventions</li> <li>● Cross-curricular links to English language through writing in a variety of styles; for example, creating taglines, log lines and film pitches</li> <li>● Cross-curricular links to ICT though using the internet to research films, using Photoshop to create film posters</li> </ul> <p>Assessment: Analysis of film poster conventions</p>
<p><b>Spring term 1</b>                  What are the codes and conventions of documentary film?</p> <p>TV and film documentary</p> <ul style="list-style-type: none"> <li>● Study of documentary modes and genre conventions</li> <li>● Creative and technological skills in digital video filmmaking and editing</li> <li>● Working as part of a group to write, film and edit a moving image documentary</li> <li>● Cross-curricular links to ICT though using the internet to research films, using digital technology to create films</li> <li>● Cross-curricular links to English through script-writing</li> </ul> <p>Assessment: Evaluation of documentary applying critical framework</p>	<p><b>Spring term 2</b>                  How can we use the codes and conventions of documentary film in our own production?</p>
<p><b>Summer term 1</b>                  Video Games                  What has been the historical impact of video games?</p>	<p><b>Summer Term 2</b>                  How can we create a video games pitch?</p>



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| <ul style="list-style-type: none"><li>● Analysis of video game cover conventions</li><li>● Creating a video game cover for an original video game idea</li><li>● Writing for a specific audience</li><li>● Cross-curricular links to English literature through textual analysis</li><li>● Cross-curricular links to English language through writing in a variety of styles</li><li>● Cross-curricular links to ICT through using the internet to research films, using Photoshop to create video game covers</li><li>● Cross-curricular links to PSHE through study of audiences, representation and regulation</li></ul> <p>Assessment: Test on audience and representation in video games. Analysis of video game cover.</p> |  |
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**Aims of the course**

This course is designed to instill in the students a love and understanding of the French language by encouraging them to:

- gain experience and develop self-confidence in oral and aural skills
- learn about France and its culture
- use basic language structures in written tasks

**Assessment**

A majority of the marks for French will be based on classroom participation, daily assignments, projects, and topic or unit tests. Student success will be highly dependent on active participation and effective use of classroom resources. There are formal written assessments at the end of each term.

**Homework**

Homework tasks, frequency and depth are differentiated based upon student need and progress, but tasks set may encompass researching, redrafting, completing grammar exercises, listening, reading. All students are expected to learn new vocabulary every week, and have a vocabulary test.

Students are encouraged and expected to attempt all homework assignments and to seek help before the due date as necessary.

Support available

We are available throughout the week for support. Lunchtime sessions will be available on request but we are also available at the end of the school day or at breaks for more informal support.

**What parents can do to help**

Talk to your son or daughter about their work in French. Test them on their vocabulary.

It is strongly recommended that students have a French-English dictionary to use at home. If internet access is available, [www.wordreference.com](http://www.wordreference.com) and other sites can also be used. The use of online translators and grammar correction software is not advised.

**Teaching staff**

Nadia Bouakaz

Aurelie Hubert

<p><b>Autumn Term 1a</b>                  Bridging Unit: What do you know?                  1. Greetings                  2. Alphabet                  3. Cognates and Opinions                  4. Phonics and Dictionary Skills                  5. Numbers 1-20 and Age                  6. Brothers and Sisters</p> <p>Assessment : A03 translation Fr - Eng</p>	<p><b>Autumn Term 1b</b>                  La rentrée: What are the best things you like to do in the world?                  1. Talking about brothers, sisters and age                  2. Describing a classroom                  3. Talking about likes and dislikes                  4. Describing yourself and others                  5. Saying what you do                  6. Creating a video about yourself</p> <p>Assessment: A02 mini-oral; A03 Reading</p>
<p><b>Spring term 2a</b>                  En classe: What is your school like?                  1. Talking about school subjects                  2. Talking about clothes                  3. Talking about your school day                  4. Learning about a typical French school                  5. Saying what there is/ isn't</p> <p>Assessment: A01 Listening, A02 Speaking</p>	<p><b>Spring term 2b</b>                  Mon temps libre: What do you do in your free time?                  1. Talking about which sports you play                  2. Talking about activities you do                  3. Discovering sports in French-speaking countries                  4. Talking about what you like doing                  5. Creating an interview with a celebrity</p> <p>Assessment: A02 (S) Mini-oral A03 translation E-F</p>
<p><b>Summer term 3a</b>                  Ma vie de famille: Do you live in a super cool town?                  1. Describing your family                  2. Describing where you live                  3. Talking about breakfast                  4. Learning about Bastille Day                  5. Creating a cartoon family</p> <p>Assessment: A01 (L) A03 (R) translation</p>	<p><b>Summer term 3b</b>                  En ville: Where do you go at the weekend?                  1. Talking about places in town                  2. Saying where you go at the weekend                  3. Ordering drinks and snack in a café                  4. Saying what you are going to do                  5. Talking about plans for a special weekend</p> <p>Assessment : A03 (R) A04 (W)</p>

**Aims of the course**

To enable students to;

- Establish existing knowledge and geographical skill from KS2 learning.
- Develop upon existing and new skills to enable students to explore the key principles of geography.
- Identify geography as a dynamic subject that is diversified into three main types- physical geography, human geography and environmental issues geography.
- Develop spatial awareness and cartographic skills.
- Begin to develop problem solving skills.
- Enable students to work independently on activities as well as in a team and with all other members of the class, consolidating the ability to negotiate, make decisions and apply a range of techniques as part of a group.
- Begin to appreciate the role of culture, religion, politics, countries development and management issues surrounding geographical issues.
- Understand how historical patterns and events of the past have shaped society and environments today.
- Ask geographical questions, think critically, constructively and creatively, analyse and evaluate evidence and find ways of applying geographical understanding to create new interpretations of places and spaces.
- Communicate geographical understanding through appropriate terminology and supporting data.
- Describe the processes involved in creating specific geographical features.

**Homework**

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to further extend students' understanding of key geographical issues and develop their independent research and working skills. Students will be set a homework project sheet for each term consisting of two core tasks alongside four optional tasks, of which students must complete two. These are a variety of activities including comprehension based tasks, designing and creating information posters, worksheets and revision based activities.

**Assessment**

Student progress is tracked through the formative assessment of class work and homework throughout the term as well as regular self and peer assessment. Students complete a summative assessment at the end of each term to assess their knowledge and understanding and help monitor and track their overall progression throughout the year.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons Teacher support is available every lunchtime and after-school, (4-5pm), in Room 14 for students seeking further guidance or feedback with class or homeworks. Students also have regular opportunities throughout each term to develop their computer literacy through independent research, data manipulation and the creating graphs from geographical data on Excel, as well as presenting the results of geographical enquiries via Publisher and Powerpoint presentations. In addition, students develop their GIS skills through use of programs such as Google Earth to create a higher skilled cartographic experience.

Parents are encouraged to speak to students about their work in Geography and encourage them to practice map skills and identify geographical features outside of school, as well as discussing geographical events taking place around the world and reported in the news to encourage them to take an interest in

different countries and cultures. Parents could also encourage their child to create a project about a place they have visited, such as features, currency, food, language, culture, which will be rewarded by the Geography department.

**Teaching Staff**

Nadine Whaymand  
Christopher Barradell  
Harry Gilbert

<p><b>Autumn Term 1</b>                  What is Geography and what are the core geographical skills?</p> <ul style="list-style-type: none"> <li>● To identify and define the different types of geography (human, physical and environmental).</li> <li>● To identify existing knowledge of the subject from KS2.</li> <li>● To learn and develop a range of geographic skills including map reading, navigation, field sketching, image interpretation and data collection and presentation.</li> <li>● To develop a range of basic enquiry skills through questioning and regular discussion of contemporary geographical issues.</li> </ul>	<p><b>Autumn Term 2</b>                  What are 'Fantastic Places'?</p> <ul style="list-style-type: none"> <li>● To locate by use of longitude and latitude a range of places around the world which will be studied in detail throughout the lesson.</li> <li>● To identify and describe the processes involved in creating various landscapes considered 'fantastic' such as Angel Falls, Grand Canyon, Great Barrier Reef, and Death Valley.</li> <li>● To explore the complex issues of surviving in complex places such as Mount Everest, Svalbard and Las Vegas.</li> <li>● To investigate a range of issues and solutions to managing "Fantastic Places" such as Great Barrier Reef, Stonehenge and Las Vegas.</li> <li>● To integrate geographical skills in investigations.</li> </ul>
<p><b>Spring Term 3</b>                  Going to extremes- What makes extreme weather and climate?</p> <ul style="list-style-type: none"> <li>● To identify and describe a range of weather hazards and consider how they have changed over time.</li> <li>● To describe and explain the reasons for increased weather hazards over time, using data to support.</li> <li>● To describe and explain the global distribution of weather events.</li> <li>● To explore the causes, impacts and responses of heatwaves and droughts.</li> <li>● To investigate the formation of mid-latitude and tropical storms and consider their impacts on people and places in contrasting locations.</li> </ul>	<p><b>Spring Term 4</b>                  Going global- To what extent has globalisation helped India develop sustainably?</p> <ul style="list-style-type: none"> <li>● To identify and locate the physical features of India's landscape and formation.</li> <li>● To describe, through the use of climate graphs, India's climate and the formation and impacts of monsoons.</li> <li>● To identify and consider a range of perceptions of India.</li> <li>● To understand the concept of globalisation and how it has impacted upon India's development and encouraged inequalities.</li> <li>● To understand and appreciate the complex relationship between culture and globalisation.</li> <li>● To explore the impact of development on India's environment in regards to pollution, slum development, water quality and the Sundarbans tropical rainforest.</li> </ul>

**Summer Term 5**

Broken Planet- Is the world a hazardous place?

- To identify and describe the different layers that make up planet Earth.
- To investigate different types of plate boundaries and the tectonic features associated with each.
- To understand the role of continental drift in changing the global landscape over time.
- To investigate the causes, impacts and responses of a range of tectonic events (earthquakes, volcanoes, tsunamis).
- To consider the ways in which the negative impacts of tectonic events can be effectively reduced.
- To investigate why people continue to live near tectonic plate boundaries.

**Summer Term 6**

Are you what you eat?

- To identify and define the different types of farming, and consider how UK farming has changed over time and its impact on the landscape.
- To understand the role of globalisation for UK food produce and identify and calculate patterns of imports and exports.
- To explore the advantages and disadvantages of organic farming.
- To enquire and explore the impacts of soya farming, palm oil and harvesting other biofuels on the environment and debate these issues.
- To investigate the advantages and disadvantages of fish farms on UK seas.
- To understand the importance of farming for the development of LEDC countries and the impacts of changing food prices.

**Aims of the course**

To enable students to:

- Gain an introduction to the making of the processes that underpin the modern world
- Gain an understanding of value systems that have impacted on today's society
- Understand key terms in historical study
- Develop skills of source analysis, essay writing and historical interpretation
- Assess their own work and to identify and apply improvements

Course outlines are subject to change as we like to respond to students' interests and local archaeological finds as they are discovered.

**Homework**

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework will be set depending on the needs of the class and will be a mixture of preparation, written assessment and skill development. It will consist of tasks that will help students to follow subsequent lessons and/or used to develop and consolidate areas covered in class. Homework will be set as per the Lower School Homework Policy.

**Assessment**

A mixture of self, peer and teacher-led assessment are employed, as appropriate to the task set. The students will receive regular assessable written work at least every three weeks. There are formal written assessments at the end of each term. All formal assessments will follow a similar pattern aimed at assessing both knowledge and understanding as well as historical skills.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons Lower school teachers are available for support throughout the week. Lunchtime sessions will be available on request but teachers are also available at the end of the school day or at breaks for more informal support. Parents are encouraged to discuss their history work with their son or daughter. There is a wealth of material available online and elsewhere, including Curiosity Sheets on the College website which students are encouraged to engage with paying particular attention to concepts such as cause, consequence and interpretations.

**Teaching Staff**

Harry Gilbert  
Ellen Crozier  
Anthony Gilliland



<p><b>Autumn Term 1</b>          Why did William win the Battle of Hastings?</p> <ul style="list-style-type: none"> <li>● What is history?</li> <li>● What was England like by 1066?</li> <li>● Why did William win the Battle of Hastings?</li> </ul>	<p><b>Autumn Term 2</b>          Why did people behave in the Medieval period?</p> <ul style="list-style-type: none"> <li>● How did the Normans keep control of England?</li> <li>● What was the role of Medieval Catholicism?</li> </ul>
<p><b>Spring Term 3</b>          What was the impact of the Crusades?</p> <ul style="list-style-type: none"> <li>● Why did Medieval Europeans go on crusade? (interpretations)</li> <li>● What was the impact of the Crusades on Europe and the Near East?</li> </ul>	<p><b>Spring Term 4</b>          Was Robin Hood real?</p> <ul style="list-style-type: none"> <li>● Was John a bad King?</li> <li>● Was Robin Hood real?</li> </ul>
<p><b>Summer Term 5</b>          Why did the Peasants Revolt?</p> <ul style="list-style-type: none"> <li>● What was the impact of the Black Death?</li> <li>● Why did the Peasants Revolt?</li> <li>● Was Wat Tyler murdered or killed in defence of the King?</li> </ul>	<p><b>Summer Term 6</b>          Why did Henry break with Rome?</p> <ul style="list-style-type: none"> <li>● What was the difference between Catholicism and Protestantism?</li> <li>● Why did Henry VIII break with Rome?</li> </ul>

## Aims of the course

In line with National Curriculum guidance, we aim to ensure that students

- Are able to use the basic skills of arithmetic including the manipulation of fractions, decimals and percentages
- Understand and use the basic rules of algebra
- Know how to calculate area and perimeter of simple shapes, using the correct units of measurements
- Are able to measure and calculate angles
- Know how to solve simple ratio and proportion problems
- Understand the probability scale
- Understand and use basic data handling skills
- Are able to perform simple transformations
- Apply the above skills to solve open ended problems.

## Homework

Homework is either set on the online platform HegartyMaths or Google Classroom and it will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to allow students to consolidate the concepts learned in class, with differentiated tasks appropriate to individual students. This will include some investigational problems, as well as learning vocabulary, and revision for tests.

## Assessment

Questioning in lessons, marking of student work, homework and test results will inform teaching to help students improve. Tests will be given at the end of each unit. Each test will be given an RIC level to enable students to check their progress in each skill throughout the year.

**Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons** In lesson support, support at lunchtime; revisiting work and reviewing targets; Maths Curiosity Sheet on the College website for extension materials; Support with preparation to take part in various local and national Maths Challenges

## Teaching Staff

Nikki Bryan

Ibilola Edward

## **Aims of the course**

The music curriculum includes a number of aims related to performing, listening, composing, improvising and notation, in relation to which progress in music is determined.

-Performing - Students develop performing and/or sequencing skills in vocal and instrumental solos and ensembles and using music ICT. They learn to perform accurately, creatively and expressively.

-Improvising/Composing - Students create and develop musical ideas through the exploration of a range of compositional and improvisational strategies drawn from a range of musical sources. They explore and experiment with the effects of particular musical choices when improvising and composing. They use ICT creatively and as an integral part of the compositional process.

-Notation - Students use notation as an aid to successful performance. They develop a grasp of a range of notational strategies drawn from a range of musical sources and create new notational ideas.

-Listening - Students develop the ability to articulate thoughts about music using different vocabularies, including, but not limited to the description of music in terms of musical elements. They develop the ability to discuss the different effects of particular musical choices.

-Contextual - Students relate music to its social, political, historical context. They relate musical ideas to textual, visual and other media

## **Homework**

Homework tasks, frequency and depth are differentiated based upon student need and progress, and when these support the work that goes on in class. These include research tasks, presentations, short and longer answer tasks, amongst others.

## **Assessment**

We use a range of formative and summative assessment strategies at KS3 to assess individual progress, as well as contribution in paired and group work. Assessment is linked to criteria that allow for creative freedom, but that are also clear to students. In addition, these criteria are linked to the requirements of exam courses at KS4 and KS5. Regular recording and playback of work in progress allows students to think about how their work is developing in the shorter and longer term, and allows teachers to give regular feedback to students about this work. Schemes of work are adaptable and have changed significantly over time to accommodate the particular needs and interests of particular groups, and as the results of assessments are fed back into unit and lesson planning. The development of skills of listening to and thinking about music by other composers and performers plays a part in students' assessment of their own work and the work of their peers.

**Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons.** Music trips, visits to see live music, participation in school lunchtime clubs, school ensembles and school concerts, online tutorials and tasks, independent listening, reviewing recordings of work done in class, developing ideas for musical compositions at home, practicing an instrument, exploring the possibilities of online and offline music technology, forming bands and other self-directed ensembles.

## **Teaching Staff**

Darren Taggart

David Milln

<p><b>Autumn Term 1</b>                  Music Theory Basics                  What is the relationship between music and language?                  Introducing and developing understanding of basic music theory including:</p> <ul style="list-style-type: none"> <li>● The notes of the staff</li> <li>● Accidentals, sharps and flats</li> <li>● Note values including dotted and syncopated rhythms.</li> <li>● Appraising and evaluating</li> </ul>	<p><b>Autumn Term 2</b>                  Music Production Basics                  How can technology be used to express creativity?                  Further developing understanding of Digital Audio Workstations including:</p> <ul style="list-style-type: none"> <li>● Recording audio</li> <li>● Sequencing MIDI</li> <li>● Basic use of effects</li> <li>● Adjusting volume (mixing)</li> <li>● Appraising and evaluating</li> </ul>
<p><b>Spring Term 3</b>                  Minimalism                  Is more always more?                  Introduction to the history and concept of minimalism, including:</p> <ul style="list-style-type: none"> <li>● The origins and key composers of minimalist music</li> <li>● The use of the ostinato</li> <li>● Techniques including addition, subtraction and looping</li> <li>● Composing in a minimalist style</li> <li>● Self and peer evaluation</li> </ul>	<p><b>Spring Term 4</b>                  Chords                  Is music algorithmic?                  Introduction to chordal harmony, including:</p> <ul style="list-style-type: none"> <li>● Major, minor and diminished tonality</li> <li>● Intervals</li> <li>● Inversions</li> <li>● Chord progressions used in pop music</li> <li>● Self and peer evaluation</li> </ul>
<p><b>Summer Term 5</b>                  The Orchestra                  How is the orchestra relevant in modern music?                  Developing an understanding of timbre and techniques used by a variety of orchestral instruments, including:</p> <ul style="list-style-type: none"> <li>● Sections and arrangement</li> <li>● Timbre and range</li> <li>● Composing an orchestral line</li> <li>● Self and peer evaluation</li> </ul>	<p><b>Summer Term 6</b>                  School of Rock                  Are knowledge, passion and ability equal in music?                  Developing an understanding of contemporary band arrangements including:</p> <ul style="list-style-type: none"> <li>● Vocals</li> <li>● Guitars and Ukuleles</li> <li>● Bass Guitars</li> <li>● Keyboards</li> <li>● Drums and Cahons</li> <li>● Self and peer evaluation</li> </ul>

Personal, Social, Health, and Economic education (including Relationships & Sex Education)

### **Aims of the course**

To enable students to:

- Develop their knowledge and understanding of personal health and well-being.
- Develop their knowledge and understanding of relationships in a variety of contexts.
- Develop their knowledge and understanding of living as part of a wider community, considering their economic wellbeing and what it means to be a responsible citizen.

### **Assessment**

Ipsative assessment at the end of each term. A range of peer and self-assessment strategies are utilised within form time sessions and through class discussion.

### **Homework**

Homework is not set for PSHE in Year 7.

### **Support available**

Students are able to discuss any issues or concerns raised through their PSHE sessions, or further discuss the topics covered with a member of the Year 7 pastoral team (Head of Year, form tutors etc) at any time.

### **What parents can do to help**

Talk to your son or daughter about the topics covered within PSHE and discuss any issues they may have questions or concerns about.

Encourage your son or daughter to speak to their PSHE teacher or pastoral team if they have any particular questions or concerns, or if they wish to further discuss and develop their knowledge and understanding of the topics covered.

### **Teaching staff**

Deb Postgate

Ben Garton

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<p data-bbox="181 359 443 386">Being Me in My World</p> <p data-bbox="181 392 464 420">Students will be able to:</p> <ul data-bbox="240 428 760 1782" style="list-style-type: none"> <li>● recognise that identity is affected by a range of factors including my interests, my physical characteristics, my achievements and my values</li> <li>● question if fitting in is more important than showing your uniqueness</li> <li>● Identify which of our influences are positive and which can be negative</li> <li>● understand the 4 gateway emotions and how they can affect how we feel about ourselves</li> <li>● recommend media such as music that can help when we are experiencing more difficult emotions to help us feel better</li> <li>● understand how peer pressure operates within groups</li> <li>● identify when peer pressure is taking place for others and myself</li> <li>● recognise that friendship groups are made up of different types of people</li> <li>● recognise how I present myself online</li> <li>● question making snap judgement about people's profiles</li> <li>● identify the possible dangers online and importance of privacy settings</li> <li>● create rules to follow when using the internet</li> <li>● understand what can influence my behaviour online</li> <li>● identify the potential dangers when messaging online</li> <li>● recognise the consequences for actions</li> <li>● recognise the different consequences dependent your role in a relationship e.g. parent, child, boy/girlfriend, friend, stranger</li> <li>● maintain positive online and offline relationships</li> </ul>	<p data-bbox="800 359 1065 386">Celebrating Difference</p> <p data-bbox="800 392 1081 420">Students will be able to:</p> <ul data-bbox="859 428 1404 1633" style="list-style-type: none"> <li>● Identify the assumptions that can be made when giving a first impression</li> <li>● define prejudice and recognise why it is unfair</li> <li>● define discrimination and recognise why it is unfair</li> <li>● what to do when you witness unfair treatment</li> <li>● identify the tools needed to speak up for yourself</li> <li>● review your influences</li> <li>● recognise challenging opinions and how to approach others when you disagree</li> <li>● identify what a stereotype is, give examples and recognise where they come from</li> <li>● understand why we challenge stereotypes</li> <li>● explore positive and negative discrimination</li> <li>● recognise the 9 protected characteristics stated in the Equality Act (2010)</li> <li>● undertake an inspection of the school to see how well it upholds the Equality Act (2010)</li> <li>● Recognise why people might bully e.g. fear of difference, jealousy, loneliness, wanting to impress others, power/control</li> <li>● recognise and understand what they should do if faced with a bully</li> <li>● identify a bystander and why they are complicit in any act of bullying</li> <li>● question why people want to be part of a group and the emotions that can involved</li> <li>● understand why you should not exclude someone and how it can make others feel</li> <li>● treat others how they wish to be treated</li> <li>● identify the skills they want to hone to make them a better friend or peer</li> </ul>

**Spring: Term 3**

## Dreams and Goals

Students will be able to:

- understand risk and how it can impact someone's success
- recognise the ability acquire knowledge as well as the feeling of being overwhelmed
- identify their own dreams and goals in careers, general life and where they live
- recognise what they have achieved in their life and any difficulties they may have overcome to achieve them
- identify failures and how what they have learned that have allowed them to grow
- recognise how they can develop and change their own lives through the choices they make
- identify the key skills needed in the workplace e.g. problem-solving, critical thinking, people management, emotional intelligence
- build a model based in criteria and recognise the skills needed to successfully work with others
- question why people are quick to blame others if something goes wrong
- explore how to find positivity in failure
- recognise why things go wrong in life sometimes
- identify when it important to understand and recognise when things go wrong
- deal with setbacks
- understand how influences can affect our choices
- recognise how decisions and choices can affect their ability to succeed in your dream
- recognise exploitation for criminal activity
- understand why people might feel drawn to join a gang and what the consequences are
- recognise the dangers of being in gang
- make the correct choices if they find someone unconscious

**Spring: Term 4**

## Healthy Me

Students will be able to:

- define stress and anxiety and what situations may cause an increase in these emotional states
- identify the physical feelings of stress and when a person has too much stress e.g. emotional, physical, cognitive and behavioural responses
- understand how they can stay positive and resilient
- recognise the physical changes that happen when someone is extremely stressed
- understand the importance of exercise to relieve stress
- identify harmful substances, the prevalence of usage, what they do to the body, the number of death attributed to them and the cost to society
- recognise why someone might misuse them
- identify controlled drug classification and the law
- recognise healthy choices including a balanced diet vs unhealthy foods
- understand why diet is important for growing minds and bodies
- identify the importance of sleep & exercise,
- understand the difference vaccinations have made in tackling disease
- recognise how the choice to vaccinate can affect you and others
- identify the importance of safe medicine use
- understand the impact of loneliness
- state the 5 ways to maintain positive well-being:
  - connect
  - be active
  - take notice (mindful)
  - keep learning
  - give

**Summer: Term 5**

## Relationships

Students will be able to:

- understanding the transient nature of relationships
- define what is meant by consent
- recognise how relationships can change and can cause those changes
- identify what makes a healthy relationship
- recognise where they get support from and what level of support they receive
- understand relationship words such as jealousy, trust, respect, kindness, love, frustration
- identify what qualities someone might bring to a relationship and if they are the same for all relationships
- recognise the emotions that you feel depending on the circumstance and how they can affect how you react
- define discernment and how it is an important quality to have in relationships and everyday life
- reflect on reality vs tv presentation
- recognise positive and negative assertiveness
- understand the different rights and responsibilities that we have
- understanding sexting and its dangers

**Summer: Term 6**

## Changing Me

Students will be able to:

- understand how the body changes during puberty
- recognise dangerous practices that can occur to alter how female bodies change e.g. female genital mutilation and breast ironing, and how to report this
- understand how conception happens and what happens to the body during childbirth
- identify the different ways you can conceive a baby
- question why people choose to become parents and the different factors that may affect their decision
- identify the roles and responsibilities of a parent
- questions societal expectations of people and how they present themselves
- understand the negative impact of digitally altered photographs
- recognise why people may choose plastic surgery
- know how to raise their self-esteem
- recognise the impact social media can have on your perception of yourself and your emotions
- understand the effect different foods, exercise, sleep, and hormones can have on our mood in adolescence
- reflect on how they can tackle mood changes and how the brain works

Relationship and Sex Education

Physical Health and Mental Wellbeing

Both RSE and PH & MW



**Aims of the course**

- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance
- Recognise the usefulness and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life
- Develop the abilities and skills relevant to the study and practice of science that are also useful in everyday life
- To encourage safe practice
- To stimulate curiosity, interest and enjoyment in science and its methods of enquiry.
- To develop an interest in, and care for, the environment
- Understand that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
- Promote interdisciplinary enquiry through practical investigations
- Demonstrate knowledge and understanding of scientific facts, laws, concepts and theories using appropriate scientific terminology and vocabulary
- Use information to identify patterns and trends and draw inferences from these, make predictions, hypotheses and problem solve
- Develop and use techniques, apparatus and materials and from this make and record observations
- Be able to plan investigations and/or evaluate methods suggesting possible improvements

**Homework**

Termly homework will consist of a combination of project tasks outlined below and online quizzes for each topic covered. Additionally during the term students will be given topic tests, these may be written assessments, practical tasks or a combination of both. Revision for these will be set appropriately and additional support will be offered during the school week.

Term 1 Project – Make a model of a Cell

Term 2 Project – Research a famous scientist

Term 3 Project – Home science investigations

Term 4 Project – Creating a personal health plan

Term 5 Project – Research an element

Term 6 Project – Research a habitat

### **Assessment**

Progress is traced through observation of practical work, recording of observations and data. Use of worksheets, assessment sheets and past paper questions. Self, peer and teacher assessments will be recorded at appropriate stages throughout the course. Students will complete topic and relevant vocabulary assessment at an appropriate point in their development.

### **Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons**

Talk to your son or daughter about their work in Science. Encourage them to identify the skills they are developing.

Try to encourage them to use a variety of sources, books, television documentaries, Internet to expand upon the current topics being taught and use some of the online resources as a means of assessment (e.g. BBC Bitesize and Seneca Learning).

Each year we support National Science Week by developing a whole school curriculum theme. We study the wonders of space, forensic investigations, conservation awareness and the human body on a 4 year rotation. As part of these weeks we have organised additional activities such as trips to the Big Bang Fair and to the Wildwood Trust.

### **Teaching Staff**

Ben Garton

Alex Martinez

Yang Ooi

Michael Stanley

Danielle Taggart

<p><b>Autumn Term 1</b></p> <p>What are we made of?</p> <ul style="list-style-type: none"> <li>• Cells – The Building Blocks of Life</li> </ul> <p>Why do substances behave differently?</p> <ul style="list-style-type: none"> <li>• The Particle Model</li> </ul>	<p><b>Autumn Term 2</b></p> <p>In what ways can a substance change?</p> <ul style="list-style-type: none"> <li>• Chemical and Physical Changes</li> </ul> <p>Is all movement the same?</p> <ul style="list-style-type: none"> <li>• Transport</li> </ul>
<p><b>Spring Term 3</b></p> <p>Can an object be in motion forever?</p> <ul style="list-style-type: none"> <li>• Forces</li> </ul> <p>Is something changed always something new?</p> <ul style="list-style-type: none"> <li>• Elements, Compounds and Mixtures</li> </ul>	<p><b>Spring Term 4</b></p> <p>What is health?</p> <ul style="list-style-type: none"> <li>• Health and Nutrition</li> </ul> <p>How has challenging facts furthered our understanding?</p> <ul style="list-style-type: none"> <li>• Atomic Structure</li> </ul>
<p><b>Summer Term 5</b></p> <p>How does the periodic table relate to the atom?</p> <ul style="list-style-type: none"> <li>• The Periodic Table</li> </ul> <p>How can we represent movement?</p> <ul style="list-style-type: none"> <li>• Speed, Velocity and Drawing and Interpreting Graphs</li> </ul>	<p><b>Summer Term 6</b></p> <p>How can we explore the world around us?</p> <ul style="list-style-type: none"> <li>• Ecosystems</li> </ul>

## Aims of the course

We aim to ensure that students:

- Understand and respond to spoken and written language from a variety of authentic sources made up of familiar language in simple sentences
- Start to speak the language by using simple sentences and range of vocabulary, about self, family, home, town, school and pastimes
- Use a range of phrases in the target language to communicate within the class environment
- Develop an awareness of different sounds in the target language and improve the accuracy of their pronunciation and intonation
- Write for different purposes using some grammatical structures that they have learnt
- Work constructively alone and with all other members of the class in groups or pairs in a range of tasks including role play, question and answer and games
- Discover and develop an appreciation of the Spanish and Latin American culture and their people through popular songs, poems, art and crafts and other authentic sources
- Implement and develop ICT skills
- Raise awareness of other national and international issues by celebrating the European Day of Languages. Participate in Science Week through activities in Spanish.
- Make the students aware of the variety of customs and culture while also focusing on activities and discussion about Fundamental British Values.

## Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to reinforce the language learnt in the classroom. Every week the students should complete a piece of homework, some reading and writing tasks as well as learning their weekly vocabulary. Other tasks will be set when required e.g. using the internet to conduct research about an aspect of a country or culture of the Spanish-speaking world, or in preparation for school theme weeks.

## Assessment

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. Assessment tasks are designed to support a mixed ability group and adapted to suit individual needs.

**Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons.** The students will be presented with ICT opportunities to actively practice the language using some recommended websites, at school and also at home. Arrangements can be made on a weekly basis for students needing help with their homework. Parents are encouraged to talk and be interested in what their son or daughter do and learn during Spanish lessons. If they have some knowledge of the language they could help with speaking activities by testing vocabulary or help with pronunciation. They could also try to offer them the possibility to experience some aspect of the Spanish and Latin American culture by tasting some of their food, at home or in a restaurant, listening to some music or watching some cartoons on Spanish TV available on the internet.

**Teaching Staff**

Aurélie Hubert

María del Carmen Torres

<p><b>Autumn Term: 1a</b> ¿Tú cómo eres? - What are you like?</p> <ul style="list-style-type: none"> <li>● Introducing yourself</li> <li>● Talking about your personality</li> <li>● Talking about age, brothers and sisters</li> <li>● Saying when is your birthday</li> <li>● Talking about your pets</li> <li>● Present and talk about “my hero”</li> <li>● Spanish black flamenco singer: Concha Buika</li> </ul> <p>Cross curricular links with Geography, English. Explore other languages and cultures in Europe and the world for European Language Day.</p> <p>Grammar -: articles, adjectives; gender and number of nouns. Identify numbers 0-31.</p> <p>Baseline Assessment - Understand key vocabulary and sentences through reading and listening tasks. Writing and speaking using simple sentences.</p>	<p><b>Autumn Term 1b</b> ¿Eres un mago de tu tiempo libre?– Are you a wizard with your free time?</p> <ul style="list-style-type: none"> <li>● Saying what you like to do</li> <li>● Saying what you do in your spare time</li> <li>● Talking about the weather</li> <li>● Saying what sports you do</li> <li>● Reading about different hobbies</li> <li>● Using questions words</li> <li>● Learning about Christmas in Spain and Latin America.</li> </ul> <p>Cross curricular links with Art. Create banners, posters and decorations for the festivities.</p> <p>Grammar: Using “me gusta + infinitive” Conjugating verbs in the “yo” form, in the present tense.</p> <p>Assessment - Analyse different elements in a photo and explain its content by using key language in short sentences.</p>
<p><b>Spring term 2a</b> ¿Es tu instituto guay? - Is your school cool?</p> <ul style="list-style-type: none"> <li>● Saying what subject you study</li> <li>● Giving opinions about school subjects</li> <li>● Describing your school</li> <li>● Talk about timetables</li> <li>● Taking about break time</li> <li>● Understanding details about Spanish schools</li> </ul> <p>Cross curricular links with PSHE. Project work for well-being and LGBT awareness.</p> <p>Grammar: Using “-ar”, “-er” and “-ir” verbs; saying what we do; words for a/some/the. Using numbers to tell the time.</p> <p>Assessment - Create an interview about school and ask questions to a partner. Compare subjects. Write about your timetable.</p>	<p><b>Spring term 2b</b> ¿Contento o contenta con tu perfil social? - Are you happy with your social profile?</p> <ul style="list-style-type: none"> <li>● Describing your family</li> <li>● Describing your hair and eye colour</li> <li>● Saying what other people look like</li> <li>● Describing where you live</li> <li>● The Earth is our home planet</li> <li>● Reading about the Carnaval in Cadiz</li> </ul> <p>Cross curricular activities linking with Science. Activities for science week.</p> <p>Grammar: Possessive adjectives; verbs “ser”, “estar” and “tener”; using verbs in the third person.</p> <p>Assessment - Create your profile using a wider range of vocabulary, connectives, intensifiers, adjectives and opinions. Plan and give a presentation.</p>
<p><b>Summer term 3a</b> ¿Te gusta mi ciudad?– How do you like my town?</p>	<p><b>Summer term 3b</b> ¿Qué quieres investigar? - What would you like to discover?</p>

- Describing your town or village
- Telling the time
- Ordering food and drink in a café
- Talking about what a particular town is like
- Saying what you are going to do on the weekend.
- Understanding people describing their town

Cross curricular links with PSHE - Extra activities related to Fundamental British Values.

Grammar - accents, verb endings, adjectival agreement.

Assessment - Create a blog entry describing your town. Use key language to order food and drink. Understand descriptions.

- Research an aspect of the culture to choose from a Project. Los animales; La educación; Las Meninas; ¡Pasaporte fiesta! Develop independent study skills by using ¡Resumen! and ¡Prepárate!: ¡Te toca a ti!.
- Homework/practice activities can also be used for revision.

Cross curricular - Research and production a poster/ leaflet using ICT or Art as well as knowledge of Geography, History.

Grammar - revision of all grammar points.

Assessment - Assessment tasks for all skills. End of Year test.

**Aims of the course**

We aim to ensure that students:

- Are offered a broad, balanced and differentiated curriculum that encourages excellence, lifelong participation and enjoyment of sport and physical activity
- Develop fundamental skills and competence to excel in a wide range of physical activities
- Develop their physical literacy
- Learn concepts such as fair play and respect
- Develop their cognitive skills such as decision making and analysis
- Broaden their social skills by developing teamwork and communication

**Assessment**

Assessment includes self, peer and teacher review. Practical observations are carried out by the teacher and recorded at the end of each sport or physical activity block.

**Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons**

The students are encouraged to attend enrichment opportunities before and during school to broaden their knowledge of physical activity and sport. Parents are encouraged where possible to provide opportunities for students to engage positively in physical activity and sport.

Lower School Teaching Staff

Claire Carter



<p><b>Autumn Term: 1a</b></p> <p>What makes a good team player?</p> <ul style="list-style-type: none"> <li>● Developing tactics</li> <li>● Outwitting opponents</li> <li>● Improving communication</li> <li>● Rules and laws of the game</li> <li>● Developing teamwork and cooperation</li> </ul> <p>Assessment</p> <p>A baseline assessment will take place at the beginning of the year to determine the pupil's basic level of fitness.</p>	<p><b>Autumn Term 1b</b></p> <p>How do you become an expert trampolinist?</p> <ul style="list-style-type: none"> <li>● Basic shapes</li> <li>● Basic landings</li> <li>● Linking basic movements</li> <li>● Performing routines</li> <li>● Performing aesthetically</li> </ul> <p>Assessment</p> <p>Carried out throughout the term on a weekly basis to determine level of competency in trampolining.</p>
<p><b>Spring term 2a</b></p> <p>Which techniques are desirable for a competent rock climber?</p> <ul style="list-style-type: none"> <li>● Safety</li> <li>● Knots</li> <li>● Route planning</li> <li>● Bouldering</li> <li>● Climbing and descending</li> <li>● Semi-direct belay</li> </ul> <p>Assessment</p> <p>Carried out throughout the term on a weekly basis to determine level of competency in .</p>	<p><b>Spring term 2b</b></p> <p>What does it mean to be versatile in racquet sports?</p> <ul style="list-style-type: none"> <li>● Forehand and backhand</li> <li>● Volley</li> <li>● Serves</li> <li>● Rally and recover</li> <li>● Seeing spaces</li> <li>● Returning serves</li> <li>● Scoring</li> </ul> <p>Assessment</p> <p>Carried out throughout the term on a weekly basis to determine level of competency in</p>
<p><b>Summer term 3a</b></p> <p>Which components of fitness are most beneficial in different athletic events?</p> <ul style="list-style-type: none"> <li>● High jump</li> <li>● Javelin</li> <li>● Long and triple jump</li> <li>● Relay/Sprinting</li> <li>● Shot put</li> </ul> <p>Assessment</p> <p>Carried out throughout the term on a weekly basis to determine level of competency in tennis.</p>	<p><b>Summer term 3b</b></p> <p>How can awareness and application of strategies aid a performer in striking and fielding games?</p> <ul style="list-style-type: none"> <li>● Batting</li> <li>● Bowling</li> <li>● Catching</li> <li>● Fielding</li> <li>● Tactical awareness</li> </ul> <p>Assessment</p> <p>Carried out throughout the term on a weekly basis to determine level of competency in athletics.</p>