



# **CIRENCESTER KINGSHILL SCHOOL**

**YEAR 7 CURRICULUM BOOKLET**

**2020 - 2021**

Dear Parent/Carer,

Welcome to the Year 7 Curriculum Booklet, which has been prepared to let you know what your child will be studying in their lessons this year.

The transfer to secondary school is challenging and exciting for your child, but I know that many parents fear that they will be less "in touch" with their child's daily life. The booklet is designed to address this. You can talk to them about their lessons and even if your child struggles to communicate, you will still be able to gather an understanding of what they have been doing at school.

As you are aware, from term 2 we will be using the Show My Homework app. This is designed to allow you as parents to have a greater understanding of the homework that your child has been set. Should there ever be any questions regarding homework please do contact the relevant teacher in the first instance.

Unfortunately, at present we are unable to offer the full range of extra-curricular activities and clubs that we would normally offer as a school, this is due to COVID 19 restrictions. Homework club is the only club that is still running for Year 7 and takes place after school on a Tuesday. We will continue to follow government guidelines and hope to be able to offer our full range of extra-curricular activities as soon as possible.

Furthermore it is still our intention to run our residential visit in June 2021. We know, from previous years, that pupils gain a great deal from residential visits and hope your child will be involved if the residential runs. As with our extra-curricular clubs, we will follow government guidelines on this, but I am hopeful that we are able to run this. It is an experience that your child will remember for the rest of their time at Kingshill.

Yours sincerely,

Mr S Thomas  
Head of Year 7

## **ART**

**Teacher in charge – Mrs R. Vine**

### **Aims**

- To build on the skills concepts and knowledge developed at Key Stage 2
- To involve pupils in activities which will nurture confidence and enthusiasm for research and discovery
- To raise understanding of the work of important artists, art in different cultures and art of different periods

### **Course Description**

Art has its own distinct role to play within the curriculum by encouraging pupils to express and communicate their ideas and feelings in a very personal way, using a wide variety of visual materials and processes. During Year 7, pupils will develop basic two-dimensional and three-dimensional skills.

Examples of Units of Work covered are:-

#### **An introduction to Art and Design**

In the first term we will be going back to basics teaching pupils how to use a range of techniques and media effectively. We will teach them how to understand how to use shape, line, pattern, colour, form, texture and tone through a range of practical tasks.

#### **Foundation Skills**

1. A range of sketchbook work will be produced exploring **COLOUR**. Pupils will produce colour wheels exploring the use of primary, secondary and complementary colours. Artist study: Andy Warhol.
2. A range of sketchbook work will be produced exploring **MARK MAKING**. Pupils will explore the use of mark making in drawing using a range of black and white media. Artist study: Van Gogh.
3. Pupils will explore the use of tonal pencil shading to produce a drawing of a 'sphere'.

#### **Recycled Wildlife**

Pupils will study the work of the British Artist Peter Clark. Peter Clark uses a range of recycled and found papers to produce exquisite collages of animals, garments and vehicles to name a few. Pupils will produce a collage of a British animal using recycled papers.

### **Robots**

1. Pupils will draw from photos of tin robot toys which were very popular in the 1950s and early 1960s.
2. Pupils will experiment with different printmaking techniques (mono and Polytile printing) to produce a print of an original robot.
3. Pupils will produce an image of a robot by pressing a range of objects (eg: screws/springs/cogs) into clay. They will use coloured oxides to bring out the detail and these will be fired.

### **Homework**

Homework will normally be set as required and should be done in the sketch book which each pupil is given at the beginning of the year. Pupils will not usually be set homework when they are in the process of producing final pieces.

### **Assessment**

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation.

Formal assessment is given termly.

## **COMPUTING**

**Teacher in charge - Mr J. Whight**

### **Aims**

- To develop the skills learned at Key Stage 2
- To familiarise pupils with the computing environment at Kingshill School
- To develop confidence and competence in computer usage
- To encourage an interest in how computers work, how to control what computers do and the applications of computer systems

### **Course Description**

During the year pupils will become familiar with the computing environment at Kingshill School, using software running on the Windows operating system platform.

Over the year, pupils will:

- be taught how to manage files and folders
- become familiar with the school e-mail system and internet usage
- research the components that make up a typical computer system and then present their research as a slideshow presentation in order to demonstrate their communication and presentation skills
- use spreadsheets for modelling
- be made aware of issues involving e-safety when using the internet and responsible usage
- experience writing simple computer programmes using an environment called Scratch
- learn how the binary number system works, how to count in binary and how to convert between base 10 numbers and binary

Early in Year 7, pupils will become familiar enough with the computer system to begin to carry out cross-curricular work with confidence. Throughout the whole of Key Stage 3 pupils encounter and use ICT in all subject areas.

## DESIGN AND TECHNOLOGY

**Teacher in charge - Mr A. Jelf**

### **Aims**

To extend the skills and knowledge developed at Key Stage 2 by introducing pupils to a range of skills concepts and processes which meet the requirements of the National Curriculum for Design and Technology. In particular, work will concentrate on designing and making which together make up the single attainment target in Design and Technology.

### **Course Description**

All Year 7 pupils follow a Design and Technology programme for 2 x 50 minute lessons for the whole year. The year group is divided into seven groups of approximately 20 pupils. The following work is covered:

#### **TEXTILES - Teacher: Miss R. Waller**

- Researching other artists and portrait work
- Hand sewing and applique
- Design and make a fabric self portrait

#### **FOOD - Teacher: Mrs S. Cameron**

- Health and Safety practices
- Healthy eating guidelines and diet analysis
- Recipe adaptations and development of basic skills
- Understanding equipment in Food Technology

#### **SYSTEMS & CONTROL - Teacher: Mr C. Simkiss**

- Effective communication of design ideas
- Drawing in isometric, oblique and orthographic projections

#### **GRAPHICS - Teacher: Miss V. Richards**

- Packaging projects
- Using 2D Computer-Aided-Design to manufacture a net and apply surface graphics

#### **PRODUCT DESIGN - Teacher: Mr A. Jelf**

- Health & safety practices
- Technical drawing
- Drawing designs to Engineering practices

### **Range of Activities**

Most of the lessons will be based around design activities which will involve responding to a design brief.

### **Homework**

Homework will normally be set each week and will usually be follow up work from lessons or preparation or research work.

### **Assessment**

Each module (or unit within a module) will be assessed and the results recorded. Pupils will be encouraged to develop self assessment skills through regularly evaluating their own and others' work.

## DRAMA

Teacher in charge – Ms E. Stones

### Aims

Drama is taught at Kingshill School for three main reasons:

1. Drama enables pupils to actively explore human behaviour  
Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the students.
2. Drama develops communication and social skills/qualities  
Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.
3. Drama encompasses theatre, film and television mediums  
Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

### Course description

The activities listed below are used regularly in drama lessons. They contribute to the pupils' development in the above areas:

Physical, mental and vocal warm-up activities	Physical and mental exercises
Trust exercises	Movement
Performance	Role-plays
	Discussions

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings.
- Using improvisations to discover effective ways of communicating characters or stories.
- Experiencing dramatic situations first hand.
- Interacting with each other during the drama process.
- Issue-based or skill based units.
- Developing their understanding of appropriate drama vocabulary.

Year 7 units include:

"The Last Wish in the World"

"Prometheus"

"Anansi"

"Darkwood Manor"

Masks/ Physical Theatre

Macbeth Monologues

### **Homework**

Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

### **Assessment**

Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

### **Time Allocation**

1 x 50 minutes per week.

### **Additional Information**

COVID restrictions permitting, all Year 7 pupils will have the opportunity to see a professional theatre production. They also have the opportunity to take part in a school production.



## ENGLISH

**Teacher in charge – Mr T. Lee**

### **Aims**

- To help every pupil reach their full potential
- To develop a love of reading
- To build on skills learned at Key Stage 2
- To build confidence in reading a range of fiction and non-fiction texts
- To develop writing skills that allow for personal expression in a range of forms
- To extend confidence in speaking and listening

### **Course Description**

Three lessons per week focus on reading, writing and speaking and listening activities and the fourth lesson is devoted to reading and the Accelerated Reader Scheme. In the first half term, pupils spend one lesson per week developing library research skills.

The course is modular and allows pupils to explore a wide range of fiction and non-fiction texts. Pupils will work with a range of stimulus material, from Shakespeare to modern novels and media texts. The faculty prides itself on providing a relevant and contemporary curriculum that aims to involve and stimulate each and every pupil. Pupils will, therefore, experience a wide range of writing that will help them to express ideas in a lively and accurate manner for a variety of different purposes and audiences. As well as reading and writing, pupils will develop confidence in their speaking and listening skills in a range of contexts. They will learn how to involve themselves in formal group discussions; how to prepare and present a lively speech and how to use empathy and role play to explore other people's views.

### **Year 7 Literacy Lesson**

For one lesson per week, Year 7 pupils are set by ability in a literacy lesson which focuses on teaching punctuation, grammar and spelling within the context of real-world scenarios. Assessment at the beginning and end of the year maps progress and helps us identify any necessary interventions.

### **Homework**

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. In line with the school's strong emphasis on reading for pleasure, pupils are also expected to read for 20 minutes each day.

### **Assessment and Feedback**

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

## **GEOGRAPHY**

**Teacher in charge - Mr P. Rowe**

### **Aims**

- To build upon the geography experienced by pupils in primary school
- To develop the pupils' skills and knowledge in line with the requirements of the National Curriculum
- To foster a sense of awe and wonder about the world

### **Course description**

#### Unit 1 -Places

This unit involves examining a range of places. The aim is to give pupils a solid grounding in the geography of the entire planet. To this end we look at each continent in turn and study the countries that make up that continent. Students will complete maps at a range of scales and become proficient at working with an atlas. Extension tasks involve studying an aspect of the geography or culture of countries and regions in more depth. For example the Skeleton Coast in south-west Africa, the city of Barcelona or China's territorial claims in the South China Sea.

#### Unit 2 - Maps

Pupils learn to improve their map skills using atlases and, in particular, Ordnance Survey maps of the local area.

### **Range of activities**

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

### **Homework**

20 minutes per week in rotation with History.

### **Assessment**

Assessment is informal and ongoing. In addition there are a number of tests based on the work done in Unit 1 spaced throughout the year and an end of year examination.

## HISTORY

Teacher in charge - Mr P. Rowe

### Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

### Course Description

#### Terms 1 and 2

##### What is History?

This unit is an introduction to several of the key skills that will be utilised throughout Key Stage 3 History lessons.

##### What Happened When?

In this unit pupils will look at key periods of World History from the Prehistoric to Modern Era. Pupils will study major discoveries, inventions and people who made an impact through time.

#### Terms 3 and 4

##### Medieval Britain

During this depth study, pupils will study the start of the Medieval period right through to the Wars of the Roses. It will focus on several themes including:

1. The Norman Invasion

This section looks at the causes of the Norman Invasion of Britain during 1066. It will explore how William I was able to successfully secure his new territories against rebellions.

2. The Black Death

This part looks at the causes and treatments for the Black Death in the 14<sup>th</sup> century. Pupils will also analyse the impact the Black Death had in Britain, contributing to the Peasants' Revolt in 1381.

3. Towns and Cities

Aspects of Medieval life in towns and cities will be explored. This will include looking at the impact that poor public health had on the population.

### Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

### Homework

This will be set once a week in rotation with Geography and should take approximately twenty minutes.

### Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources. There will be an end of year examination.

## **LEARNING SUPPORT**

**Teacher in charge - Mrs G. Cannon**

### **Aims**

- To help pupils transfer successfully from Primary to Secondary school
- To provide literacy and numeracy support for those below expected levels.
- To offer help with homework
- To build the confidence and skills needed at Secondary School

### **Support**

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- After-school homework club runs on Tuesday in the Library and is staffed by two Teaching Assistants
- The Learning Support base is open at break time for pupils that need support at this time and is supervised
- Literacy support and numeracy is delivered three times a week in alternate terms for pupils below expected level.
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home, particularly books in the Accelerated Reader Scheme

### **Course description**

Pupils follow a carefully structured phonics course, using Read Write Inc materials designed to boost literacy skills. The course covers a range of topics including reading, writing, spelling and grammar.

### **Homework**

Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their Individual Education Plan targets.

### **Assessment**

All Year 7 entrants are tested for reading, spelling, free writing and cognitive ability. This will form the basis of their Profile targets. Reassessment of reading, writing speed and spelling takes place throughout the year and at the end of the academic year, this information is used to assess those that will need support in Year 8.

## **MATHEMATICS**

**Teacher in charge - Mr B. Upward**

### **Aims**

- To build on the skills, concepts and knowledge developed during Year 6
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

### **Course Description**

The Year 7 course is focused on pedagogic progression designed to build upon learning in Year 6. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

### **Grouping**

Pupils in Year 7 are set from their CAT results. They will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

### **Homework**

30 minutes of homework is set weekly. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

### **Assessment**

Work is regularly marked to assist pupils' progress. These are recorded for each pupil as part of their 'Progression Passport'. Two formal tests will be taken by Year 7 - midyear and end of year.

## **MODERN FOREIGN LANGUAGES**

**Teacher in charge – Mrs. Helen Brown**

### **Aims**

Pupils are given the opportunity to study three languages for two school terms each. Pupils, in tutor groups, are taught Spanish, German and French. The syllabus includes not only the learning of the basic language to communicate in the target language, but also an approach to the culture and traditions in each target language speaking world. The aim is to create linguists who appreciate the value of learning languages but also understand how they work and so we include the acquisition of skills in the curriculum such as phonics, basic grammatical concepts and the use of a bilingual dictionary.

### **Course Description**

French Module 1 - Introduction to French. Greetings and introductions, hobbies.

French Module 2 - Items we have at school, sports and animals.

German Module 1 - Introduction to German. German Music and Culture.

German Module 2 - School. History project about the Berlin Wall.

Spanish Module 1 - Introduction to Spanish. Music in the Spanish speaking world.

Spanish Module 2 - Animals and Family members.

### **Activities**

Pupils work in pairs, small groups as well as whole class.

### **Homework**

Pupils are required to complete one homework per week.

### **Assessment**

Teachers will assess throughout all lessons with formal assessment taking place at the end of each module.

NB Pupils will be asked after Easter to give a preference for the language they would like to continue to study in Years 8 and 9.

## **MUSIC**

**Head of Music – Miss. A. Garry**

### **Aims:**

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

### **Course Description:**

The course comprises of five topics, which are designed to meet the requirements of the attainment targets of the National Curriculum. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2 – Composing
- Attainment Target 3 – Listening and Appraising

### **Topics:**

1. African Music
2. Colour
3. Musicals
4. Melody Writing
5. Ukuleles

### **Assessment:**

In music pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation  
Pupil evaluation/comments (both written and spoken)  
Audio and video recordings  
Concerts and performances both within the classroom and outside  
Reports from instrumental teachers

**Activities:**

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects. The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

**Homework:**

Homework will be set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

**Extra-curricular:**

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB. Extra-curricular activities will be provided subject to the latest advices around COVID 19 restrictions.



## PHYSICAL EDUCATION

Teacher in charge - Mr P. Hamblin

### Aims

- To help pupils to improve and learn a range of physical skills to achieve success in practical activities
- To encourage pupils to think and change ideas whilst performing by using a variety of different skills for different situations
- To allow pupils to work in a variety of positions and roles within a team and communicate well with others
- To encourage pupils to help others by working within different groups and practical situations
- To insist all pupils try their best and hardest to achieve the lesson objectives or target
- To help pupils to evaluate their work by watching skills and games and suggest ways to improve or change
- To encourage pupils to lead small groups within lessons
- To ensure all pupils understand the need for regular exercise and good hygiene
- To help pupils to understand the need for general fitness when performing physical tasks

### Course Description – Theme: Create and Assess

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby (boys)	Tag Rugby	Football
Netball (girls)	Tennis	Athletics
Cricket (boys)	Rounders (girls)	Softball
Outdoor and Adventurous Activities		Badminton

### Assessment

Pupils will be assessed at the end of each activity block (four weeks) and will be given an attainment statement that is in line with their individual pathway. Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks. These targets will be either met, exceeded or worked towards. Each pupil will complete a self assessment that will be kept in their planner and will provide a record of their own progress.

NB All practical activities are subject to adjustment as part of the COVID 19 restrictions.

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP**

**Teacher in charge – Mr M. Macaulay**

### **Course Description**

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are also welcomed in to speak to classes.

### **Topics covered in Year 7 include**

Personal Identity, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles, Careers and Diversity.

### **Range of Activities**

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

### **Homework**

There is no homework set in PSHEE and Citizenship

### **Assessment**

Pupils are encouraged to develop self-assessment skills.

## RELIGIOUS EDUCATION

**Teacher in charge - Mr M. Macaulay**

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

Terms 1 and 2	Ultimate Questions, The Mysteries of Life
Terms 3 and 4	The teachings of two religious leaders - Jesus and the Buddha
Terms 5 and 6	Islam Worship and Spirituality

### **Range of Activities**

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching videos and reading. They will participate in group and practical activities such as drama, handling artefacts and art work.

### **Homework**

This will be set approximately once a fortnight. It may involve going to the library to research a topic or learning new words or concepts

### **Assessment**

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

## SCIENCE

Teacher in charge - Mrs S. Pearson

### Aims

The curriculum for pupils in Key Stage 3 introduces science content and emphasises 'How Science Works' skills. The course called 'Exploring Science' incorporates all the different aspects of 'How Science Works', including evaluating different opinions about scientific phenomena and weighing up evidence along with the usual investigations but delivered in a dynamic and interesting way. In Year 7 pupils are introduced to the skills and concepts they will need and will begin the process of developing their knowledge over the key stage to allow them to be well equipped for their GCSEs in Years 10 and 11. All pupils have access to the Year 7 Exploring Science online textbook.

### Course Description

Term 1	<u>Investigating Science</u>	A general introduction to the subject which lays down the vocabulary and investigative skills which pupils will use in Science.
	<u>Who am I?</u>	Pupils look at what makes all living things different and how we can classify them. They are introduced to life processes, organs, organ systems and organ transplants. Microscopic work looking at both plant and animals cells is carried out with pupils learning how to make their own slides. They will learn about how muscles and bones help their bodies function, the importance of the blood and heart and the effect of drugs on the body both medical and recreational.
Terms 2 and 3	<u>Scientific techniques</u> <u>Energy and electricity</u>	<p>Pupils will learn how to separate mixtures using evaporation, distillation and chromatography using this knowledge to make water safe to drink. They will learn that scientists make hypotheses and theories to help explain their observations. They will use models to explain how a substance will respond depending on whether it is a solid, liquid or a gas. They will be able to describe how particles move and diffuse through liquids and gases.</p> <p>Pupils use electrical components to discover how electricity can be used to power equipment. They will use models to identify and explain the differences in series and parallel electrical circuits. They will be able to describe the energy changes and stores in simple machines, compare different fuels, and to make fair comparisons between types of fuel.</p>

**Terms**  
**4, 5 and 6**

Chemical reactions  
Forces and sound  
Reproduction and  
Ecosystems

Pupils will learn about the chemistry of the home, specifically acids and alkalis. They will be able to identify hazards and learn to do risk assessments for dealing with hazardous materials. Pupils will be able to sort scientific data and distinguish between metals and non metals and know how the elements are organised and form compounds.

Pupils will learn how forces affect our everyday life. They will learn the benefits and the problems associated with friction and pressure. They will learn how sounds are made, describe how sounds can be used and compare sound waves. They will explain how sounds are detected by animals and show data collected in both line and scatter graphs.

Pupils will study how they themselves grow including the study of conception, pregnancy, birth, adolescence, puberty and the menstrual cycle. (Please note that this is taught in accordance with the Governing Body's Sex Education Policy.) Pupils will then learn about variation within ecosystems, how organisms are adapted to their environment and the effects of the environment on organisms and vice versa.

### **Homework**

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

### **Assessment**

As well as regular informal assessment during lessons, and an extended assessed task per unit, there will be six formal tests during the year, which are designed to discover how much pupils have learned during the term. The analysis of the results allows continuous assessment of a pupil's progress to be maintained. Pupils will also sit an exam at the end of Year 7 that assesses their understanding of the topics taught and gives an indication of progress and informs target setting in Year 8.