CIRENCESTER KINGSHILL SCHOOL

YEAR 7 CURRICULUM BOOKLET

2022 - 2023

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 rage 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 fantastic create door stop.

FOOD - Teacher: Miss L. McConnachie

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

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	Role-plays
Performance	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"
School Production
Physical Theatre
Shakespeare 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 – Mrs K.Couchman

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.

Terms 3,4 and 5

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 14th 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.

Term 6

How Climate Made History

In this unit pupils will look at different periods of History from prehistoric times through to modern day. It will cover how climate impacted the way people lived in the past and how it led to the rise and fall of several great civilisations. This unit will combine the two disciplines of History and Geography together, showing how people have always been affected by the climate and natural environment and still are today.

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.

LEARNING SUPPORT

Teacher in charge – Mr D. Radbourne

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 after school 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. S Edwards

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.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • use negative numbers in context, and calculate intervals across zero • identify common factors, common multiples and prime numbers • solve problems which require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • round any whole number to a required degree of accuracy • perform mental calculations, including with mixed operations and large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • solve problems involving addition, subtraction and multiplication • use their knowledge of the order of operations to carry out calculations • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division; interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • use written division methods in cases where the answer has up to two decimal places • solve problems involving division • use their knowledge of the order of operations to carry out calculations involving the four operations • use common factors to simplify fractions; use common	**Number** • use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple • use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 • recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions • order positive and negative integers, decimals and fractions • use the symbols =, ≠, <, >, ≤, ≥ • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) • apply the four operations, including formal written methods, to integers and decimals • use conventional notation for priority of operations, including brackets • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers • express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 • define percentage as 'number of parts per hundred' • express one quantity as a percentage of another • apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers • interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively • compare two quantities using percentages • solve problems involving percentage change, including percentage increase/decrease

multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Ratio, Proportion and Rates of Change • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	**Ratio, Proportion and Rates of Change** • use ratio notation, including reduction to simplest form • divide a given quantity into two parts in a given part:part or part:whole ratio
Geometry and Measures • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] • recognise when it is possible to use formulae for area and volume of shape • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes	**Geometry and Measures** • use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries • use the standard conventions for labelling and referring to the sides and angles of triangles • draw diagrams from written description • identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres • derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language • use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.) • use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate • change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts • measure line segments and angles in geometric figures • apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles • use standard units of measure and related concepts (length, area, volume/capacity) • calculate perimeters of 2D shapes • know and apply formulae to calculate area of triangles, parallelograms, trapezia • calculate surface area of cuboids • know and apply formulae to calculate volume of cuboids • understand and use standard mathematical formulae • work with coordinates in all four quadrants • understand use lines parallel to the axes, $y = x$ and $y = -x$ • solve geometrical problems on coordinate axes • identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation • describe translations as 2D vectors
Algebra • use simple formulae • convert between miles and kilometres • generate and describe linear number sequences • enumerate possibilities of combinations of two variables • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns	**Algebra** • understand and use the concepts and vocabulary of expressions, equations, formulae and terms • use and interpret algebraic notation, including: ab in place of $a \times b$, 3y in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, brackets • simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket

	• where appropriate, interpret simple expressions as functions with inputs and outputs • substitute numerical values into formulae and expressions • use conventional notation for priority of operations, including brackets • generate terms of a sequence from a term-to-term rule • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • solve linear equations in one unknown algebraically
Statistics • interpret and construct pie charts and line graphs and use these to solve problems. • calculate and interpret the mean as an average	**Statistics** • interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)

Grouping

Pupils in Year 7 are grouped from baseline data. 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 and recorded on Show My Homework. 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 and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mr. A Martin

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
- Numbers
- Age and birthdays
- Alphabet
- Stationery items
- Items in a classroom

Spanish Module 1 –

- Introduction to Spanish
- Greetings and introductions
- Numbers
- Age and birthdays
- Alphabet
- Stationery items
- Items in a classroom
- Spanish speaking countries and Christopher Columbus

German Module 1 –

- Introduction to German, German music and the culture
- Greetings and introductions
- Numbers
- Age and birthdays
- Saying where you live
- Stationery items
- Colours
- 'Hundertwasser' art project

French Module 2 –

- Sports
- Hobbies
- Colours
- Animals

Spanish Module 2 –

- Animals
- Family members
- Describing hair and eye colour
- Describing physical appearance
- Creating 'wanted' posters

German Module 2 –

- School subjects
- Days of the week
- Giving opinions about subjects
- Clothing
- Food and drink
- History project about the Berlin Wall

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 – Mr. A Ashby

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 as a Reflective Learner

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Tag Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Softball
Outdoor and Adventurous Activities	Handball	Badminton

The PE Faculty truly value the SPIRIT of SPORT and all the positive outcomes of being physically, mentally and socially active. The principles of Sportsmanship, Performance, Intelligence, Respect, Intensity and Teamwork will underpin the expectations in all Physical Education lessons. By demonstrating the correct SPIRIT the outcomes of Success, Progress, Organisation and Resilience will become evident as the pupils are taught SPORT throughout the Key Stage.

Assessment
Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

There are three pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.

Pupils will be assessed at the end of each activity block (four weeks) and will be given a grade indicator between 1 and 4. This will show the level of progress within the identified pathway.

Each pupil will complete a self-assessment that will provide a record of their own progress at regular intervals throughout the year.

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	Investigating Science	A general introduction to the subject which lays down the vocabulary and investigative skills which pupils will use in Science.
	Who am I?	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	Scientific techniques Energy and electricity	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. 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.

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 there will be a short formal tests after each unit studied. 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.