

Subject: Art	Subject Leader: Mr Cross	Year: 7
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Main knowledge / skills / understanding developed in this course:
Pupils will work with a wide variety of art and design media, developing a range of appropriate skills and techniques, whilst learning about safe practices. This is enhanced by the rotation of groups, meaning pupils work with different teachers and disciplines within art and design throughout the year, so that by the end of KS3 they will have sampled Textiles, Graphics and General Art & Design. A sketchbook is provided and is central to all projects at KS3, creating a bridge between homework and schoolwork, becoming a personal record of ideas and understanding. They will gain experience of both individual and collaborative approaches to working, with an emphasis on observation, research, experimentation and imagination, in the pursuit of original and exciting outcomes.
Changing at the end of every second or third term (timetable dependent), pupils work in each of the disciplines, but not necessarily in the order below:

Key Areas of Study: Natural Forms & Landscape

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>TEXTILES</u> Looking at artists who explore Natural forms in their work, pupils use a variety of media to research this work. Focussing particularly on the shapes, structures and textures within them, pupils learn the distinct characteristics of natural forms. Drawing from a range of these forms, further extends this knowledge and their key skills, creating a strong foundation for developing their own work. Using a wide range of techniques, including print; stencil-cutting; applique and simple embroidery stitches, pupils then create a personal response, inspired by nature and the research they have done.		<u>GENERAL ART</u> All pupils gain experience of drawing with different media, using a variety of techniques and approaches. They develop their observational skills and imaginative ideas using natural forms and landscape elements as a focus, supported by the study of selected artists' work. They will develop skills in painting and print-making or sculpture, extending their understanding of the way colours and patterns work in landscape and in design.		<u>GRAPHICS</u> Pupils develop creative ideas and presentation skills using software and by forming hand rendered images. Using natural form as a theme they explore mark making and picture composition. They use software to interpret artist's techniques; for example the pointillism style of Seurat's landscape is taught through use of Paint Shop Pro. They also interpret techniques in media; for example Serif Draw software is used to explore the use of selective colour, and how to use icons to manipulate an image.	

Assessment Tasks:

- Continual assessment is used to measure progress and to refine/update targets.
- Peer and self-assessment activities are regularly used in lessons to help pupils reflect on their work and share good practice.
- Marking for improvement creates a more specific dialogue between teacher and pupil to promote development.

Home activities that will help support college work:

- Developing ideas for effective use of line- for example drawing natural forms using cross-hatch, thick/ thin lines or dots.
- Drawing from sliced or cut natural forms (such as fruit or vegetables) to explore shape and patterns.
- Using 2B, 3B or 4B pencils to explore tonal shading- for example drawing a piece of fruit and exaggerating the dark and light shading to show its 3D form and add shadows.
- Art specific research / literacy based activities.

Subject: Drama	Subject Leader: Miss Hardy	Year: 7
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Main knowledge / skills / understanding developed in this course:
 Understanding of key drama terms that relate to the Arts Council Levels, as well as KS4 preparation. Skills are learnt to develop confidence and to apply to other areas of the curriculum and in everyday life.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Mime - showing emotion, size, weight and being able to sustain a character. 	<ul style="list-style-type: none"> Mime - slow motion, controlled movement and rehearsal techniques that assist performance. 	<ul style="list-style-type: none"> Improvisation - To use observations based upon evacuees to create a role. To explore effective openings. To learn how to use voice and projection. 	<ul style="list-style-type: none"> Improvisation - To understand and use theatrical conventions and soundscapes by studying the opening of <i>The Tempest</i> by William Shakespeare. 	<ul style="list-style-type: none"> To develop confidence by using spontaneous improvisation. To learn to build and not block. To develop distinct roles at a fast pace. 	<ul style="list-style-type: none"> To be able to generate creative ideas for role play and quick scene scenarios. Prepare for a spontaneous improvisation assessment.

Assessment Tasks:

- Continual assessment is used to measure progress and to refine/update targets.
- Full termly assessment based upon the topic or topics of the term.

Home activities that will help support college work:

- Research and learning lines. Rehearsal planning and rehearsals.

Subject: English		Subject Leader: Mrs Hardy		Year: 7	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition Unit –</p> <p>All About Me Grammar Spoken English</p> <p>Dragons</p> <p>Pupils consider the idea of dragons from a creative, historic and scientific point of view. They learn to adapt writing styles according to the purpose. They use ideas and language in a wide range of contexts. They produce a range of pieces of work, using both formal and informal language.</p>	<p>Narrative Writing - Ghost Stories</p> <p>Pupils analyse the features of the ghost story genre. They understand how stories are structured. They develop drafting and proof-reading skills. They write in different forms using a variety of sentences and styles.</p> <p>Christmas</p> <p>Pupils learn about a variety of traditions across the world linked with the celebration of Christmas. They read Christmas poetry and create their own Christmas booklet.</p>	<p>Author Study – Shakespeare</p> <p>‘A Midsummer Night’s Dream’</p> <p>Pupils will explore Shakespeare's society and the theatre in Shakespeare’s time. They explore stagecraft and drama. They take part in performances.</p>	<p>Mythical Poetry</p> <p>Pupils become familiar with the idea of myths, learning about the society of the time and the myths themselves. They examine the language choices made by the poets and use their ideas in imaginative ways to create their own work. Texts are clearly linked to their social, historical and literary traditions.</p>	<p>Author Study – Fiction</p> <p>Pupils study the works of a particular author, enjoying and appreciating at least one complete text and extracts from others. They explore how the author engages the reader and the intention of the author. They develop a personal viewpoint and consider a variety of interpretations.</p>	<p>Treasure Island Project</p> <p>Pupils invent their own island and undertake a variety of activities linked it. They consider geographical features, the location and climate of their island, and develop a strategy to advertise it. They produce analytical, descriptive and persuasive writing, together with dramatic and problem solving tasks. They create a map and devise clues as to where their treasure is hidden.</p>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>AF W1 - Use ambitious and imaginative language with persuasive techniques to add detail and interest.</p> <p>AF W4 - Create a sensational article about a dragon sighting using well-crafted sentences and paragraphs to create impact on the reader.</p> <p>AF W7 - Create a speech using imaginative and ambitious vocabulary together with persuasive features.</p>	<p>AF W6 - Draft and re-write an imaginative, effective story using varied sentences and accurate grammar.</p> <p>AF W2 - Write a logical sequence of instructions using appropriate style, detail and flair.</p> <p>AF R2 - Use 'clues' from the text to write a personal response showing insight and interpretation.</p>	<p>AF W5 - Write an imaginative piece, from the point of view of an actor in Shakespeare's time.</p> <p>AF R5 - Analyse how language is used and explain, in detail, the effect of the writer's choice of words.</p> <p>AF R7/W3 - Create a brochure on Shakespeare and Elizabethan England.</p>	<p>AF W4 - Convert a mythical poem into a story, planning writing carefully to create impact on the reader.</p> <p>AF W7 - Invent and describe a mythical creature using imaginative and ambitious vocabulary.</p> <p>AF W1 - Write a mythical poem using a definite and appropriate style.</p>	<p>AF R5 - Through studying an extract, demonstrate an appreciation of the text and analyse how language is used for effect.</p> <p>AF W2 - Create a biography of your chosen author, planning your writing carefully and using an appropriate style.</p> <p>AF W5/W3 - Write a book review using a variety of sentences and paragraphs.</p>	<p>AF W2/R2 - Write a letter of complaint, using source material and adopting a persona.</p> <p>AF W6 - Create a brochure advertising your island and its facilities. Use persuasive language and a variety of punctuation and sentences.</p>

Assessment Tasks:

- Continual assessment is used to measure progress and to refine/update targets.

Home activities that will help support college work:

- Encouraging personal reading and sharing reading experiences together.
- Developing talk and personal expression of ideas and interests.

Subject: Food Technology	Subject Leader: Mrs Surrage	Year: 7
<p>Main knowledge / skills / understanding developed in this course: Introduction to Food Technology, establishing what the subject encompasses. Pupils learn how to prepare a range of products developing practical skills, correct and safe use of equipment, and the importance of a healthy balanced diet using The Eatwell Plate model. Pupils will build range basic skills; plus learn the importance of basic food hygiene. The practical lessons undertaken will teach pupils about heat transfer and use of the cooker. Word banks, star profiles and introduction to basic sensory analysis are also covered. Pupils will undertake a design brief where they will learn about the importance of research and potential users when designing food products. They design their own product which should fulfil the criteria of the design task. Once made they will evaluate the suitability of the product against the design criteria and determine targets for improvement.</p>		
<p>Key Areas of Study: Course is 18 weeks then pupils study Product Design for 18 weeks</p>		
Term 1	Term 2	Term 3
<p>Unit 1 Safety & Skills</p> <ul style="list-style-type: none"> • Introduction to the subject – What is Food Technology? • Equipment & safety, importance of a healthy lifestyle. • Pupils will undertake a range of practical sessions which allows them to select and use a range of ingredients; some recipes will have the working properties of ingredients identified. • Pupils will learn to prepare ingredients using suitable equipment, applying heat in different ways. 	<p>Unit 1 plus unit 2 Bronze Award design task</p> <ul style="list-style-type: none"> • Pupils will learn to evaluate their work identifying target groups for the products and why they are suitable for them. • Pupils will learn how to research a design task, and then use the information to design a suitable product that follows the Eatwell Plate model and is suitable for the target group. • Pupils will demonstrate their confidence and ability to work with a range of ingredients and equipment. 	<p>Bronze award design task - 3 weeks only</p> <ul style="list-style-type: none"> • Pupils will evaluate their work against the design criteria and produce a basic HACCP (Hazard Analysis Critical Control Point) chart to ensure a safe and quality product is produced.
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Work is marked formatively by peer/self-assessment using generic worksheets and by teacher assessment. All practical sessions are teacher assessed. • The design brief/Bronze Award is graded as a whole. • Targets discussed and recorded for future development. 		
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> • Allowing/helping pupils weigh out their own ingredients for practical sessions. • Interest in food and cooking related TV programmes & newspaper articles. • Helpful for parents to check homework set on 'Show my Homework'. 		

Subject: French	Subject Leader: Mrs Finlay	Year: 7
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken French.
 - The ability to communicate verbally in French.
 - The ability to read and respond to written French.
 - The ability to communicate in writing.
 - Use of bilingual dictionary.
 - Memorisation for the learning and retaining of vocabulary and structures.
 - Teamwork.
 - Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Introduction to languages. Verbal and non verbal communication • High frequency words and verbs • Numbers • Saying when your birthday is • Phonics • Memory skills • Definite and indefinite articles 	<ul style="list-style-type: none"> • Colours • Physical description • The body • Pets • Christmas in France and French Speaking Countries • Adjectival agreements and position • Dictionary skills • Translating and writing in French 	<ul style="list-style-type: none"> • Presenting yourself in a creative way • Phonics • Revision of colours and shapes • Expressing opinions • Using connectives 	<ul style="list-style-type: none"> • Countries and nationalities • Family: introducing family members and expressing opinions • The alphabet • The present tense • Food and drink 	<ul style="list-style-type: none"> • Expressing opinions on food and drink • Saying the time • School subjects • Understanding a timetable • Opinions on school subjects • Comparing schools in France and around the world • Daily routine 	<ul style="list-style-type: none"> • Sports • Revision for end of year exams • End of year exams

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the French set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.

- Home activities that will help support college work:**
- Bilingual dictionary French-English
 - Using ‘Linguascope.com’ to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Homework booklets are issued every term and need to be completed regularly and to a high standard.
 - Fostering a positive and inquisitive attitude towards French and French Speaking Countries.

Subject: Geography	Subject Leader: Miss Kent	Year: 7
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Main knowledge / skills / understanding developed in this course:
Pupils will develop a greater understanding of both human and physical processes that affect human activity today but also in the past and how it could do so in the future. Pupils will develop a greater awareness of different places around the world and in the United Kingdom. Geographical skills in map work, GIS (Geographic Information System) and fieldwork activities will also be developed. Pupils will learn to work both as an individual and cooperatively as part of a group.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Geography – basic knowledge of world and UK geography will be explored. Pupils will also learn basic map and Geographic Information System (GIS) skills.</p> <p>The Restless Earth – Pupils will map earthquakes and volcanoes and develop an understanding of why they occur. Place knowledge will be broadened through a number of case studies to show the effects of tectonic activity.</p>	<p>The Living Earth – Pupils will investigate what biomes and ecosystems are and why they are located in different places worldwide. Rainforests, deserts and coral reefs will be explored in greater depth; with human impact on these ecosystems considered.</p>	<p>Investigating India – Pupils will take an in-depth look at this country finding out about the climate, human and physical features and how globalisation is affecting its development.</p> <p>Pupils will work as a group to produce a final assessment piece about India.</p> <p>Opportunities for links with pupils in India will also be offered.</p>	<p>Changing Climates – Pupils will investigate past climate change from the ice age and look at what changes are taking place in the present day. Pupils will predict future issues and how it could affect human and physical processes; such as the greenhouse effect.</p>	<p>Being Green – Pupils will learn about sustainability and develop ways in which people can change technology and lifestyles to create a more sustainable future.</p> <p>Pupils will design their own sustainable homes based on the learning in this unit.</p>	<p>Revision – All topics will be revised prior to the end of term exam.</p> <p>Map Skills – Pupils knowledge of place will be deepened through atlas work. Pupils will also look at more challenging map skills such as contour lines and relief.</p> <p>Battle Field trip – as part of the Humanities Community Week programme; pupils will conduct an enquiry into the proposed Greenway Project in Battle. Pupils will conduct fieldwork and then write up their findings when back in the classroom.</p>

Assessment Tasks:

- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of level assessed work.
- Each term at least one piece of levelled work will be completed. These vary from exam papers, essays, leaflets, posters and creative writing.
- End of year examination.

Home activities that will help support college work:

- Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school.
- Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful.

Subject: German	Subject Leader: Mrs Finlay	Year: 7
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken German.
 - The ability to communicate verbally in German.
 - The ability to read and respond to written German.
 - The ability to communicate in writing.
 - Use of bilingual dictionary.
 - Memorisation for the learning and retaining of vocabulary and structures.
 - Teamwork.
 - Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • The alphabet • Saying where you come from/live • Numbers to 100 • Birthdays and ages • Opinions • Colours 	<ul style="list-style-type: none"> • Definite and indefinite articles • Using kein and accusative • Family • Verbs • Pets • Descriptions physical and personality • Comparatives • Christmas in Germany 	<ul style="list-style-type: none"> • Asking and answering questions • School subjects • Saying the time • Understanding a timetable 	<ul style="list-style-type: none"> • Opinions • Using weil • Reinforcement of comparatives • Easter in Germany 	<ul style="list-style-type: none"> • Sports • Free time activities • Present tense • Using gern • Next weekend/ using simple future • Hobbies 	<ul style="list-style-type: none"> • Spontaneous speaking • Preparation and revision for end of year exams • End of year exams

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the German set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.

- Home activities that will help support college work:**
- Bilingual dictionary German-English.
 - Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Ensuring that homework is completed regularly and to a high standard.
 - Fostering a positive and inquisitive attitude towards German and German Speaking Countries.

Subject: History	Subject Leader: Mr Davis	Year: 7
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Main knowledge / skills / understanding developed in this course:

- Knowledge and understanding of people and events in past times.
- Identifying, explaining and analysing causes and consequences.
- Use, understand and evaluate sources from past times.
- Use, understand and evaluate interpretations of past events.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • What was Britain like before 1066? 	<ul style="list-style-type: none"> • How did William and the Normans conquer Britain? 	<ul style="list-style-type: none"> • How religious were people in the Middle Ages (1066 – 1509)? 	<ul style="list-style-type: none"> • Why did the Black Death kill so many people? 	<ul style="list-style-type: none"> • Did the King in the Middle Ages have all the power? 	<ul style="list-style-type: none"> • End of year exam followed by What were the Wars of the Roses?

Assessment Tasks:

- Effort grades are awarded frequently.
- Each term includes an assessed task that could be a factual recall test, a piece of extended writing, a source evaluation exercise or a project.

Home activities that will help support college work:

- Access to a dictionary, reference books and the internet.
- Watching historical films, dramas and documentaries.
- Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence.

Main knowledge / skills / understanding developed in this course:
Pupils in Year 7 follow a programme of study that helps develop their capability, creativity and knowledge in computer science, digital media and information technology.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>e-Safety This scheme of work aims to introduce pupils to a range of e-safety topics.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Know that personal information can be shared online. • Understand that we leave a digital footprint. • Identify some strategies on how to stay safe and leave a positive digital footprint. <p>Pupils also improve their knowledge and understanding of MS Publisher and PowerPoint.</p>	<p>Introduction to Programming using Scratch This scheme of work aims to introduce pupils to the fundamentals of computer programming using the visual programming environment Scratch.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Develop computational thinking when breaking down problems and devising algorithms to help solve them. • Develop an understanding of sequencing, selection and repetition. • Develop an understanding of variables to store data in programs. • Learn strategies for solving problems, designing projects and communicating ideas. <p>Pupils get the opportunity to develop different programs, including Pong Game, Guess the Number, and Angry Birds games in Scratch.</p>	<p>Computer Hardware and Interactive Presentations This scheme of work introduces pupils to different computer hardware devices.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Develop their independent research skills. • Know that there are many different digital devices that work by processing data. • Know that data is inputted, processed and then outputted by digital devices. • Be able to identify different devices in an ICT system. <p>Pupils continue to build on their software skills by creating an interactive product to present their understanding using MS PowerPoint.</p>	<p>Spreadsheet Modelling This scheme of work introduces pupils to the world of financial modelling using MS Excel.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Develop spreadsheet formatting and calculation skills. • Make predictions and explore the effects of changing variables. • Use ICT models to solve problems. <p>Pupils will solve a number of spreadsheet problems and model different outcomes in Microsoft Excel.</p>	<p>Web-design and HTML In this scheme of work pupils learn how to design and build an interactive website.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Understand that HTML is the language of the web and used as the skeleton that gives a webpage its structure. • Know different HTML tags for formatting web pages. • Use hyperlinks to link multiple HTML pages. <p>Pupils will design and build a website using HTML in Notepad.</p>	<p>DTP (Desktop Publishing) In this scheme of work pupils learn how to design and create a magazine using desktop publishing and graphics software.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> • Demonstrate a sense of audience and purpose. • Manipulate both bitmap and vector graphics using graphics software including Serif DrawPlus. <p>Pupils will create a magazine for a given audience using MS Publisher.</p>

Assessment Tasks:

- Teachers will assess pupils' work throughout the projects on a number of key competences. The pupils will complete self-assessments on their level of understanding and there will also be opportunities for peer assessment.

Home activities that will help support college work:

- **Term 1** Pupils and parents can browse the resources available at www.thinkuknow.co.uk and discuss the importance of online safety.
- **Term 2** Pupils and parents can create an online Scratch account at <http://scratch.mit.edu/> and work on their programs at home.
- **Term 3** Pupils can identify hardware devices in the world around them, explaining the input, process, output of data as they use them. They can also visit the Hardware section of the BBC KS3 hardware pages and watch the videos.
- **Term 4** Pupils can be encouraged to think about their personal finances and household budgets.
- **Term 5** Pupils could be encouraged to access the HTML tutorials on <http://code.org/learn>
- **Term 6** Pupils can review different magazines/newspapers at home, looking at layout, design, images and text used.

Subject: Mathematics		Subject Leader: Mr Rowing		Year: 7	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1: Logic Puzzles, Two-Way Tables, Sets and Venn Diagrams, Set Notation, Logic Problems and Venn Diagrams</p> <p>Unit 2: Place Value and Rounding, Decimals and Place Value</p> <p>Unit 3: Scatter Graphs, Negative Numbers, Coordinates, Plotting Polygons, Conversion Graphs</p> <p>Unit 4: Addition and Subtraction of Decimals, Money Problems</p> <p>Unit 5: Angles and Turns, Measuring Angles, Angle Types, Angles on a line and a full turn, Constructing Triangles, Angles in Triangles</p>	<p>Unit 6: Multiplication of Whole Numbers and Decimals, Multiplication Methods, Multiplication Problem Solving</p> <p>Unit 7: Multiples, Sequences, Generating Sequences, Finding and using nth term formulae</p> <p>Unit 8: Mental Division of Whole Numbers, Division Methods for whole numbers and decimals, Division Problem Solving</p> <p>Unit 9: Areas and Perimeters, Rectangles, Triangles, and Compound Shapes</p>	<p>Unit 10: Fractions, Equivalent Fractions, Fraction of Quantities, Mixed Numbers and Improper Fractions.</p> <p>Unit 11: Types of Data, Collecting data, Presenting data, including Pie-Charts, Testing a simple hypothesis</p> <p>Unit 12: Arithmetic with Whole Numbers and Decimals. Recap, mental and written techniques, practical contexts</p>	<p>Unit 13: Pictorial Logic Patterns, Special Sequences, Sequences and Geometric Shapes, 2-D Number Patterns</p> <p>Unit 14: Time, 12/24 hr clock, Calendar and time, Timetables, Time Problems in Context</p> <p>Unit 15: Negative Numbers, All 4 Operations.</p> <p>Unit 16: Fundamental algebraic skills, Function machines, Linear Equations</p>	<p>Unit 17: Introduction to Percentages, Conversion between Decimals, Fractions and Percentages</p> <p>Unit 18: Mean, Median, Mode, Range, Comparing Data</p> <p>Unit 19: Metric Measurements, intro to limits of Accuracy/bounds, Scale Drawings, Plans, Maps/scale.</p> <p>Unit 20: Arithmetic with Fractions- all 4 Operations, including Mixed Numbers, and Problems in context</p>	<p>Unit 21: Introduction to Probability, Single Equally Likely Events, Relative Frequency, Sum to 1, Expectation, Addition laws</p> <p>Unit 22: Volume, Cube, Cuboid, Units of Capacity, Density, Triangular Prism</p>
Assessment Tasks:					
<ul style="list-style-type: none"> • Five end of term tests and summer exams. • Weekly homework (1 or 2 pieces per week). 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Homework support where necessary. • Mathematics Enhancement Programme (MEP) interactive material. • “MyMaths.co.uk” website. 					

Subject: Music	Subject Leader: Mrs Graham	Year: 7
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Main knowledge / skills / understanding developed in this course:
Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1 – Understanding Music</p> <p>Pupils will learn about musical notation – the different note values and the different pitches. They will learn to play a number of pieces on the keyboard, eventually working at their own pace through a Keyboard Skills course, reading the music and performing their work. There will be opportunities for class singing throughout the term, and homework tasks will focus on reading notation, at an appropriate level. There will be a note reading test at the end of the unit, along with a performance of their best keyboard piece.</p>	<p>Unit 2 – Major Scales</p> <p>Pupils will learn about the pattern of tones and semitones that make up a major scale. They will learn to construct major scales, and how to use them in composing a melody.</p>	<p>Unit 3 – Gamelan</p> <p>Pupils will learn about Indonesian Gamelan music. This is a very traditional style of music, learnt aurally, and pupils will perform a piece as a class ensemble which will demonstrate to them the different techniques involved.</p>	<p>Unit 4 – Blues</p> <p>Pupils will learn the traditional 12 bar blues, and explore its influences on modern music. They will perform pieces in a range of styles which have been influenced by the blues.</p>	<p>Unit 5 – Exploring the Voice</p> <p>Pupils will look at a range of ways of using the voice in their music-making, from rounds and sea shanties to solo songs and beat-boxing.</p>	

- Assessment Tasks:**
- During lessons pupils will be given feedback by the teacher on how to improve their work.
 - There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
 - At the end of each unit pupils will be assessed in at least 2 areas (performing, composing, listening and appraising).

- Home activities that will help support college work:**
- Practise on their instrument.
 - Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
 - Identifying instruments, style, tempo, dynamics, etc. in music listened to.
 - Experiencing live performances of music.
 - Support with completing homework tasks.

Subject: Physical Education	Subject Leader: Mr Jones	Year: 7
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Main knowledge / skills / understanding developed in this course:
Pupils are taught the introduction of new sporting activities.
Tag Rugby = Ball handling / passing / beating an opponent. **Basketball** = Shooting / dribbling / passing. **Gym** = Balancing / travelling / flight. **Dance** = Basic body actions / choreographic devices. **Athletics** = Running / throwing techniques / jumping techniques. **Striking and Fielding** = Hitting techniques / throwing and receiving techniques.

Key Areas of Study: Games / Gymnastics / Dance / Athletics / Striking & Fielding / Short Tennis

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>
Set 1. Gym	Set 1. Tag Rugby	Set 1. Dance	Set 1. Basketball	Set 1. Athletics	Set 1. Striking & Fielding
Set 2. Basketball	Set 2. Gym	Set 2. Tag Rugby	Set 2. Dance	Set 2. Athletics	Set 2. Striking & Fielding
Set 3. Dance	Set 3. Basketball	Set 3. Gym	Set 3. Tag Rugby	Set 3. Athletics	Set 3. Striking & Fielding
Set 4. Tag Rugby	Set 4. Dance	Set 4. Basketball	Set 4. Gym	Set 4. Athletics	Set 4. Striking & Fielding
Set 5. Tag Rugby	Set 5. Dance	Set 5. Basketball	Set 5. Gym	Set 5. Athletics	Set 5. Striking & Fielding
<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>
Group a) Handball	Group a) Football	Group a) Team Building	Group a) Hockey	Group a) Striking & Fielding	Group a) Short Tennis
Group b) Netball	Group b) Handball	Group b) Hockey	Group b) Team Building	Group b) Short Tennis	Group b) Striking & Fielding
Group c) Football	Group c) Hockey	Group c) Handball	Group c) Team Building	Group c) Striking & Fielding	Group c) Tennis

Assessments Tasks:
All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lessons are only taught once every two week cycle therefore assessments are not carried out. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:
We strongly recommend every year 7 child attends at least two of our extra-curricular clubs of which there are approximately 20. As well as supporting the work carried out within curriculum time we also feel this helps the children to maintain a healthy level of physical activity.

Subject: Product Design	Subject Leader: Mr Gaines	Year: 7
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Main knowledge / skills / understanding developed in this course:
 Course divided in to two sections; Practical ball bearing puzzle and graphics booklet. There are a set of homeworks for every other week. Pupils will learn about workshop safety, basic tools materials and processes as well as simple graphics techniques.

Key Areas of Study: Course is 18 weeks then pupils study Food Technology for 18 weeks

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Workshop safety, yourself and others. • Measuring and marking out using steel rule, try square and marking gauge. • Cutting and sanding to a line using bench hook tenon saw and sanding machine. • Looking at identifying and understanding the working properties of a range of materials including softwood mdf, acrylic and high density polystyrene. • Introduction to 2d Design software using a self-help tutorial as well as importing images to bitmap for use in the CAM vinyl cutter. • Collecting images of signs around the home. • Analysis of everyday products in the home. <p>Graphics</p> <ul style="list-style-type: none"> • Measuring lines and repeating them with a ruler on a sheet. • Freehand drawing of vertical and horizontal lines. • Freehand construction of regular shapes. • Freehand construction of combined shapes. 	<ul style="list-style-type: none"> • Using a simple CAM machine to cut a card silhouette. CX24 and GX24 models. • Understanding the main principles of vacuum forming. Using the vacuum former to cover the puzzle in High impact polystyrene. • Using a range of abrasives to produce a polished surface in an acrylic sheet. • Understanding how drilling jigs work to drill in a specific location. • Evaluating your own product as well as peer assessment. <p>Isometric freehand and instrument sketching</p> <ul style="list-style-type: none"> • Use of thick and thin line. • Understanding of the sketching pencil range and application. • Using a range of pencils to create shade on a 3d shape. • Pupils are issued with a laminated isometric and orthographic sheet to keep at home. 	<ul style="list-style-type: none"> • Understanding through manufacturing simple laminates, creating a plywood key fob sanded to a high finish then protected with wood oil • Understanding through manufacturing creating an acrylic layered key fob. Applying polished finish to the surface. <p>Extension</p> <ul style="list-style-type: none"> • Construction of keylight with plastics, pressure switch, cell battery, LED, and push fit fastners. • Simple construction of two point perspective on 2d Design software. • Same two point construction using basic instruments. • Basic construction of an orthographic drawing on 2d Design software. • Instrument construction of the same drawing to compare.

Assessment Tasks:

- Practical; Puzzle, wood key fob, acrylic key fob and key light construction.
- Graphics; measurement and replication of lines, construction of regular shapes, two point perspective on CAD and with instruments, orthographic on CAD.

Home activities that will help support college work:

- Sketching simple objects from home.
- Working with parents to analyse games and toys.

Subject: Religious Studies	Subject Leader: Miss Gough	Year: 7
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Main knowledge / skills / understanding developed in this course:
 Skills used are investigation, analysis and evaluation. Literacy skills are also developed through written tasks undertaken in RS.
 We contribute to the social, moral, spiritual and cultural education of pupils in RS by studying the influence that religion has on people, cultures and personal beliefs. We also look at ‘ultimate questions’ which encourages children to philosophically engage with some of the greatest questions that we face.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>In their first term at Claverham, year 7 pupils investigate the origins of Christian denominations and how this has affected places of worship.</p> <p>Pupils will also think about why we should learn about religions in school and what religion looks like in the UK today.</p> <p>We will also look at places of worship in the six major world religions.</p>	<p>In term two pupils will look at signs and symbols. We will be learning about how symbols can portray complicated religious beliefs, for example the Holy Triad.</p> <p>We will also look at symbolism in religious stories.</p>	<p>Term three and four are combined to look at sites of religious importance around the world.</p> <p>In term three we look at the origins of the Abrahamic religions and in particular Jerusalem as a place of pilgrimage.</p> <p>We will also look at the origins of Hinduism, Buddhism and Sikhism.</p>	<p>In term four we learn about sites of religious pilgrimage around the world and how actions can express personal beliefs.</p> <p>We look at, amongst other places, Christians visiting Lourdes, Hindus visiting Varanasi and Muslims on Hajj.</p>	<p>In term five we focus on holy books and religious writings.</p> <p>We look at sacred texts from all six major world religions, with a focus on the make up of the Old and New Testament in the Christian Bible.</p>	<p>In term 6 we take an in depth look at places of worship.</p> <p>This unit will include a visit to a church in community week.</p> <p>We learn about how buildings can reflect beliefs and why religions need specific places of worship.</p>

- Assessment Tasks:**
- Term one will consist of a levelled writing test ‘Why should we learn about religion?’ and an in class test on Christian denominations.
 - Term two will consist of a levelled task where pupils have to design a symbol to represent themselves and an in class test on religious symbols.
 - Term three will consist of a levelled task ‘Why is Jerusalem an important place of pilgrimage’ and an in class test.
 - Term four will be assessed through a travel diary and an in class test on sites of pilgrimage.
 - Term five will be assessed through an extended writing task on the Quran and an in class test.
 - Term six will consist of a levelled task to create a model of a church and an in class test.

- Home activities that will help support college work:**
- Watching or reading the news and discussing any religious items in the news will help extend thinking.
 - Reading books written by authors from other parts of the world may help children to understand the influence that religion can have on culture.
 - Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.

Main knowledge / skills / understanding developed in this course:
 KS3 science is an introduction to the essentials of science and covers all three major disciplines, Biology, Chemistry and Physics, equally. Pupils are introduced to key scientific ideas with the aim of engaging and enthusing them with the subject and providing a solid foundation for GCSE science and beyond. Emphasis is placed on the development and acquisition of the main scientific skills which are essential for successful practical scientific investigation.

Key Areas of Study: Units are covered on a rotational basis with classes to ensure all pupils have access to scientific equipment.

Units 1 and 2	Units 3 and 4	Units 5 and 6	Units 7 and 8	Units 9 and 10	Units 11 and 12
<p>Cells and Reproduction</p> <ul style="list-style-type: none"> • Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. • The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts. • Reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth. 	<p>Particles and Acid Reactions</p> <ul style="list-style-type: none"> • The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including changes in state and diffusion in terms of the particle model. • Defining acids and alkalis in terms of neutralisation reactions to produce a salt plus water. • The pH scale for measuring acidity/alkalinity; and indicators. • Reactions of acids with metals to produce a salt plus hydrogen. 	<p>Electricity and Energy</p> <ul style="list-style-type: none"> • Comparing energy values of different foods (from labels) in kj. • Comparing amounts of energy transferred (J, kJ, Kwh). • Fuels and energy resources. • Magnetic poles, attraction and repulsion. • Magnetic fields by plotting with compass, representation by field lines. • The magnetic effect of a current, electromagnets, D.C. motors (principles only). • Electric current in circuits, series and parallel circuits. • Potential difference, measured in volts, battery and bulb ratings. 	<p>Differences and Classification</p> <ul style="list-style-type: none"> • The hierarchical organisation of multicellular organisms. • Differences between species. • The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation. 	<p>Elements & Compounds, Chemical reactions</p> <ul style="list-style-type: none"> • The differences between atoms, elements and compounds. • Chemical symbols and formulae for elements and compounds. • The concept of a pure substance. • Mixtures, including dissolving. • Diffusion in terms of the particle model. • Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography. • The identification of pure substances. • Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Combustion reactions. 	<p>Forces and Space</p> <ul style="list-style-type: none"> • Forces as pushes or pulls. • Using force arrows in diagrams. • Balanced and unbalanced forces. • Forces: stretching, friction between surfaces, air and water resistance. • Calculating speed. • Distance- time graphs. • Gravity including weight = mass x gravitational field strength (g), on Earth $g=10$ N/kg. • Our Sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance. • Phases of the moon and the uses of satellites. • Space discoveries.

Assessment Tasks:
 Pupils are assessed periodically throughout the year. A variety of tests are used that assess knowledge, understanding and the key scientific skills developed since the last assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. Pupils will sit an end of year exam that will cover material from the whole year. The assessments throughout and at the end of the year are used to ensure that pupils are set appropriately.

Home activities that will help support college work:
 Access to the internet, relevant books, revision guides and scientific magazines.

Subject: Spanish	Subject Leader: Mrs Finlay	Year: 7
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken Spanish.
 - The ability to communicate verbally in Spanish.
 - The ability to read and respond to written Spanish.
 - The ability to communicate in writing.
 - Use of bilingual dictionary.
 - Memorisation for the learning and retaining of vocabulary and structures.
 - Teamwork.
 - Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Reading images • Countries and nationalities • High frequency words • Numbers • Birthdays and dates • Phonics • Definite and indefinite articles • Colours and shapes • Adjective agreements and position • Writing a poem 	<ul style="list-style-type: none"> • Physical descriptions • The body • Animals and pets • Introducing yourself creatively • Christmas in Spain and in Spanish • Speaking countries 	<ul style="list-style-type: none"> • Animals' habitats • Family • Food from around the world • The weather 	<ul style="list-style-type: none"> • Saying the time • School subject • Opinions • Daily routine • Sports • Reinforcement of countries and continents • Injuries • Healthy lifestyle 	<ul style="list-style-type: none"> • Easter in Spain • The origin of chocolate 	<ul style="list-style-type: none"> • Preparation and revision for end of year exams • End of year exams

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the Spanish set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.

- Home activities that will help support college work:**
- Bilingual dictionary Spanish-English
 - Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Ensuring that homework is completed regularly and to a high standard.
 - Fostering a positive and inquisitive attitude towards Spanish and Spanish Speaking Countries