

Subject: Art		Subject Leader: Ms Betts		Year: 7	
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 the Formal Elements. 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.					
Key Areas of Study: Formal Elements					
Term 1		Term 2		Term 3	
Term 4		Term 5		Term 6	
<p>Foci: Line, tone, form and texture</p> <p>We start with an introduction to the formal elements, the building blocks of art which we will study in turn across the school year.</p> <p>Drawing from observation forms a key part of this term's work, students will discover how to draw using different techniques and materials. We think beyond the traditional sense of drawing and try to expand previous perceptions.</p> <p>Students will work on images from a theme such as; insects, shells or equipment</p> <p>Image making in these first terms will be influenced by artists from the past and present.</p>		<p>Foci: Colour, shape, pattern and composition.</p> <p>In these terms we start at the very beginning of colour theory with the colour wheel but quickly move onto looking at creating tonal changes by creating tertiary colours, tints and shades in paint.</p> <p>Our colour theory work is then put into practise as we discover how artists have used colour to inspire their work.</p> <p>Through looking at the work of others we discover how composition and pattern can be used to enhance our own work.</p> <p>All these elements are then brought together for a final piece to display what we have learnt.</p>		<p>Foci: Space (positive and negative), form and 3d/mixed media.</p> <p>In the last terms we study form and space through the use of designing and creating either a three dimensional piece of work or a work in relief.</p> <p>Again we study artists, designers and historical artifacts that teach us how to consider these elements before going onto to designing our own work of art.</p> <p>When making our designs students will experience transforming a 2D drawing into a 3D finished piece using materials such as mod roc, paper mache and wire.</p>	
Assessment Tasks:					
<ul style="list-style-type: none"> ● 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:					
<ul style="list-style-type: none"> ● Developing ideas for effective use of line- for example drawing natural forms using cross-hatch, thick/ thin lines or dots. ● Finding inspirational resources or collecting resources. ● Critical studies quizzes. ● Art specific research / literacy based activities. 					

Subject: Design & Technology		Subject Leader: Miss Humphrey		Year: 7
Project	Block Bot (Drawing, Manufacture, Evaluation)		Blister Bot (Theory and Designing)	
Weeks	13 + 1 (First Week Test)		7 Weeks	
Term	Term 1	Term 2	Term 3	
Theme/SoW/Skills	<p>Drawing skills delivered of perspective and/or isometric, learning to use appropriate equipment independently.</p> <p>Learning 2D & 3D CAD software to design and prepare for the manufacturing stage.</p> <p>Theory on SOME timbers and their properties. Looking at robotics, animatronics and the impact on the world.</p> <p>Learning new tools and skills in cutting, smoothing and finishing off.</p> <p>Building confidence in the workshop and awareness of health and safety in the workshop, learning the importance of risk assessing.</p> <p>Understanding the uses of CAM within design – using the laser cutter to produce part of their design.</p> <p>Learn to evaluate and make use of peer opinions to suggest improvements.</p>		<p>Pupils will learn to work with computers utilising desktop publishing to its fullest to design and create a blister packaging for their block bots.</p> <p>Students will learn papers and board, plastics and plastic processes.</p> <p>Students will have the opportunity to analyse and understand what makes packaging successful and learning to design specifically for the user to be able to make an appealing product.</p>	
Assessment Tasks:	<p>Entry baseline test to ascertain their starting knowledge.</p> <p>Key areas marked: Investigation, drawing skills, making and evaluating; using number criteria to give an overall range of outcome.</p> <p>Assessed in practicals on safety, independence and outcome and theory - investigation and evaluation. Learning objectives used in lesson to aid pupils.</p>		<p>Key areas marked: Comprehension of the science behind materials and processes and designing skills.</p> <p>Assessed in designing on creativity, relevance, independence and outcome and theory -investigation.</p> <p>Learning objectives used in lesson to aid pupils.</p> <p>End of rotation test to measure progress.</p>	
Literacy:	<p>Key terminology revolving around tools, processes, drawing and safety. Reading and writing through research and written analysis and evaluating. Speaking and listening through class discussion, group work, and teacher conversations.</p>		<p>Key terminology revolving around tools, processes, drawing and safety. Reading and writing through research and written analysis, specification writing. Design annotations and evaluations. Speaking and listening through class discussion, group work, presentations and teacher conversations.</p>	
Numeracy Focus:	<p>Measuring & marking, geometric shapes, scale, perimeter, volume and area. Use of nets when designing and modelling (CAD or otherwise).</p> <p>Use of measurements during planning and manufacture.</p>		<p>Measuring & marking, scale, perimeter, volume and area.</p> <p>Use of measurements and page sizes.</p>	
SMSC:	<p>Students look at robots in culture and their opinions of robots and how they can be used in the home/society. Students are encouraged to use recycled materials as part of their project and to create little waste. Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment.</p>		<p>Students to understand and work within a specific context, focusing on user centred design and analysing their needs and lifestyle. Analyse where human values may differ and conflict when designing and making – looking at the sustainability of timber and rainforests. Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment. Learning how to work collaboratively to produce and present.</p>	
NC:	<p>DA -3,7,8,9; DB – 1,4,6,9,12; MA – 1,2,7; MB – 1,2,3,4,7, 8,9,10,11; EA – 2; EB –2,7; EC – 1; TK – 1,2,8,17,18,19</p>		<p>DA – 1,2,3,7,8,9; DB – 5,6; MB – 1,2,5,6,7, 8,9; EA – 1; EB – 4,5,6; TK – 1,2,7.</p>	

All KS3 years will carry out a test at the beginning of their project that assesses:

- Core technical principles
- Design and making principles
- Evaluating and analysing principles

These key areas are linked to the GCSE Key criteria and can feed into the predictions at GCSE.

Subject: Drama			Subject Leader: Miss Roadknight		Year: 7
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 The Tempest 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:					
<ul style="list-style-type: none"> ● 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:					
<ul style="list-style-type: none"> ● Research and learning lines. Rehearsal planning and rehearsals. 					

Subject: English	Subject Leader: Mrs Griss	Year: 7
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Main knowledge / skills / understanding developed in this course: Pupils will be introduced to the subject study of English at secondary level, through creative and exploratory approaches. Pupils will develop and extend their descriptive and narrative writing skills brought with them from primary school. They will also be introduced to key concepts in literary study through the full-text studies of two novels, the exploration of a play by Shakespeare, and a comparison of a selection of poems with a shared theme of war. Speaking and listening skills will be developed throughout the course, in both informal and formal situations, including group discussion work, readings and short performances of scenes from the texts studied, and through group presentations.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition Unit – <u>'All About Me'</u></p> <p>Analytical explorations of excerpts from a selection of biographies, autobiographies and memoirs.</p> <p>Narrative/ life writing based on life events applying the stylistic features and conventions of biographies autobiographies.</p> <p><u>Modern Novel Author Study: <i>The Graveyard Book</i> by Neil Gaiman</u></p> <p>Following this, we begin our study of Gaiman's novel, focusing on the use of characterisation, setting, language, and structure.</p>	<p><u>Modern Novel Author Study: <i>The Graveyard Book</i> by Neil Gaiman</u></p> <p>Detailed study of Gaiman's novel, focusing on the use of characterisation, setting, language, and structure.</p> <p>Contextual explorations of poetry and comparative art forms, focused on the development of culture and literature in the British Isles, from the Stone Age to more modern times.</p>	<p><u>Extended Study: The Literature of World War I</u></p> <p>In-depth survey study of the literature of World War I, analysing texts from across the genres of prose fiction, non-fiction and poetry:</p> <ul style="list-style-type: none"> ● Prose Fiction: <i>Private Peaceful</i> by Michael Morpurgo. ● Poetry of WW1: Focus on Wilfred Owen supplemented by poems by Rosenberg, Siegfried Sassoon, and selections from <i>Scars Upon My Heart</i>, as well as contemporary reflections on the events of WW1. 	<p><u>Extended Study: The Literature of World War I</u></p> <p>Completion of explorations of WW1 texts, followed by an application of knowledge and understanding in the form of an extended descriptive and narrative writing portfolio: 'A Soldier's Diary'.</p>	<p><u>Shakespeare Study: <i>A Midsummer Night's Dream</i></u></p> <p>Introduction to Shakespeare and the cultural contexts surrounding the production and reception of his works.</p> <p>Production of a narrative piece imagining a trip to the Globe Theatre in the Elizabethan era.</p> <p>Text study of <i>A Midsummer Night's Dream</i>, using active approaches to explore the play's characters, plot and themes.</p>	<p><u>Shakespeare Study: <i>A Midsummer Night's Dream</i></u></p> <p>Completion of Shakespeare study, culminating in a small-group performance of a key scene from the play.</p> <p><u>End of Year Exam Preparation and Revision</u></p> <p>Revision of key skills and knowledge developed throughout the year in preparation for the formal end of year examination.</p> <p><u>Careers Project: Marketing</u></p> <p>A series of tasks and activities that apply the skills developed in English to a real-world setting.</p>

Assessment Tasks:

- Work will be assessed through termly formal assessments. These are supported by regular S.I.R. assessments which are carried out to track and monitor the pupils' progress. All assessment work will be carried out in their separate Assessment Books; students respond to feedback within these books, too.

Home activities that will help support college work:

- Reading: this really is the most important tool for developing student understanding, knowledge and breadth of vocabulary. Students should be encouraged to read widely outside of school across both fiction and non-fiction.
- Homework is set weekly.
- Conducting research into the authors and the historical contexts about the societies in which the texts are set.

Subject: Food & Nutrition		Subject Leader: Ms Kaye/Mrs Surrage	Year: 7
<p>Main knowledge / skills / understanding developed in this course: Introduction to Food and Nutrition, 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 Guide. Pupils will build range basic skills; plus learn the importance of basic food hygiene. The practical lessons undertaken will teach pupils about heat transfer, use of the cooker and key knife skills. 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>			
Key Areas of Study: Course is 18 weeks then pupils study Product Design for 18 weeks			
Term 1		Term 2	
<p>Unit 1 Safety & Skills</p> <ul style="list-style-type: none"> ● Introduction to the subject – What is Food and Nutrition? ● 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 carry out a Food Science investigation. ● Pupils will learn to prepare ingredients using suitable equipment, applying heat in different ways. Learn correct technical language. 		<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 Guide model and is suitable for the target group. ● Pupils will demonstrate their confidence and ability to work with a range of ingredients and equipment. 	
Term 3			
<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 food hygiene and safety 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 Bronze Award is graded as a whole, as is the Food Science Investigation. ● 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 'Class Charts'. 			

Subject: French		Subject Leader: Mrs K Hardy		Year: 7	
Main knowledge / skills / understanding developed in this course: <ul style="list-style-type: none"> Pupils will be introduced to the phonics of the language they are learning and they will be encouraged to identify keywords using a range of strategies. They will develop a greater cultural awareness linked to the traditional festivals that take place over the year in French speaking Countries. Pupils will learn basic information about themselves and others to communicate in the target language, both orally and through writing. They will also undertake various listening, reading and translation activities, linked to the topics outlined below. Dictionary skills will also be taught. Most importantly, they will be encouraged to see all the benefits to learning a language throughout Claverham and beyond. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Introduction, including spontaneous speaking, basic greetings and sports you play/do. 	<ul style="list-style-type: none"> Items in pencil case, numbers 1-20, classroom language and colours; Christmas culture in French speaking Countries. 	<ul style="list-style-type: none"> Description of self, family and pets. 	<ul style="list-style-type: none"> food and drink; at the restaurant roleplays; culture linked to food and drink. 	<ul style="list-style-type: none"> where you live, description of town; names of shops; asking for and giving directions. 	<ul style="list-style-type: none"> Revision and testing Cultural work linked to French speaking Countries.
Assessment Tasks: <ul style="list-style-type: none"> Frequent vocabulary tests to help the students learn key words and verbs. 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 formatively assessed work. Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating. Term 6 there is an end of year examination. 					
Home activities that will help support college work: <ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. 					

Subject: Geography			Subject Leader: Miss Kent		Year: 7
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>Tourism - Students will learn about mass tourism and sustainable tourism. They will also use this opportunity to develop some fieldwork skills with questionnaires and data processing tasks.</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>Pupils will learn about sustainability and develop ways in which people can change technology and lifestyles to create a more sustainable future.</p>	<p>Weather and Climate - students will learn about how the two are different. Students will look at how we measure the weather, types of rainfall and weather fronts. They will look at the different climate zones and the factors that affect these.</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:					
<ul style="list-style-type: none"> ● 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 formatively assessed work. ● Formative and Summative assessment takes place during alternate terms. ● Term 6 there is an end of year examination. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school. ● Homework is usually set through Quizlet, a parent or guardian will also need to provide an email address for this. Please keep your child’s log in details handy. ● Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful. 					

Subject: German		Subject Leader: Mrs Hardy		Year: 7	
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> Pupils will be introduced to the phonics of the language they are learning and they will be encouraged to identify keywords using a range of strategies. They will develop a greater cultural awareness linked to the traditional festivals that take place over the year in German speaking Countries. Pupils will learn basic information about themselves and others to communicate in the target language, both orally and through writing. They will also undertake various listening, reading and translation activities, linked to the topics outlined below. Dictionary skills will also be taught. Most importantly, they will be encouraged to see all the benefits to learning a language throughout Claverham and beyond. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Introduction, including spontaneous speaking, basic greetings and sports you play/do. 	<ul style="list-style-type: none"> Items in pencil case, numbers 1-20, classroom language and colours; Christmas culture in German speaking Countries. 	<ul style="list-style-type: none"> Description of self, family and pets. 	<ul style="list-style-type: none"> food and drink; at the restaurant roleplays; culture linked to food and drink. 	<ul style="list-style-type: none"> where you live, description of town; names of shops; asking for and giving directions. 	<ul style="list-style-type: none"> Revision and testing Cultural work linked to German speaking Countries.
Assessment Tasks:					
<ul style="list-style-type: none"> Frequent vocabulary tests to help the students learn key words and verbs. 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 formatively assessed work. Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating. Term 6 there is an end of year examination. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. 					

Subject: History			Subject Leader: Mr Ingram		Year: 7
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> ● 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. ● Assess the significance of events and people from the past. 					
Key Areas of Study: ‘Was Aaron Wilkes right? Was life before 1558 nothing but invasion plague and murder?’					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● Was England ripe for invasion before 1066? A study of life in Anglo Saxon England and the problems they faced. ● Did the Normans bring a ‘truckload of trouble?’ Investigating the view of Historians Simon Schama and the changes that the Norman Conquest brought to England. 	<p>What impact did Religion have on the Medieval World? An examination of the Christian and Muslim world, studying events like the Crusades and the Black Death.</p>	<ul style="list-style-type: none"> ● What was the most significant challenge to Royal Power in the Middle Ages? This unit examines events like the Murder of Becket, the Magna Carta and the Peasants revolt, considering how Medieval Kings tackled threats to their rule. ● How powerful were Medieval Queens? 	<ul style="list-style-type: none"> ● Why did Frankopan describe the Silk Road as ‘The axis on which the world spun’? This is a study of the famous Silk Road trade route, based on recent work by Historian Peter Frankopan. ● What can we learn about Mansa Musa and his kingdom from what’s been left behind? 	<ul style="list-style-type: none"> ● What were the ‘War of the Roses’ ● Did Henry really break with Rome because he was in love? An examination of the reformation in England and the causes that drove this drastic change. 	<p>Did the Renaissance bring an end to the Dark Ages? Our year ends with a study of the ‘re-birth’ of culture and a study of individuals like Da Vinci and how their ideas changed people’s lives.</p>
Assessment Tasks:					
<ul style="list-style-type: none"> ● Effort grades are awarded frequently. ● Each term includes an assessed task that could be a factual recall test, a piece of extended writing, or a source evaluation. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● 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. 					

Subject: IT and Computing

Subject Leader: Ms Welsh

Year: 7

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 learn how to access and use Google to support home learning/homework along with other basic applications such as word processing, presentation software and image manipulation software.</p>	<p>Computational Thinking This scheme of work aims to improve students' ability to think logically. It is one of the most important skills used within IT and Computer science.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none">● To apply computational thinking to a problem.● To use flow charts to plan and create an interactive story in a logical way.● To develop graphic design and work presentation skills. <p>Pupils begin to build on their software skills creating an interactive product. They will also be introduced to the concept of planning the design of a computer program.</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 data is inputted, processed and then outputted by digital devices.● Be able to identify different devices in an ICT system that process data. <p>Pupils continue to build on their software skills by creating an interactive product to present their understanding using web authoring software.</p>	<p>Spreadsheets This scheme of work aims to introduce students to modelling software as "What if" questions.</p> <p>The main learning objectives are:</p>	<p>DTP (Desktop Publishing) In this scheme of work pupils learn how to design and create a magazine using desk-top 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 of 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 are encouraged to think about sequences of instructions by creating flow charts using appropriate symbols.
- **Term 3** Pupils and parents can create an online Scratch account at <http://scratch.mit.edu/> and to build on their knowledge of programming.
- **Term 4** 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 5** Pupils can be encouraged to think about their personal finances and household budgets.
- **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
Delta 1 - Sets 1 and 2 Unit 1 Analysing and displaying data Unit 2 Number skills Theta 1 - Set 3 Unit 1 Analysing and displaying data Unit 2 Number skills Pi 1 - Set 4 and 5 Unit 1 Analysing and displaying data Unit 2 Calculating	Delta 1 - Sets 1 and 2 Unit 3 Equations, functions and formulae Unit 4 Fractions Theta 1 - Set 3 Unit 3 Expressions, functions and formulae Unit 4 Decimals and measures Pi 1 - Set 4 and 5 Unit 3 Expressions, functions and formulae Unit 4: Graphs	Delta 1 - Sets 1 and 2 Unit 5 Angles and shapes Unit 6 Decimals Theta 1 - Set 3 Unit 5 Fractions Unit 6 Probability Pi 1 - Set 4 and 5 Unit 5 Factors and multiples Unit 6 Decimals and measures	Delta 1 - Sets 1 and 2 Unit 7 Equations Unit 8 Multiplicative reasoning Theta 1 - Set 3 Unit 7 Ratio and proportion Unit 8 Lines and angles Pi 1 - Set 4 and 5 Unit 7 Angles and lines Unit 8 Measuring and shapes	Delta 1 - Sets 1 and 2 Unit 9 Perimeter, area and volume Unit 10 Sequences and graphs Theta 1 - Set 3 Unit 9 Sequences and graphs Unit 10 Transformations Pi 1 - Set 4 and 5 Unit 9 Fractions, decimals and percentages Unit 10: Transformations	Delta 1 - Sets 1 and 2 End of year exam revision. Investigations and skill enhancement Theta 1 - Set 3 End of year exam revision. Investigations and skill enhancement Pi 1 - Set 4 and 5 End of year exam revision. Investigations and skill enhancement
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. ● Use of MathsWatch for online homework 					

Subject: Music		Subject Leader: Mrs Graham		Year: 7	
<p>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.</p>					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1 – Arriba!</p> <p>Pupils are introduced to treble clef notation. They then explore improvisation using a Latin American melody, and Question and Answer phrases built up from the Pentatonic scale, along with a simple performance piece on keyboards.</p>	<p>Unit 2 - Ode To Joy</p> <p>They learn about Ode To Joy (Beethoven) as a set piece, which they will perform at the end of term.</p>	<p>Unit 3 – Road To Joy</p> <p>An introduction to composition, using Ode To Joy as a starting point. Pupils will compose 8- or 16- bar melodies, and learn how to notate them.</p>	<p>Unit 4 - One Call Away</p> <p>Extending their knowledge of rhythm patterns, and again a slightly wider range to the melody. Pupils are also encouraged to sing during this unit, developing their performance fluency and confidence.</p>	<p>Unit 5 - Tango Argentino</p> <p>A more complex keyboard performance piece, introducing pupils to major and minor keys, examining the contrast between them.</p>	<p>Revision</p> <p>College exams take place during this term. Following the exams, pupils will use their voices to explore harmonies in folk songs such as Drunken Sailor</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● 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 either performing or composing, and theory will be tested every 2 units. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● 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. ● Use of Quizlet website to revise the theory for the end of unit tests. 					

Subject: Physical Education			Subject Leader: Mr Jones		Year: 7
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. Hockey	Set 1. Dance	Set 1. Basketball	Set 1. Athletics	Set 1. Striking & Fielding
Set 2. Basketball	Set 2. Gym	Set 2. Hockey	Set 2. Dance	Set 2. Athletics	Set 2. Striking & Fielding
Set 3. Dance	Set 3. Basketball	Set 3. Gym	Set 3. Hockey	Set 3. Athletics	Set 3. Striking & Fielding
Set 4. Hockey	Set 4. Dance	Set 4. Basketball	Set 4. Gym	Set 4. Athletics	Set 4. Striking & Fielding
Set 5. Hockey	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) Football	Group a) Football	Group a) Handball	Group a) Handball	Group a) Striking & Fielding	Group a) Short Tennis
Group b) Netball	Group b) Netball	Group b) Football	Group b) Football	Group b) Short Tennis	Group b) Striking & Fielding
Group c) Football	Group c) Football	Group c) Netball	Group c) Netball	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. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments including 1 profile report 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: Science	Subject Leader: Mr Macdonald Head of Key Stage 3: Miss Daines	Year: 7
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Main knowledge / skills / understanding developed in this course:
 Year 7 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.

1 Forces	2 Electro- magnets	3 Energy	4 Waves	5 Matter	6 Reactions	7 Earth	8 Organisms	9 Ecosystems	10 Genes
Pupils are introduced to forces and look at how balanced and unbalanced forces affect the world in which they live	Pupils look at the electrical energy and how its applications have transformed our lives	Pupils explore energy as both food and fuel looking at how energy can be used to generate electricity and how it can be lost as it transforms from one form to another	The energy waves of light and sound are studied in this unit	The particle model of matter and how mixtures can be separated from one another are investigated in this unit	The reactions between acids and alkalis and metals and non-metals are explored here	Pupils begin by exploring the structure of the Earth and then expand outwards into a study of the universe itself!	Levels of organisation within living organisms are studied here with a focus on the skeleton, muscles and joints	A study of the living world is undertaken in this unit with an emphasis on interdependence and plant reproduction	Variation and human reproduction are explored here

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 Hardy		Year: 7	
<p>Main knowledge / skills / understanding developed in this course:</p> <ul style="list-style-type: none"> Pupils will be introduced to the phonics of the language they are learning and they will be encouraged to identify keywords using a range of strategies. They will develop a greater cultural awareness linked to the traditional festivals that take place over the year in Spanish speaking Countries. Pupils will learn basic information about themselves and others to communicate in the target language, both orally and through writing. They will also undertake various listening, reading and translation activities, linked to the topics outlined below. Dictionary skills will also be taught. Most importantly, they will be encouraged to see all the benefits to learning a language throughout Claverham and beyond. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Introduction, including spontaneous speaking, basic greetings and sports you play/do. 	<ul style="list-style-type: none"> Items in pencil case, numbers 1-20, classroom language and colours; Christmas culture in Spanish speaking Countries. 	<ul style="list-style-type: none"> Description of self, family and pets. 	<ul style="list-style-type: none"> food and drink; at the restaurant roleplays; culture linked to food and drink. 	<ul style="list-style-type: none"> where you live, description of town; names of shops; asking for and giving directions. 	<ul style="list-style-type: none"> Revision and testing Cultural work linked to Spanish speaking Countries.
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> Frequent vocabulary tests to help the students learn key words and verbs. 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 formatively assessed work. Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating. Term 6 there is an end of year examination. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. 					

Subject: Worldview Studies		Subject Leader: Miss Lambert		Year: 7		
Main knowledge / skills / understanding developed in this course:						
The skills used are detailed below. Literacy skills are also developed through written tasks, which become more challenging throughout the year. We contribute to the social, moral, spiritual and cultural education of pupils by studying the influence that religion has on people, cultures and personal beliefs. We encourage pupils to explore 'ultimate questions'; developing their own opinions whilst building empathy for a range of different beliefs. For further information, please request a copy of our subject handbook.						
Key Areas of Study:						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit of Work:	Introduction to Religion and Belief in God	Abrahamic Religions and Pilgrimage	Pilgrimage and Other Worldviews	Sources of Authority	Signs and Symbols	Places of Worship
Topics:	Identity, belief, arguments for and against belief in God, the problem of evil and suffering and religious responses.	Origins and links between Judaism, Christianity and Islam, preparation and delivery of class debate on the story of Abraham.	Jerusalem, Lourdes, Hajj, Varanasi, Lumbini, Bodh Gaya, Amritsar.	The Bible, conscience, Church, Torah, Qur'an, Hadith, Shari'ah Law.	Code-breaking, stories, religious art, Christian, Buddhist and Hindu symbols.	Synagogue, Church, Mosque, Vihara, Mandir, Gurdwara.
Skills:	Explanation, Reflection	Communication (Debate)	Enquiry, empathy	Interpretation, evaluation	Interpretation, reflection	Understanding, explanation
Assessment Tasks:						
Summative assessment is as follows;						
<ul style="list-style-type: none"> ● Assessment one includes knowledge and application questions, followed by extended writing using the skills of explanation and reflection. ● Assessment two is a travel diary, created using different places of pilgrimage. ● Assessment three includes knowledge and interpretation questions, followed by extended writing using the skill of evaluation. ● Assessment four incorporates all skills, with the exam paper becoming increasingly more challenging as the pupils work through it. 						
Formative and peer-assessment tasks:						
<ul style="list-style-type: none"> ● Peer-assessment is used at various points in each unit, with teacher guidance. ● Unit two includes a debate to develop communication skills and provide scaffolded learning opportunities for extended writing. 						
Home activities that will help support college work:						
<ul style="list-style-type: none"> ● 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 visits to major cities, or abroad, may include some of the experiences we will be discussing in lessons. 						