

Hornsea School & Language College



Curriculum Summaries Year 7

2015 – 16



September 2015

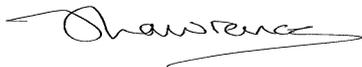
Dear Parents/Carers,

This booklet contains a summary of themes and topics for each subject area to be studied by your son/daughter this new academic year 2015 – 2016.

I hope that you will find it a useful guide to your son/daughter's studies this year. I would like to take this opportunity to remind you that the information in this booklet, plus other information regarding your child's studies at Hornsea School and Language College can be accessed in September on our website: www.hornsea.eriding.net

If you have any queries, please contact the relevant subject teacher, Head of Faculty, Head of Year or me.

Yours sincerely,



Mr S Lawrence
Headteacher

CONTENTS

- **English**
- **Mathematics**
- **Science**
- **Personal, Social, Health and Citizenship Education**
- **Art & Design**
- **Design & Technology – Food and Textiles, Resistant Materials, Graphics and Systems and control**
- **History**
- **ICT and Computing**
- **Geography**
- **French**
- **Physical Education**
- **Music**
- **Religious Education**
- **Drama**

Why study English?

English is a compulsory subject taken by all students. It provides us with the means by which most of us communicate and allows us to develop our understanding and enjoyment of the world within which we live.

What skills will it develop?

Students will be given opportunities to practise and develop their reading, writing and speaking and listening skills. They will experience media, prose, poetry and drama texts and learn to be critically aware of the power of language. Students will be encouraged to develop as independent learners and participate in paired and group activities. Attention will be paid to the formulative processes of drafting and proof-reading and regular practice in the basic technicalities of spelling, punctuation and grammar will be given. Reading for pleasure is encouraged through DEAR (drop everything and read) sessions which take place once a week. Those with an interest in public speaking can audition for our very successful Youth Speaks teams. Furthermore, opportunities to participate in Creative Writing clubs are also available.

Course Content

All Schemes of Work have been written in compliance with the Key Stage Three Curriculum.

Autumn Term

- Transition scheme including poetry and multi modal texts
- The Gothic Tradition, including 19th century text extracts.

Spring Term

- Non-fiction writing: Boy (Dahl)
- Private Peaceful (Morporgo)

Summer Term

- Holes by Louis Sachar
- Informal letter writing
- Descriptive writing with an emphasis on setting and atmosphere
- Character studies (analysing beyond the obvious and using inference and deduction)
- Writing diaries
- Research topic based on Crime and Punishment
- Speaking and Listening activity on life in Camp Green Lake
- Writing to imagine explore and entertain: Write a sequel chapter
- Write a review of the book and its style.

Homework

Homework is an integral part of English and will be set regularly by individual class teachers. This will include a spelling list each fortnight, linked to students' SPAG (spelling, punctuation and grammar) lessons.

Homework allows students to practise and consolidate skills and is a means by which support and challenge can be offered. It can take various forms which may not always involve written work.

Assessment

Students will be assessed at various points during the year using National Curriculum levels following the APP assessment programme (Assessing Pupil Progress). A major focus of this is Assessment for Learning, where students are encouraged to set their own targets for work. Assessment pieces will be kept in exercise books as evidence of progression, along with students' own target setting sheets and teacher feedback sheets. Work done in exercise books will, where appropriate, include teachers' comments relating to the quality of ongoing work completed in class. This evidence will inform the Reviews sent to parents.

Grouping Arrangements

Students in Year 7 will be taught English in mixed ability form groupings.

Groups will be reviewed at regular points across the year and adjusted on an individual student basis where appropriate.

Why Study Mathematics?

Mathematics is a core subject in the National Strategy. Developing mathematics as an enjoyable and creative activity, as a tool for problem solving and as an appreciation of pattern and structure is central to the Mathematics lessons in year 7.

What Skills Will It Develop?

Pupils will read write and talk about mathematics in a variety of ways. They will carry out calculations using a variety of methods (mentally, on paper and with a calculator) and associate calculation with measurement in appropriate units and become familiar with the relative sizes of these units.

Course Content:

The course is based upon a mastery approach which allows students to fully develop their skills before moving on. Each half term focuses on a different area of mathematics, Algebra, Number, Shape Space and Measure, Problem Solving and Data Handling. The course is split into three levels: Support, Core and Extension. Pupils follow that which is most appropriate for their mathematical needs.

Homework:

Homework will be set on a regular basis. These homeworks provide opportunity for mathematical skills to be consolidated and are set according to the needs and ability of the group.

Assessment:

Pupils will be assessed at appropriate intervals. This assessment will give a guideline as to the National Curriculum level your child is working at.

Pupils will also sit end of year optional sats again giving a guideline as to the National Curriculum level your child is working at.

Grouping Arrangements:

Pupils are placed in a mathematics group according to their mathematical needs. The choice of class is based upon information gathered from the year 6 teachers and Key Stage 2 results. During the year pupils may change classes if it is appropriate.

Why Study Science?

Science is a compulsory subject taken by all pupils. It provides us with knowledge and understanding of the way things work in the world around us.

What skills will it develop?

Pupils will learn how to safely plan and carry out experiments using a wide variety of apparatus. Pupils will analyse and evaluate their data to form conclusions, which will support their subject knowledge. In Science, pupils are encouraged to develop ICT skills for research, data collection and analysis. We have a dedicated ICT suite available for this purpose in the school.

Course Content

All Schemes of Work are written in compliance with the Key Stage Three National Curriculum.

Topics to be taught:

7A	Cells
7B	Reproduction
7C	Environment & Feeding Relationships
7D	Variation & Classification
7E	Acids & Alkalis
7F	Simple Chemical Reactions
7G	Particles
7I	Energy
7J	Electrical Circuits
7K	Forces & Their Effects
7L	The Solar System and Beyond

Assessment

Pupils are assessed and monitored regularly throughout each topic using formative assessment tasks which address a variety of skills and content. These assessments are used to monitor progress against a pupils starting point in Y7. Topics are taught in trios with a test covering all three topics within the trio. This is designed to provide rigor and develop resilience towards the terminal exam structure at the end of KS4.

Homework

Pupils complete a dedicated homework booklet during each unit.

Grouping Arrangements

Students in Year 7 are in mixed ability Tutor Groups with a single teacher per group.

For further information please contact your child's teacher of Science or Mrs I Bullamore Head of Faculty

Why Study Personal, Social, Health and Citizenship Education? And Economic Wellbeing and Financial capability (PSHCEE)

PSHCEE enables all pupils to develop Key Skills. It contributes to their spiritual, moral, social and cultural development. It helps to prepare pupils for adult life in a culturally and ethnically diverse society. Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Students learn to manage their money and finances effectively.

What skills will it develop?

Pupils will reflect on and assess their strengths in relation to personality, work and leisure. They will learn to reflect the differences between people as they develop their own sense of identity and they will recognise how others see them and be able to give and receive constructive feedback and praise. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

A strong relationship is established between the school and the Youth Support service. There are clear referral protocols in place between the PSHE provision, IAG and the external support services.

Course content

Settling into our School – what a newcomer may want to know
Safety – on the way to and from school
Friends
Getting to know you
Introduction to different members of staff
Firework safety
Rights and Responsibilities
Planning and organising your study time
Making decisions
Acceptable behaviour
Me and My Body including some sex and relationships education
Relationships,
Body image
Personal Hygiene
Puberty
Acceptable Behaviour at School
Bullying
Recognising my achievements
First Aid
Life, live it
First aid basics
Drugs/smoking
Resisting the pressure
Enterprise activity
Economic well-being

Students will also undertake an Enterprise Activity in the Summer term where they will work in groups and be given a sum of money to undertake a project of their choosing. This is part of their Economic and Financial capability education. Other topics covered will be work on money, pocket money and spending, luxury or necessity, common fears.

Homework

Follow up work provided if and when the tutor thinks it is suitable for each topic.

Assessment

Continual assessment by Teacher/peers/self happens throughout the year as well as the students' attitude to learning.

Grouping Arrangements

Pupils in Year 7 are taught in mixed ability tutor groups.

For further information please contact your child's group tutor or Mrs Mason – PSHCEE Co-ordinator

Why study Art & Design?

Art and Design is a national curriculum subject at key stage 3. The subject gives pupils the opportunity to enjoy a variety of creative and imaginative project work.

What skills will it develop?

Pupils will build up a knowledge of various skills, processes and techniques. Pupils will also have the opportunity to develop their research skills and will be encouraged to use ICT to facilitate this.

Course content

Projects are designed thematically to guide students through a process of problem solving towards a final solution. Critical and contextual studies both historical and contemporary art and design will be embodied in the projects.

Current projects in Year 7 are:

Drawing – Pupils will use and improve on line and tonal drawing skills through investigations of shape, pattern, texture and tone. Pupils will learn how to use a variety of dry media such as pencil, charcoal, graphite, chalk and oil pastels.

Colour – Pupils will develop skills in colour mixing and control of media as well as applying basic theory of tone and colour to their work. The project may cover 2D and 3D work, individual and group work and ICT.

Ancient Vessels – Pupils will investigate the shapes, colours, textures and surface design used on ceramic vessels from Ancient Greek, Roman, Egyptian or Aztec cultures. Pupils will use and improve on their skills using card relief construction and papier maché to produce their own designs.

Illustrated Manuscripts – Pupils will investigate the art of illustrated manuscripts. From their research they will be expected to use word processing to create their own imaginative story or poem. They will develop their skills in the use of different media to decorate and age their own manuscript.

Homework

Each project has a specified homework sheet which is stuck in the front of the pupil's sketchbook. Homework may take the form of planning, designing, collecting and researching ideas experienced during the lesson.

Assessment

Pupils will be assessed at the end of each project. The work will be given a comment outlining what national curriculum level they have achieved and what they need to do to improve. A traffic light feedback sheet is used for this purpose.

Grouping Arrangements

Pupils in Year 7 for Art and Design are taught in their mixed ability tutor groups. For further information please contact your child's teacher of Art and Design or Mrs Egan Head of Art and Design.

Why Study Design & Technology? – Graphic Products, Food Technology, and Systems and Control.

In the words of James Dyson, Chairman of Dyson Ltd: “Design and Technology is about making things that people want and will work well. Creating these things is hugely exciting; it is an inventive, fun activity”

Design & Technology is a foundation subject. At Hornsea School students are brought into contact with specialist teachers and work in a range of material areas.

What skills will it develop?

The skills which we develop include: communicating ideas, using various sources of information when designing, making realistic plans and working to them making products in different materials, testing and evaluating.

Course content:

During Year 7 students produce project work in three material areas. They will learn about the importance of Health and Safety. Students are introduced to a wide range of hand tools and machines. They will learn about the properties and uses of wood, metal, electronic components and basic food and hygiene skills. Students will be encouraged to produce high quality design and practical work. Students’ retention of knowledge will be assessed by end of unit tests.

Projects in yr7:

Chocolate Design & Packaging. Design and Make assignment

Students will design and make a chocolate bar of their own creation and use industrial manufacturing techniques to make a suitable mould to cast their design. They will then learn new presentation and graphical skills including the use of ICT to create a suitable package for their product.

Steady Hand game. Focused practical task

Introduction to the workshop and Health & Safety

Students will be introduced to electronics and will have the opportunity to create a circuit using a variety of components. They will use this to create a steady hand game which will introduce them to new resistant materials and skills.

Food, Designing Simple Food Products

The year 7 food module consists of a range of activities. Pupils will be required to develop a basic understanding of food materials and kitchen equipment, and how they are used to produce food products. They will be taught a basic knowledge of food hygiene and safety, and how to correctly use recipes and equipment in practical lessons. A variety of practical items will be made and pupils will adapt basic recipes and produce their own food designs. They will evaluate their design ideas and practical results. Practical tasks include producing a fruit salad, pasta bake and flapjack. Investigations into measuring and weighing are conducted as a group exercise.

Homework

Various areas are covered by homework tasks. It may be necessary to ask pupils to finish design work or practical tasks before the next lesson. Opportunities will be given for pupils to complete them in school time but it may be necessary or preferable for the pupil to complete them at home.

It is necessary for all pupils to prepare ingredients for practical food sessions at home. All practical outcomes must be evaluated prior to the following lesson. In Food Technology the National Curriculum levels are based on completion of both theory and practical based tasks. It is therefore essential that ingredients be supplied when required. If any problems are envisaged it is essential that school is notified in advance of the lesson so that arrangements can be made to enable the pupil to take part.

Assessment

Assessment will be continuous throughout all three areas of the year 7 course. This will be in the form of National Curriculum levels. Class work and homework will be given effort grades.

Each specialist area will complete their unit of study with a final test to determine the retention of knowledge and skills learnt.

Grouping Arrangements

Pupils in year 7 are taught in mixed ability groups. For further information please contact Mrs J Egan, Head of Design and Technology.

Why Study History

History and philosophy are the two eyes of wisdom, and if one is missing, then one has only half vision.

Christian Thomasius, German Law Professor at Halle University (1655-1728)

History is not simply the study of the past; it is also the study of how the present world was created. It is the story of the world that we live in. At Hornsea School, we are passionate about the study of history.

What skills will it develop?

As well as developing an understanding of how the world has been shaped and what our place in it is today, students focus on developing these key historical skills throughout KS3:

- Change and continuity: analysing trends and patterns across time
- Cause and Consequence: explaining why and how things have happened
- Significance: assessing why and how some people/events are important
- Source Skills: looking at evidence, assessing and explaining its trustworthiness.
- Interpretations and Representations: balancing the strengths and weaknesses of differing views of the past.

Course Content

Unit 1: What is History?

This topic builds on students' learning at KS2 to develop the key historical skills (see above) that they will use throughout their studies.

Unit 2: Power c.1066-c.1509

This topic involves a study of the changing nature of power between c.1066 to c.1509 with a particular focus on Europe and England. Students will study the key battles and events as well as the methods of ruling a medieval kingdom.

Unit 3: Changing Lives c.1066-c.1509

This topic involves a study of the changes in people's lives between c.1066 to c.1509 with a particular focus on Europe and England. Students will study the influence of religion and events such as the Black Death.

Unit 4: Power c. 1509-c.1745

This topic involves a study of the changing nature of power between c.1509 to c.1745 with a particular focus on Europe and England. Students will study key figures such as Henry VIII, Elizabeth I and Oliver Cromwell and their role in the shifting of power from monarchy to parliament.

Unit 5: Changing Lives c. 1509-c.1745

This topic involves a study of the changes in people's lives between c.1509 to c.1745 with a particular focus on Europe and England. Students will study the impact of the dissolution of the monasteries and events such as the Great Plague and Great Fire of London.

Homework

Homework is set as appropriate by the class teacher. This may involve a piece of research, investigating the local area, preparing for an assessment etc.

Assessment

Students will complete one assessment per half-term in history. This will be self and peer assessed before being assessed by their teacher. They will receive a National Curriculum Level for their assessment.

Grouping Arrangements

Students are all taught in mixed abilities groups.

For more information please see Mr Slone or any history teacher.

Why study Computing/ICT?

At a time when employment opportunities are reducing, the ICT sector is expected to grow at up to 3.5 per cent every year. This is leading to the need for 180,000 new workers annually. The ICT sector is a major contributor to the UK economy making up roughly seven per cent of the value of the economy and it is growing at a faster rate than the economy as a whole.



Source: <http://www.bcs.org/content/conWebDoc/2958> 9/1/13

ICT is now at the very core of many businesses, as such ICT is seen as a core skill with colleges and many employers expecting that students are able to demonstrate Level 2 ICT skills. The national trend shows an increase of 13% of students choosing ICT last year reflecting the increasing importance of these skills

Source: <http://www.bcs.org/content/conWebDoc/47703> 9/1/13

Outside of employment, ICT skills are an essential part of our everyday lives and our programme of study has the potential to enable students to leave us with a range of relevant qualifications that are well recognised by educators and employers. Studying ICT should even make you happier [see link](#)

What skills will be developed

Students will learn how to use a wide range of ICT applications to help in their other school subjects. As well as learning how to use and manage their use of ICT outside of school.

Pupils will also progress to look at Computing and be taught to write basic computer programs using SCRATCH.

Course content

Topic		Content
Topic one	E-safety and introduction to the HSLC network	Pupils will be introduced to the HSLC network. They will be informed of the rules at HSLC for using the ICT resources. Students will complete an safety online course for which they will receive a certificate of completion.
Topic two	Whats on at HSLC?- PowerPoint	Using PowerPoint pupils will make a scrolling information point informs their audience about the extracurricular activities on offer at HSLC. Pupils will also look at how to find and select appropriate information and plan a document.
Topic three	Code breakers- Scratch	Pupils will learn how to build a computer programme using the graphical programming language Scratch.
Topic four	Super Hero's- Microsoft Access	Students will work with Microsoft Access to add, edit and interrogate information in a database.

Topic		Content
Topic five	Working with graphics-Photoshop	This topic will allow pupils to experiment with editing graphics. The topic will allow students to edit a range of images in Adobe Photoshop to build a composition that is all about them.
Topic six	Under the hood-Computing	Pupils will be introduced to basics of computing learning the basics of hardware and software. They will the present this information in the form of a WordPress site.

VLE

The ICT department uses the schools VLE, Moodle, to present and deliver all ICT lessons. Students can access Moodle from anywhere with an internet connection meaning pupils can still complete lessons away from the classroom.

Homework

Homework will be set to consolidate and reinforce learning in the classroom. One piece of assessed homework will be given per topic. One piece of assessed homework will be given per topic.

Assessment

At the start of the year students complete a baseline test to establish their ICT skills which is reported in the first review, this is then repeated at various stages throughout the year to assess progress.

For each topic there will be an assessed piece of work, normally at the end of the topic. Students will also carry out self-assessment and assessment of each-others' work (peer assessment). Work will be graded using levels approximated to National Curriculum levels. Assessments will form part of the evidence for Academic Reviews.

Grouping arrangements

Year 7 are taught in mixed ability tutor groups. For further information please contact your child's ICT teacher or Miss Ridley.

Why study Geography

Geography is a foundation subject at Key Stage 3 National Strategy.

Learning about our lives and the impact they have on the environment is central to the Geography lessons in year 7.

What skills will it develop?

To help them get the best research skills, they learn how to use maps, photographs and computer based programs such as GIS and Excel which should prove useful in other subjects as well as when they leave school. Furthermore, they develop their skills in thinking and working in teams, as well as working independently.

Course Content

The theme of the first year of work is the UK. Students will be encouraged to develop questions on the Geography in the UK and Holderness area and then research the answers in an analytical manner.

The content of the course will include map skills, weather, flooding and coastal erosion. These will all focus on the UK. Therefore students will develop their local and national identity whilst developing geography skills.

Topic 1: Coast

This will focus on the Holderness coast looking at erosion, landforms and coastal protection methods. This will be complemented by the use of GIS to look at how the Holderness coast has changed as well as the impact it has on

their lives. Year 7 students will visit the Hornsea beach and carry out some field work on key components of the course such as longshore drift.

Topic 2: Map skills

Pupils are reminded of the basic map skills including reading scale and direction. We review 4 figure grid references and introduce 6 figure grid references. We compare the range of ways in which relief is shown on a map and develop understanding of longitude and latitude.

Topic 3: Weather

We will look at the difference between weather and climate, measuring weather, types of rain and air pressure. Students will carry out fieldwork within the grounds, as well as presenting a UK weather forecast for the UK.

Topic 4: Flooding

We will conduct an extensive piece of fieldwork which looks at the effects of landscape on infiltration rates as well as using GIS to track rivers from source to mouth. This will be complemented by a case study on York/ Hull on what happens when a river floods.

Why study French?

Learning foreign languages is increasingly important in a worldwide economy and also has great value in terms of cultural and linguistic richness in our society, personal fulfilment and global citizenship and understanding. French is a foundation subject in the **KS3 Curriculum** and learning French in Year 7 will give all pupils the tools to make direct and personal contact with other people and cultures.

Grouping arrangements

Pupils in Year 7 are taught in mixed ability tutor groups, all groups will be following 6 hours of French lessons per fortnight.

What skills will it develop?

The programme followed by pupils follows the **KS3 Language Framework** and develops the following skills:

- Learning new words
- Developing sentences and paragraphs using these new words
- Dictionary skills to promote independent learning, (recommended: Collins Easy Learning or Oxford Easy Learning) these dictionaries are clear and not misleading.
- Reading
- Writing
- Listening
- Speaking

Pupils will also acquire some cultural knowledge of France.

- Thinking and Investigative skills
- Group work
- Independent learning
- Mind-mapping

Course content

Autumn Term

Key Learning Objectives Pupils will begin a project on 'Mon collège', where they will learn to describe our school and find out about school in France. They will progress on to writing and talking about themselves and their family.

Pupils learn:

- Basic greetings
- Classroom objects & furniture
- Definite and indefinite articles
- Basic classroom instructions
- The alphabet
- Months, days and seasons
- Saying the date
- Colours and adjectival agreement
- Phonics (pronouncing French)
- Dictionary skills
- Present tense verbs
- Question words
- Telling the time/The 24 hour clock
- Numbers
- Daily routine
- The school day
- School subjects
- The school timetable
- Talking about teachers
- Talking about uniform and school rules
- Giving your age & saying when your birthday is
- Physical and character descriptions
- Describing other people
- Possessive adjectives
- Talking and writing about pets
- Negatives
- Expressing simple opinions
- Giving reasons for your opinions
- Introduction to past tense

Spring Term

Key Learning Objectives pupils will learn about the geography and weather of France and other European countries. They will then follow a series of lessons on the language needed for a visit to France, which will be very useful to those participating in the Boulogne trip and will prepare them for buying things, ordering food and finding their way around.

They will find out how to use adverbs, express simple opinions and will begin to write in longer sentences as they develop their knowledge of French speaking countries.

Pupils learn:

- The geography of France
- Points of the compass
- French-speaking countries
- The weather
- A weather forecast
- More about negatives
- Combining sentences with conjunctions
- Complex sentences using when, if and but
- Transactional language for a visit to France
- Places in town and directions
- quantities
- Paying in Euros
- Asking questions/ordering food and drinks
- Numbers 1-100
- Telephone numbers

Summer term

Key Learning Objectives pupils will learn to write and talk about different sports and things they do in their spare time, giving opinions on a range of activities. Pupils will also be able to speak and write about holidays in French. They will build upon the language skills and personal learning & thinking skills they have developed and will prepare longer pieces of speaking & written work.

Pupils learn about:

- Hobbies and leisure activities
- Musical instruments
- Present tense verbs including 'aller', 'jouer' and 'faire'
- Adverbs of time and frequency
- Sporting events and sports around the world
- Holiday activities
- Holiday destinations
- Forms of transport
- Using infinitives
- Adjectives
- Using present & future tense verbs
- Using a dictionary in order to work independently
- Using conjunctions effectively
- Giving more detailed opinions and justifying them
- Communicating through listening, speaking, reading and writing

Homework

Pupils complete on average one piece of homework a week. These homework tasks consist of either vocabulary learning or writing/reading exercises and they provide the opportunity to consolidate recently learnt skills and language. There are also additional homework project-type tasks available on the school website.

Assessment

There will be an assessment during each half-term to revise and assess the progress made. Usually this will take the form of an extended piece of writing or a speaking interaction.

For further information please contact your child's French teacher.

Why Study PE?

Our physical education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE enables pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Subject content

Boys	Girls
Rugby	Netball
Fitness	Fitness
Football	Trampolining
Trampolining	Badminton
Table Tennis	Rugby
Athletics	Athletics
Softball	Rounder's

Assessment

Pupils are continually assessed during lessons to enable the teacher to adapt practices and activities to suit their needs. Halfway through a unit of work students are asked to peer assess their work and record progress in their planners with a specific target for improvement. At the end of every unit the teacher records each individual pupil's progress and attainment within the activity, this information then informs the academic review, which is currently issued to parents on a termly basis.

Grouping arrangements

Pupils are taught in single sex, mixed ability classes. Classes are set for rugby only based on ability, and previous experience. For further information please contact your child's PE teacher or Mr. Martin head of PE.

Why study Music?

By engaging pupils in making and responding to music, music education offers opportunities for them to:

- develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgements about music quality;
- acquire the knowledge, skills and understanding needed to make music;
- develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, e.g. creativity, listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

What skills will it develop?

- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills through applying listening skills and musical knowledge and understanding;
- enable pupils to make connections between all areas of knowledge and musical experiences.

In particular, pupils should acquire and apply knowledge and understanding of:

- how music is constructed, e.g. the use of musical elements and devices;
- how music is produced, e.g. the use of instruments, ICT, musical processes and procedures, including relevant symbols and notations;
- how music is influenced by time and place, e.g. the effect of the occasion, purpose or venue.

Course content and assessment

Due to issues relating to management of resources, not all pupils will study the topics in the following order.

Topic 1- Understanding the conventions of Samba

This unit enables pupils to study the origins of a musical style. They look in to the development of Brazilian carnival and the associated percussion music. There is a strong emphasis on rhythm and textural devices such as call and response, solos, unison and layered interlocking parts.

Topic 2-Understanding the conventions of Funk

In this unit pupils will learn to use a computer sequencer to record and edit their compositions. They will learn about a riff based dance music style and begin to recognise the different strands of musical textures.

Topic 3- Understanding the conventions of Adverts

Pupils will explore how music is used to sell products in this unit which links in with a similar topic in drama. They will learn through listening and composing how music is able to create moods and how these moods are seen to be appropriate for particular products

Topic 4-Understanding the conventions of Improvisation

In this performance based unit pupils will develop their “instant composition” skills. They will listen to the way that a range of musicians have used improvisation in a variety of styles from Indian music, through jazz to contemporary art music.

Topic 5-Understanding the conventions of Dance music

Pupils will begin to understand the genre of dance music in its many forms from the waltz to rave. They will use computer sequencers and other applications to create their own compositions.

Topic 6-Understanding the conventions of abstract music

In this unit pupils will learn to create music from a series of abstract starting points both musical and non musical. They will explore ideas relating to ostinato, shadowing, interweaving lines and other devices

Grouping Arrangements.

Pupils in Y7 are taught in mixed ability groups.

Instrumental tuition

Lessons are available on a wide range of instruments including piano, guitar, bass, drum kit, woodwind, brass and strings.

For further information please contact your child’s Music teacher: Mr J Hart or Mrs J Turnbull

Why Study Religious Education?

The value and purpose of RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge

stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourages pupils to explore their own beliefs** (whether they are religious or non-religious) in the light of what they learn. As they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, they express their responses, thereby building resilience to anti-democratic or extremist narratives
- **enables pupils to build their sense of identity and belonging** which helps them flourish within their communities and as citizens in a diverse society
- **teaches pupils to develop respect for others** including people with different faiths and beliefs, and helps to challenge prejudice
- **prompts pupils to consider their responsibilities** to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

In summary, Religious Education is important because it helps children and young people gain **wisdom** in the following areas of life:

- **cultural, artistic, musical and literary:** many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work. Many use religious themes and employ references to religious literature and thought in their work. How can we understand the insights they are communicating without knowledge of key religious ideas and stories?
- **historical and geographical, scientific and technological:** what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences? What is to be gained from a diverse society? How can we understand the history and traditional cultures of Britain and other countries without a knowledge and understanding of the religious and philosophical traditions which helped form them?
- **moral and ethical:** in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life? How do we know? Whom should we trust? How can we decide? Religious and philosophical principles and insights can help guide us when faced with moral dilemmas
- **personal:** How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life? What emotional resources do I need to maintain a healthy lifestyle? We can get insights from religions and philosophies studied in RE and get practice in 'skills for life' such as empathy, sensitivity, humility and in thinking and communicating well
- **political, social and psychological:** How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues? How can we best understand the religious practices and festivals celebrated by our neighbours? What motivates people? Why are our public institutions set up in the way they are? How do/should people behave when in positions of power? How do/should people react when others have power over them?

Personal development

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Spiritual and moral development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broadly based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Religious education provides opportunities to promote spiritual development through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth

Religious education provides opportunities to promote moral development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust

YEAR 7 Term 1

Local communities of faith

About this unit

Interact with local faith communities and explore and experience different forms of religious expression

Identify Learning Outcomes

Shape enquiry- What is sacred? What is religion? What do we mean by belief? How are beliefs expressed? Does belonging to a faith community make a difference?

YEAR 7 Term 2

Beliefs and Belonging

About this unit

Examine a range of beliefs in Christianity and at least two other faiths; explore a range of religious artefacts and symbols and appreciate the ways in which they enhance religious belief and practice. Investigate the sense of identity engendered by faith and belief.

Identify Learning Outcomes

Shape enquiry- What are the key beliefs of two or more religions? Are beliefs distinctive to a particular faith? How do people acquire and demonstrate their beliefs and religious identity?

YEAR 7 TERM 3

Vision, values and purpose.

About this unit

Examine how life-changing events lead to commitment; explore a variety of forms of religious experiences and consider their significance. Resources: internet faith sites, life stories of significant religious leaders

Identify Learning Outcomes

Shape enquiry what do we understand by commitment? What inspires people to live a life of commitment? In what way is religious and/or spiritual expression significant? How do my values influence my actions?

Why Study Drama?

Drama offers all students the opportunities to:

- achieve a heightened sense of enjoyment, excitement and fulfilment
- develop their knowledge, understanding and appreciation of a wide range of drama, to extend their own interests and to increase their ability to make critical judgements.
- acquire the skills, knowledge and understanding associated with drama
- make advances in social and cultural issues
- develop skills and attributes that support learning in other subjects, eg listening skills, thinking skills, control, creativity, intuition, team work skills, perseverance, self-confidence, self-expression and sensitivity towards others
- prepare for cultural life as critical, reflective and active 'consumers' of the arts.

What skills will it develop?

- Develop each of the interrelated skills of making, performing and responding.
- Extend these skills through applying knowledge and understanding of drama
- Develop empathy and valuing of others
- Enable pupils to make connections between all areas of knowledge and dramatic experience
- Enable pupils to make connections between drama and the other art forms

In particular, pupils should acquire and apply knowledge of:

- ✓ How drama is constructed
- ✓ Performance techniques
- ✓ Different genres
- ✓ Social and historical context
- ✓ Technical aspects of drama (sound, lighting, costume, properties, stage management)
- ✓ Movement techniques

Course content will consist of the following:

Autumn Term 1: Drama Conventions

Develop knowledge and understanding of a range of dramatic conventions

Develop use of dramatic strategies in order to develop characters and plot

Develop skills of body language, facial expressions, voice and gesture when performing

Develop the use of a variety of conventions within a piece of drama to enhance performance

Autumn Term 2: Pantomime

Develop knowledge and understanding of the history of Pantomime

Develop knowledge and understanding of a range of Pantomime conventions

Develop acting skills to create and perform Pantomime stock characters effectively

Develop the ability to evaluate use of acting skills to perform a Pantomime character

Spring Term 1: Ernie's Incredible Illucinations - by Alan Ayckbourn

Develop knowledge and understanding of scripted conventions

Develop approaches in taking a script from 'page to stage' effectively

Develop acting skills within the performance of a character in key scenes from the play

Develop ways of rehearsing a scripted scene effectively to achieve an engaging scene

Spring Term 2: Dance- Sport

Develop understanding of the importance of safe working practice in Dance

Develop understanding of the use of BARDS within dance choreography

Develop dance skills which communicate different sports effectively using a range of movement

Develop the ability to evaluate how movement has been used effectively

Summer Term 1: Theatre Practitioner 1 - Artaud

Develop knowledge and understanding of Antonin Artaud and his style

Develop understanding and use of conventions within 'Theatre of Cruelty'

Develop stylised movement and vocal skills to create an abstract performance

Develop the use of lighting/sound in enhancing a piece of drama

Summer Term 2: Mime and masks

Develop knowledge and understanding of the history and use of masks in Drama

Develop use of mime and movement to communicate plot and character

Develop non-verbal acting skills in creating mask characters for performance

Develop use of mask rules and conventions within rehearsal and performance

Extra-curricular

Students may wish to extend their skills in a wide range of extra-curricular activities offered- KS3 Drama club, Shakespeare School's Festival, annual school production.

Assessment

Students will be assessed at the end of each unit of work. The assessments will form part of the evidence to inform parents of progress in the progress reviews sent to you each term.

Grouping Arrangements

Pupils in Year 7 are taught in mixed ability tutor groups. Pupils are taught for one hour each week.

For more information please contact your child's Drama teacher: Mr D Sellers, Miss K Harrison, Miss M Parkinson, Miss N Chambers