



# ALL HALLOWS CATHOLIC SCHOOL

## CURRICULUM INFORMATION

YEAR 7

2019/2020



Name of Department:	<b>ART &amp; DESIGN</b>
<b>Year 7</b>	<p>Students start their first year at All Hallows with a back to basics approach, exploring mark making in monochrome media with a focus on equalising understanding and skills across the cohort.</p> <p>The department follows the National Curriculum for art and design, and students are introduced to a wide range of skills, processes and contextual sources. The areas covered throughout the Key Stage include drawing, painting, printmaking, illustration and ICT as an artistic medium. Students are also introduced to the work of artists and illustrators, becoming familiar with a variety of art movements and concepts. The work is thought provoking and we encourage a personal response. We intend to exercise a student's imagination whilst ensuring that skills and techniques are at the foundation of all we do.</p>
<b>Autumn Term</b>	<p><b>PROJECT TITLE:</b> Mark Making</p> <p><b>FINAL PIECE:</b> Monochrome Mixed Media study</p> <p><b>CHALLENGE:</b></p> <p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> <li>Analyse work of Van Gogh and explain how mark making was used to describe texture.</li> <li>Develop techniques in Mark making to suggest visual texture</li> <li>Develop Observational drawing skills</li> <li>Understand processes to be used and adapt and refine their work accordingly</li> <li>Evaluate the work of others in relation to their own</li> </ul> <p><b>ASSESSMENT:</b></p> <p>AFL at critical stages of design process including self and peer assessment.</p> <p>Formal teacher assessment of overall project including outcome and homework.</p>
<b>Spring Term</b>	<p><b>PROJECT TITLE:</b> Colour and Portraiture</p> <p><b>FINAL PIECE:</b> Self Portrait in the style of Pablo Picasso</p> <p><b>CHALLENGE:</b></p> <p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> <li>Interpret and explain the ideas and meanings of artist's work</li> <li>Develop techniques used understanding of colour theory</li> <li>Develop ideas inspired by the work of others</li> <li>Understand the formal qualities of Portraiture</li> <li>Evaluate the work of others in relation to their own</li> </ul> <p><b>ASSESSMENT:</b></p> <p>AFL at critical stages of design process including self and peer assessment.</p> <p>Formal teacher assessment of overall project including outcome and homework.</p>
<b>Summer Term</b>	<p><b>PROJECT TITLE:</b> Children's Illustration</p> <p><b>FINAL PIECE:</b> Story book inspired by a children's Illustrator with an environmental theme.</p> <p><b>CHALLENGE:</b></p> <p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> <li>Analyse 2D illustration and how artists capture Character in the work of Lauren Child, Polly Dunbar, Axel Scheffler and Sara Fanelli.</li> <li>Develop an understanding in the depiction of Narrative.</li> <li>Explore Illustrations and Typography with literacy links.</li> </ul> <p><b>ASSESSMENT:</b></p> <p>AFL at critical stages of design process including self and peer assessment.</p> <p>Formal teacher assessment of overall project including outcome and homework.</p>
<b>What homework will be set?</b>	<p>Homework will be set weekly with some activities covering more than one week. The tasks may involve research, collecting materials for use during lessons or a practical art work such as drawing from observational or working in the style of an artist. Paper or books will be provided for each Homework.</p>
<b>How can you help at home?</b>	<p>A few basic art materials would help students complete homework tasks to the best of their ability – e.g. drawing pencils, coloured pencils and a glue stick. A set of watercolours and brushes would also be beneficial, if possible. Please encourage your children to enjoy their art homework, and to spend half an hour on every task per week set, so for a two week homework an hour should be spent in total.</p>

Year 7

In response to an ever-changing world and ongoing technological advancement, the department has taken the opportunity to embed the teaching of systems and electronics into the delivery of the remaining specialist areas. Students will study two of four specialisms, moving to a new topic at February half-term. The remaining two specialisms will be taught in Year 8. Specialist subject areas within the department are Food & Nutrition, Graphic Products, Resistant Materials and Textiles.

## Food &amp; Nutrition

Students will learn basic practical skills and prepare a variety of products. They will understand Healthy Eating & Nutrition guidelines set out in the National Curriculum and develop tasting & evaluating techniques in order to develop and improve existing products. Using learnt skills, students will design and make a multicultural, healthy, family meal.

## Resistant Materials

Students will learn about a range of materials through manufacturing a series of small products, using selected tools and machinery in the workshop. They will be introduced to a range of designers and design movements in order to design creative outcomes. Forces, types of motion and structures will be learned through a bridge building competition.

## Textiles

Students investigate the benefits of using recycled materials whilst making a child's toy. Embellishing techniques such as fabric dyeing, decorative stitching, stencilling and stamping will be included in this project as well as learning to thread and use sewing machines for construction. An LED/speaker element will be included in the production of the toy, along with conductive thread.

## Graphic Products

Students will learn about branding and corporate identity. They will use knowledge of colour, typography and layout, along with computer software, to create a board game and its' packaging. Students will learn about CAD drawing and create laser-cut counters for their product. Input, process and output will be covered in the Graphics module.

How will each student be assessed?

The school marking policy will be used through their module. The National Curriculum Attainment Targets levels for D&T will be used at the end of each project to assess Research & Analysis, Designing, Planning, Manufacturing and Evaluating skills.

What homework will be set?

For each module there will be set homework. One homework is set per week and can involve collecting research, producing ideas and development as well as planning and evaluation skills.

Outline ways in which parents are able to assist at home.

Parents are encouraged to input specialist knowledge or interest, if appropriate. There is the opportunity for all Food Technology project skills to be practiced and developed at home. Food Technology lessons will require ingredients to be purchased and brought to school by the students. Students may also take practical work home for completion.

Name of Department:

**DRAMA**

Year 7

Drama at All Hallows follows the curriculum set down by the Arts Council and aims to introduce, develop and refine the practical and written skills associated with the theatre. The aims in Year 7 are to introduce the individual to the medium of drama, encourage group work and discussion, develop communication skills, encourage imagination, self-expression, and also to develop observation and evaluation skills. Students will have one lesson per week for the entire year.

Term One

Introductory course: **Building a team.**

Preparing students for teamwork and co-operation at secondary school through the six C's:

Co-operation, collaboration, communication, commitment, creativity and consideration.

Baseline unit: **Darkwood Manor.**

This module forms a baseline assessment of the student. This unit teaches students the basic drama skills and assesses them for prior knowledge and understanding of the theatre conventions and skills.

Term Two

Introductory course: **Titanic.**

Reintegration of skills following the Christmas break aiming to consolidate and develop non-naturalistic creativity around the theme of Titanic

Theatre History 1: **Medieval History.**

An exploratory unit in which students will understand the importance of drama and religion in the Middle Ages. They will track the development of drama through practically attempting three different types of drama: morality plays, mystery plays and mummers' plays.

Term Three

Theatre Types: **Lion King**

Using the genre of musical theatre and physical movement to introduce basic stage fight skills, confrontation, and development of tension and use of stereotypes in performance.

Scripted Theatre: **Shakespeare's Supernaturals.**

In this unit students will work alongside the English Course in Year 7 learning how to explore and understand how to access, interpret and physically realise Shakespearean script with an eye to creating meaning for the audience.

How will each student be assessed?

There are three strands of assessment: creating, performing and evaluating. Each strand incorporates skills they should be developing through drama in performance. Students will be assessed regularly throughout each term based upon one of the strands. Students will also be shown how to assess themselves and others through regular evaluation of their own and other's performances.

What homework will be set?

Students will be set written homework in the form of lesson reflections. They may also be asked to learn lines or conduct research.

How can you help at home?

Parents should encourage students to rehearse regularly in order to build on classwork. Clear focussed rehearsal and line learning results in improved grade attainment. Parents should also encourage students to reflect fully on their lessons in any homework they are given. Proof reading with them at this stage is essential, as well as verbalising their ideas. This reflection process is vital to the GCSE course.

Name of Department:

**ENGLISH**

Year 7 Overview

English is a National Curriculum subject. In Year 7, it will be taught three times a week with each lesson lasting fifty minutes. In Key Stage 3, students are taught in tutor groups of mixed ability. The Department aims to provide the students with the following: personal development; aesthetic experience; communication skills; and a sense of achievement, including the attainment of high academic standards. Teaching will be Module, Skills and Literature based, with the three approaches integrated into each unit. Lessons will also incorporate the renewed English curriculum, which involves interactive, supported learning techniques using innovative resources with the focus on how to progress in their learning.

Module: Writing about People

Students will undertake an exploration of their own etymology, including the spoken elements that comprise their language. This will then lead to the study of autobiographical poems, some spoken, such as poems by Seamus Heaney. Following on from this, they will look at extracts from biographies. They will also explore autobiographical articles from newspapers, *Life in a Day* (Sunday Times); *My Experience* (Observer); *My Week* (Times). They will look at the writer's craft and how writers use language to engage their readers. This will lead into a unit of work, 'Alter-Ego', where students will assume a persona to do a piece of creative writing.

Module: The Modern Novel

Students will study a modern class novel such as *Skellig* by David Almond or *Private Peaceful* by Michael Morpurgo. They will learn to understand how writers create atmosphere, characterisation and suspense through stylistic devices and structure. Students will also be encouraged to develop empathetic skills and analytical reading skills.

Module: Writing the World

Students will explore how people write about the world of nature. They will look at nature documentaries and campaigns about the environment and understand how nature is described and presented in popular media. They will use the skills that they learn from texts and activities to write their own persuasive campaign text.

Module: Where Did English Come From?

This unit aims to introduce students to a brief history of the English Language, for example, Old English (Beowulf), Middle English (Gawain & the Green Knight; Chaucer), Early Modern English (Shakespeare), Modern English (The Romantics, including Blake) and 19th century. The unit will introduce students to poetry from different times, including 20th century poets such as Duffy, Armitage, and Hughes, with some language and non-fiction work.

How will each student be assessed?

Students will be regularly assessed on class work and homework that has been completed in their exercise books or on paper in line with school policy. They will complete a baseline test at the start of the year to assist teachers in gaining an overview of their progress leading on from Year 6. In addition, one formal final assessment will be set at the end of each module, with targets for improving performance issued, and assessments will assess key skills in either reading or writing and will be graded as either meeting or exceeding the expected rate of progress for a student in their year group. Pupils will record their achievements and targets in their assessment sheets which are in their exercise books.

Speaking and Listening Opportunities

All Year 7 students will take part in a choral speaking competition, the aim of which is to develop students' memory, listening skills and build confidence. And also to have fun!

What homework will be set?

Homework will be set twice a week on a day specified in the homework timetable. Students should spend at least 30 minutes on this. The homework may be written, a learning homework or homework that involves reading.

How can you help at home?

It is important that Year 7 students are organised and that they develop good study habits from the beginning. For English, they will be provided with an A4 exercise book and they will need to provide a pocket Dictionary and a reading book for each lesson. They need to bring these to each English lesson. Students will regularly be set targets so it would be helpful if parents could check that their children are actively trying to meet these.

Name of Department:

**GEOGRAPHY**

Year 7

Two lessons per week. At the beginning of each module the students are required to create a cover page on ideas of topics, key terms and case study examples which might be taught in each module.

Term 1

Module: The Geography of Crime  
Geographical Enquiry,  
Site and Settlement

Assessment: Baseline Data Assessment  
Topic Review

Module: Weather & Extreme Weather

Assessments: Microclimate Enquiry  
and assessment

Term 2

Module: OS Map Skills

Assessment: OS Map Skills

Module: Threatened Environments  
Tropical Rainforests,  
Antarctica

Assessment: Threatened environment  
exam style questions

Term 3

Module: Our Oceans  
Water cycle, coral reefs, the  
plastic problem

Assessment: Oceans Reports

Assessment: Oceans written assessment

How will each student be assessed?

All assessments are common to all groups. Apart from those listed above, the department may set other pieces of assessed work across the year.

What homework will be set?

Homework will be a range of activities such as research projects, work sheets, revision, and pieces of creative and or extended writing, maps and diagrams. Homework is often used and discussed in lessons and may be peer- or teacher-reviewed. One piece is set per week.

How can you help at home?

- Encourage students to watch “Newsround” or other news-related programmes, particularly regarding recent weather events e.g. hurricanes.
- Read around topic and issues studied to reinforce and extend learning.
- Encourage independent organisation for homework so it is completed on day set.

Name of Department:

**HISTORY**

Year 7

All Year 7 students will have two history lessons per week.

Term 1

- What is History?
- Who were the Anglo-Saxons?
- Why did William win the Battle of Hastings?
- How did the Normans take control of England? – Norman Castles and Domesday Survey.
- What was life like in Medieval England?

Term 2

- What was life like in Medieval England?
- Why was Becket murdered in Canterbury Cathedral?
- Interpretations of The Crusades
- How significant was Magna Carta?
- The Crusades.
- How did The Black Death change Medieval England?

Term 3

- Why did Henry VIII set up The Church of England?
- What was life like under the Tudors?
- How far did Castles change throughout the Middle Ages?

How will each student be assessed?

There will be a formal assessment either during or at the end of each study unit. This will be marked with formative feedback and levelled using National Curriculum level descriptors. In addition, oral work, classwork, project work and homework will be assessed informally with formative feedback given.

What homework will be set?

Homework will be set once a week as per the Year 7 homework timetable. It will be varied in nature - reading, spelling, research, preparation, structured extended writing. Where appropriate, homework will be graded in accordance with the whole school assessment guidelines.

How can you help at home?

Parents can help by ensuring that students complete all work set to the highest possible standards and by the deadlines set. They should encourage students to take a pride in their work, to take care with presentation and with grammar, punctuation and spelling.

Additionally parents should encourage their children to use their local libraries and other resources to gather relevant information about the topics studied. Students are encouraged to develop their literacy skills and 'sense of period' by reading widely.

Name of Department:

ICT

### **Year 7**

Students have one ICT lesson per week and they will complete five units of work described below. These modules provide opportunities for the student to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT
- Develop initiative and independent learning skills
- Support others subjects by providing students with software knowledge and familiarity with the ICT facilities.
- Promote the safe and responsible use of modern communication technology, to create a productive and secure digital working environment.

<u>Unit 1</u>	<b>Keeping Safe</b> Understanding the risks posed by online communication and knowing how to maintain privacy and security in the digital age.
<u>Unit 2</u>	<b>Microsoft Office Skills</b> To ensure students can use the main software applications of Office 365, Word, PowerPoint, Publisher and Excel.
<u>Unit 3</u>	<b>Research Skills</b> To research information on the internet and then present that information in a suitable format. Developing independent ICT users.
<u>Unit 4</u>	<b>Hardware Knowledge</b> Understanding the hardware components that make up a personal computer.
<u>Unit 5</u>	<b>Computing</b> Introducing programming skills to facilitate understanding of written code.

### **How will each student be assessed?**

The student's level of skill, knowledge and understanding will be determined by teacher observation and encouraged through verbal feedback. Student self-evaluation and teacher assessments of each unit will be recorded.

### **What homework will be set?**

Homework will not be set every week but will be related to the unit being studied. If necessary, students can complete this work using facilities available at school.

### **How can you help at home?**

If a computer is available at home parents can help by encouraging students to review their work within their on-line diaries and to look at the lesson PowerPoints to recap. If the students are absent, the lesson PowerPoints can be used by the students to catch up. Students will be shown how to find these files.

Year 7

Each group has four maths lessons per week. In year 7, we aim to build on the students' previous experience, to improve each child's competence and confidence in all areas of mathematics. We place great importance on numeracy skills, and set classwork and homework tasks aimed specifically at raising levels of numeracy. The students are encouraged to develop proficiency in problem solving, both with and without calculators. All students are expected to own a scientific calculator, to bring it to lessons, and to use it sensibly - over-reliance on calculators is discouraged. Throughout the year, the students will experience a range of teaching methods and work from a range of resources, including textbooks and worksheets. Interactive whiteboards will be used in the classroom to enhance teaching and learning.

The Structure of the Year

Students spend the first few weeks of the year revisiting their Key Stage 2 skills and understanding, as well as getting to know each other through problem solving in pairs and working in groups. The year's work is split into modules, covering the strands for mathematics which are Number, Algebra, Ratio & Proportion, Geometry and Measures, and Statistics. The content of each module will reflect the students' prior knowledge and understanding, and the work set will be designed to allow the students the opportunity to consolidate and build on previous work. Students are given lessons which encourage and provoke thought whilst also improving their fluency in mathematics. There is a regular emphasis on mathematics and its purpose in the real world which is vital for seeing the uses and positives of mathematics in our world.

How will each student be assessed?

During the first few weeks, students are assessed on their Key Stage 2 skills, in assessments similar to SATs papers. After this, classwork and homework is used informally to assess students' progress and understanding. For each topic of study, students will be formally assessed to monitor their understanding and progress and to identify areas for development. Students are set on the basis of both test performance and teacher assessment. Students will be advised of these assessments in advance and supported to prepare for them. Students who need to improve will be provided with intervention, monitoring them regularly via feedback from the class teacher. We also offer a homework club to those who require improvement after assessments.

What homework will be set?

Two homework tasks will be set per week. One homework, set using Hegarty, is for students to practice and consolidate their understanding of the new topics that they are learning in class. The other homework is from a numeracy skills booklet (provided) which is designed to maintain numeracy and core skills.

How can you help at home?

Talk to your child about the mathematics they are doing, in class and at home. If your child has a problem completing the set homework, encourage him/her to look in the exercise book and textbook to find similar examples - they may then be reminded of appropriate methods to help with the task. We remind pupils to use Hegarty maths which, as well as giving appropriate exercises, has videos to help the pupil too. If that fails, suggest that they seek advice from their maths teacher before the lesson in which the work is due - it may then be possible for them to complete the work at break or lunchtime before the lesson. We also run a mathematics clinic afterschool from 3.15pm to 4.15pm each Monday. The idea of the clinic being students can obtain help on a particularly difficult area of maths. If your child spends an inappropriately long time on the homework, or finds it too difficult, please make a note to that effect in his/her exercise book - this information will help us to help your child.

Your child will be practising multiplication tables and mental maths regularly in class. Any additional practice at home can only benefit your child- 5 minutes extra practice a day can greatly improve a student's ability and confidence with numbers.

Year 7

For some students, this may well be their first experience of learning a Modern Foreign Language! This is not a problem! We encourage our students to become confident, competent and independent communicators and develop their skills through games, songs, pair-work, group work and whole class activities. We place an emphasis on creativity, communication and a good understanding of France and the French-speaking world, covering the main events and festivals in France.

Students are taught French in their tutor groups twice a week and will continue with this language through KS3.

The teacher will use a lot of French when teaching which is instrumental in developing students' listening skills. Students contribute regularly to lessons and in so doing develop an authentic accent and pronunciation.

We work from a wide range of resources, including a number of websites such as Linguascope and Quizlet, which students may also access at home to further support their learning. By the end of Year 7, all students should be able to recognise, write and speak confidently in 2 time-frames.

In order for our students to become more autonomous in their learning, they should bring a bilingual dictionary to each lesson. We recommend the Collins pocket French dictionary.

Term 1

Module 1. La rentrée – All about school

Module 2. En classe – All about school

Noel en France

Term 2

Module 3 – Mon temps libre – My free-time

Module 4 - Ma vie de famille – My family life

Term 3

Module 5. En ville – In town

Module 6. French cultural project.

How will each student be assessed?

Students are assessed in all four skills (listening, reading, speaking and writing throughout the year. Vocabulary tests will take place in class on a regular basis.

What homework will be set?

Homework is set once a week and may range from looking up and learning new vocabulary, categorising vocabulary, writing a series of sentences or paragraph(s) based on classwork, redrafting of marked work or preparing a spoken or written presentation.

How can you help at home?

- Test your child on their vocabulary/key words.
- Allow them to test you!
- Encourage them to speak French if you visit France on holiday.

Name of Department:

**MUSIC**

Year 7

Students receive one music lesson each week throughout the year. Lessons are topic based. Students work individually, in groups and as a whole class to perform and compose music within each musical genre studied. Listening to a variety of music and singing is also an integral part of the curriculum. Students will complete the Dance Music technology module in the Mac Suite, as this is done on a carousel basis, they may complete this module at a different time the specified within the year.

Term 1

**Samba & The Elements of Music:** Pupils develop their awareness and understanding of the elements of music providing them with a foundation of musical vocabulary to describe a variety of music at Key Stage 3. They also learn how to read and perform simple rhythms using percussion.

**Find Your Voice** Students learn about how they can use their voice in a variety of ways to create music. This involves singing, learning how to create acapella arrangements as well as rapping and beatboxing. We draw upon skills learnt in the previous term to advance their skills.

Term 2

**Gospel:** Students learn about syncopation and jazz improvisation as well as learning to play 'Joshua fought the battle of Jericho' containing jazz rhythms. They are introduced to the concept of major and minor and compose a short jazz piece with basic accompaniment.

**Folk Music:** Skye Boat Song: Students learn to play and sing this well-known Scottish folk song. There are parts available for the harmony, bass, as well as vocal parts. This piece also gives pupils an opportunity to develop their note reading skills as well as using a dotted rhythm with three beats in a bar.

Term 3

**Dance Music:** Students learn how to use Digital Audio Workstations (DAW) to combine technology with music. They develop composition skills by sequencing a piece of Club Dance music. They combine the elements of music along with previous rhythmic and notation work to create their pieces.

**World Music – Gamelan:** Students learn about the instruments in Gamelan orchestra and their significance to those who play and listen. This is a workshop based project which leads to a 7-part class ensemble performance in an authentic style.

How will each student be assessed?

Students are assessed on each topic using the national curriculum levels for solo performance, performing as part of an ensemble, answering listening questions and composition. Pupils will also regularly self and peer assess their work and be given verbal feedback.

What homework will be set?

Practical or written homework will be set each week. Work should take around 20 minutes to complete. Practical work should be signed by a parent that it has been completed. It can also be completed in school and signed by a teacher.

How can you help at home?

A lot of this work can be accessed and printed from the School's Moodle which is our interactive learning platform.

**PSHE**  
Personal, Social, Health and Education

Year 7

Each student in year 7 follows a plan throughout the year. The weekly topics are listed below. In addition to those topics there are extra lessons which are added in response to current/important issues e.g. Internet Safety, Bullying, Personal Hygiene etc.

Careers

Students become aware of the idea of working towards a career/job and what the range of job possibilities are. Students reflect and identify strengths and weaknesses, skills and qualities that they have and others that they may need for a future job.

Drugs

Students become aware of what a drug is and the risks of taking drugs. They recognise the problems with smoking cigarettes – health and legal issues.

Healthy Lifestyle

In conjunction with Science and Food technology the students discriminate between fats and sugars and the effects on their health. They learn how to make healthier eating choices using the government's '8 tips for healthy eating' guidelines.

Personal Identity

Students learn what emotional intelligence is and recognise good/bad emotional intelligence habits. They choose a positive habit to acquire and write a personal goal. Students identify how personal conflicts arise and ways to deal and resolve them. They learn the importance of personal hygiene.

Safety

Students develop an understanding of their responsibilities of being a road user when a pedestrian, a cyclist and when in the car. They are alerted to potential dangers and increase their awareness of safety issues.

Students also develop their awareness of personal safety, how to set a good example, and to recognise 'risk taking'. They also begin to understand the issues surrounding bullying and the consequences.

Sex & Relationships

Students study the nature and value of family life, the different types of families that there can be and how relationships in a family affect our wellbeing.

How will each student be assessed?

Students will identify 2 main learning points from each topic. They will reflect upon their understanding and recognise subjects for their own further investigation/ research outside the lessons.

What homework will be set?

Homework may be set, at the teacher's discretion, to follow up/reinforce the work covered in class.

How can you help at home?

PSHE topics will always benefit from further discussion at home following that morning's lesson.

Name of Department:

**PHYSICAL EDUCATION**

Year 7

Students will be taught in mixed sex, mixed ability classes for their PE lessons. Modules are generally six weeks in length. PE is a National Curriculum subject and we aim to provide enjoyable, challenging learning experiences for every child. Students are tested at the start of year 7 so that we can allocate them a PE specific target grade.

Term 1 & 2

- Module: Games (invasion) - students will get the opportunity to create their own invasion games, having first been taught the relevant principles and tactics involved. They will then experience "taster" sessions of a range of recognised invasion games. (e.g. Netball, Basketball, Football, Rugby, Gaelic Football)
- Module: Gymnastics - students will work on individual as well as partnered sequences, Using floorwork and apparatus.
- Module: Swimming - students will experience the four main strokes and various skills and activities to develop water confidence and competence.
- Module: Health Related Exercise - this will consist of Cross country and time in the fitness suite learning about the effects of training on the body.
- Module: Outdoor Adventure Activities (orienteeing).
- Module: Dance – students will develop an understanding of the different elements that create a dance

Term 3

- Module: Net Games (e.g. Tennis).
- Module: Striking and Fielding Games (e.g. Rounders, Cricket, Softball).
- Module: Athletics.

How will each student be assessed?

Students will be assessed on their ability to acquire skills, apply skills, and evaluate performance and knowledge of health and fitness. Assessment is largely by observation and questioning, though some written work is occasionally undertaken by students. Peer assessment is a regular feature of PE lessons. Records are kept which will help to inform the Profile which is sent to parents.

What homework will be set?

One piece of written homework will be set for each module.

How can you help at home?

Ensure that correct PE kit is packed, including appropriate footwear and towel. **ALL KIT MUST BE LABELLED.** Encourage students to come to extra-curricular clubs and/or join clubs outside of school. Encourage healthy active lifestyles, especially with respect to diet and hygiene. Please write a note if your child is unable to take part for any reason. Remind students to put wallets, jewellery and other valuables into the valuables box. Remind students that no jewellery is to be worn in lessons. Pupils are reminded that only school tracksuits are allowed to be worn in lessons.

Year 7

Students have three lessons per week where they will be studying the syllabus called 'The Way'. The key theme running through the year is 'Faith revealed in the Old Testament, the Church and the person of Christ', although, as in all years, we unpack the key elements of our faith including the sacraments and the human person. When it is appropriate key events in the Church's liturgical year are studied. Each form group will have the opportunity to go on an awayday as part of the RE entitlement.

Term 1

Throughout this module students will consider the importance of revelation and faith as presented through Old Testament stories. Students will learn and reflect on who God is and how he makes himself known to us. Particular focus is given to God's covenant with Abraham. Later in the term the focus is upon God's promises being fulfilled. Here students will learn and explore about the exile of the chosen people as well as identifying similar aspects in the lives of people today.

Term 2

In this unit we explore the Christ as Saviour. Students are encouraged to deepen their understanding of the message of John the Baptist and reflect on the demands it makes on us. A key focus here is upon the Beatitudes and ways in which we can live by them today. Later in the term students learn about the spread of Christianity and the beginnings of the early church. A central theme here is how Jesus gave his mission, power and authority to the apostles and what this means for us today. Later in the term students will study other faith backgrounds in order to appreciate the rich diversity that exists in our world. In particular they will focus on developing their knowledge and understanding of the Sikh religion.

Term 3

During this term students consider the sacramental life of the Church with specific focus on Baptism, Reconciliation and Anointing of the Sick. In exploring the sacraments students are encouraged to deepen their understanding and reflect upon how they can help us on our faith journey.

How will each student be assessed?

There will be a variety of ways in which the students will be assessed. They will range from assessment of classwork and weekly homework tasks, extended project / research pieces to a formal exam in the summer term on all work covered since September.

What homework will be set?

Homework will be set once each week. This may not always be a written piece. Students may be asked to find out information or to read an article or reflect on a biblical story. Some assessment pieces require two or three homework sessions to complete. Students will be equipped with a 'brief' so that they may plan their time effectively.

How can you help at home?

It would be helpful for students to have access to a Bible, preferably a 'Good News' version. Some homework tasks may involve students seeking advice from parents. Your support would obviously be appreciated.

Name of Department:

**SCIENCE**

Year 7

There are three lessons per week.

Term 1, 2 and 3

The following topics will be taught throughout the academic year:

**Biology**

- 7A Cells, tissues, organs and systems
- 7B Sexual reproduction in animals
- 7C Muscles and bones
- 7D Ecosystems
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**Chemistry**

- 7E Mixtures and separation
- 7F Acids and alkalis

- 7G The particle model
- 7H Atoms, elements and molecules

**Physics**

- 7I Energy
- 7J Current electricity
- 7K Forces
- 7L Sound

The exact order will depend on the student's teacher.

Each student has been given a Pearson Active Learn login so that they can access online Homework Practice and support materials as well as an *Exploring Science: Working Scientifically digital text book*. These can be accessed online at <https://www.pearsonactivelearn.com> In class text books will be used for classwork and homework may be set from the online digital textbook.

How will each student be assessed?

There will be three 25 minute assessments one in each term. These are based on Key stage 3 questions from Testbase. During the year, students will be given APP assessments to assess individual scientific skills like planning, presenting and analysing data. There will be 3 APP assessments in year 7.

What homework will be set?

Homework is set once a week. A variety of activities are included.

How can you help at home?

Parental help is very useful to the students both with help to revise work for assessments and to assist with learning the corrections to the assessments. Time is set aside to go through assessment work so students have the correct answers to questions. These assessment papers and corrections need to be kept safely at home as they can be used for revision for the student's KS3 internal assessments. Please encourage students to watch scientific documentaries, visit the library and read about science as well as visiting websites, e.g.: [www.bbc.co.uk/science](http://www.bbc.co.uk/science).