

**Blessed Hugh Faringdon
Catholic School and Sixth
Form Centre**



'True Teaching'

**YEAR 7
2023 - 2024**

**Curriculum Booklet
to assist Students and
Parents**

"Outstanding School"
Section 48 Inspection



Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2023

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

In addition to the all-important one-to-one contact with the school, we also offer the following technologies:

- 1 Microsoft Teams
- 2 SIMS Parent App
- 3 Class Charts
- 4 GroupCall
- 5 School Website
- 6 Twitter
- 7 Instagram
- 8 Weekly Head's Up Newsletter

Details of the above may be found in the Parent Guide.

If you need clarification of any of these details, please contact the school to speak to the relevant Subject Leader or Head of Year.

Yours sincerely

A handwritten signature in black ink, reading 'Simon R. Uttley'.

Dr Simon Uttley
Headmaster

2023/2024

Head of Year 7

Miss L Heaver – l.heaver@hughfaringdon.org

Tutors:

TutorGroup	Tutor	E-mail Address
7DB	Miss A Buckley	a.buckley@hughfaringdon.org
7MK	Mr R Howse	r.howse@hughfaringdon.org
7ML	Mr C Saumarez	c.saumarez@hughfaringdon.org
7MT	Miss T Hobson	t.hobson@hughfaringdon.org
7OR	Mr D Naches	d.naches@hughfaringdon.org
7BL	Mrs M Mandal	m.mandal@hughfaringdon.org

RELIGIOUS EDUCATION

Year 7 Programme of Study

Subject Leader, Mrs L Amieiro

AUTUMN: Term 1 Creation and Covenant – The Wonderful world around us.

Core Skills: Questions about why RE is a core subject and debates about why it is an important subject to study while at school. Knowledge about the creation stories and the catholic church's teachings on evolution and science. An introduction to catholic social teaching and environmental issues.

AUTUMN: Term 2 Prophecy and Promise -. Exploring the Bible as a sacred text.

Core Skills: To develop a knowledge and understanding of the Bible as a sacred text.
To explain the importance of scripture in a religious tradition.

SPRING: Term 3 Galilee to Jerusalem – The identity of Jesus, his actions, titles ascribed to him, e.g., Messiah

Core Skills: To develop a knowledge and understanding of Jesus through his teaching and actions.
To understand the different names and titles Jesus has.

SPRING: Term 4 Dessert to Garden - An understanding of the Eucharist

Core Skills: To know and appreciate the significance of the catholic teachings of the eucharist. To also explore the catholic culture of eucharistic processions. Students will also explore the ethical issue of world hunger; this is linked with catholic social teachings especially preferential option for the poor.

SUMMER: Term 5 To the ends of the earth – Pentecost: then and now

Core Skills: Knowledge and understanding of Pentecost at the time of the disciples but also today through the sacrament of confirmation. Students will engage with cultural capital through an exploration of Pentecost celebrations around the world.

SUMMER: Term 6 Dialogue and encounter – Christian communities

Core Skills: Knowledge and understanding of the wider Christian community. To discover how denominations came to be and to better understand the communities of other Christian groups.

Equipment:

Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to Year 7s during the year.

Homework:

PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

Assessment Schedule:

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

Recommended Reading / Useful Websites:

- [Home \(catholiceducation.org.uk\)](http://catholiceducation.org.uk) (Catholic Resource classroom resource material)
- [YOUCAT | Catechism for beginners](http://youcat.org) (for youth Catholic catechesis)
- [CAFOD education resources for primary and secondary schools](http://cafod.org.uk)
(CAFOD Education resources – helpful for catholic social teachings)
- [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk) (Religious Studies on the web).
- [Resources - RE:quest \(request.org.uk\)](http://request.org.uk) (Religious Studies on the web).

Extra Resources for Gifted and Talented:

- Extended vocabulary provided in glossary.
- [Additional](#) videos and discussion ideas can be found on the websites linked above.

Extra Resources for Basic Skills students:

- Keywords provided on request or “Children’s Bible”.
- Sentence structure prompts given in lesson but can be sent home for Homework.

ENGLISH

Year 7 Programme of Study

Subject Leader, Mrs P Shaw

A collection of extracts, novels, poems and scripts to enthuse and challenge. All schemes of work merge key skills needed at KS3 – reading, writing and the spoken word.

AUTUMN: *Term 1*

Transition and Adrian Mole There is a Writing assessment

The wonderful world of autobiography, Students learn a variety of key skills:

Transition skills: inferences, critical reading, quotation, prediction, vocabulary, punctuation, sentence construction

Writing: Prediction, summary, autobiographical/recount writing, creative writing.

Core Skills: Comprehension, analytical skills, creativity, group work, fact versus fiction, recount and narrative writing, vocabulary, stylistic features.

AUTUMN *Term 2*

Noughts and Crosses – the Drama This is a reading assessment based on character.

A moving portrayal of the injustices of racism, the importance of identify and using your voice for good.

Reading: Empathy, setting, sequencing, narrative, dramatic techniques, structure, and analysis

Speaking and Listening: Characterisation, the use of voice for effect, movement, and proxemics.

SPRING *Term 3*

A Monster Calls This is a reading assessment based on character

The novel 'A Monster Calls' a beautiful and profound story of a young boy's journey into adolescence, with a touch of magic and coming to terms with loss/tragedy. It contains many relevant and contemporary issues.

Reading: Character, group work, inferences, quote choices, analysis, evaluation, sequencing, comprehension, narrative, prediction, comparison.

Core Skills: Comparison, use of analytical writing essay style, character, plot, story-writing, personal response to literature, analysis, synthesis.

SPRING *Term 4*

An introduction to the Victorian Canon of Literature with The Hound of the Baskervilles

This is a writing assessment on narrative and genre: write a detective story

Reading: Decoding and comprehension of 19C texts and learning useful vocabulary from that period.

Writing: Writing a story using narrative features and components of the genre to facilitate authenticity.

Speaking and Listening: Class discussion

Core Skills: Writing narratives (story telling).

SUMMER *Term 5* **Travel Writing**

An exploration of Wyrd Sisters that will use higher level comedy preparing students for some aspects of Literature at KS4.

Writing: Students will learn how to use writing to imagine and explore as they recount real or imagined travel experiences within this world or others.

Speaking and Listening: Drama readings and performance

SUMMER *Term 6* **British Poetry and The Tempest** **This is a writing and SPL assessment**

The creation of poetry (riddles, kennings and limericks) alongside the study of different eras and styles of poetry. This is a writing section but will include reading skills.

Reading: Decoding and analysing the effect of dramatic language, devices, structure, and the impact of context.
Understanding the link between a variety of British culture and poetry including war poetry and BAME poetry.

Writing: The creation of their own poetry, consideration how to manipulate form and meaning.

Core Skills: Significance of context, language comprehension, creative writing, writing for effect, vocabulary, the significance of structure and the crafting of poetic devices.

Equipment:

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:

One piece of written homework per week via EL Menu

Assessment Schedule:

Baseline testing. Summative assessment of core skills.

Formative assessment throughout units and summative at the end of each.

Recommended Reading:

Jason Reynolds, Malorie Blackman, and as above.

Regular sustained practice of reading skills essential, including websites and newspapers and/or magazines.

Extra Resources for Gifted and Talented:

- www.poetry.about.com
- www.homeworktips.about.com

Extra Resources for Basic Skills students:

- www.homeworktips.about.com
- www.Shakespeare.about.com

MATHEMATICS

Year 7 Programme of Study

Subject Leader: Mrs J Hulin

Introduction to Key Stage 3 Maths	Using a Calculator, Compass Skills,
Number 1	Money, Time, Order of Operations Types of Number
Algebra 1	Expressions Formulae
Number 2	Working with Decimals
Geometry 1	Unit Conversion, Perimeter Area
Ratio and Proportion 1	Working with Fractions Working with Percentages
Probability 1	Calculating Theoretical Probability Calculating Experimental Probability
Geometry 2	Drawing Accurately Angle rules
Dinosaur Maths Project	Enlargement Measure Using Ratio and Proportion

Equipment:

Pen, pencil, eraser, and pencil sharpener

Maths set to include ruler, 180 degree protractor and pair of compasses

Scientific Calculator: Casio [FX-83GT CW](#) or Casio [FX-85GT CW](#)

Maths Sets and calculators are available on parent pay, individually or as a bundle.

Homework:

Topic based homework set once per week.

Assessment Schedule:

Mini Assessments at the end of each unit

Termly Assessments combining all prior learning

Recommended Reading/Useful Websites:

- www.mymaths.co.uk
- www.bbc.co.uk/schools
- KS3 Maths: Core Book 1, ISBN: 9781292280059
- Murderous Maths by Poskitt Kjartan
- The Phantom Tollbooth by Norton Juster

Extra Resources for Gifted and Talented:

- <https://nrich.maths.org/>
- [Junior Mathematical Challenge archive | UK Mathematics Trust \(ukmt.org.uk\)](#)
- KS3 Maths: Depth Book 1, ISBN: 9781292280028
- Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart
- Professor Stewart's Casebook of Mathematical Mysteries Kindle by Ian Stewart

Extra Resources for Basic Skills students:

- <https://www.nationalnumeracy.org.uk/>
- <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/>
- KS3 Maths: Support Book 1, ISBN: 9781292279961
- The Miscalculations of Lightning Girl by Stacy McAnulty

SCIENCE

Year 7 Programme of Study

Subject Leader, Miss M Dimbylow

AUTUMN: Term 1 **Chemistry**

- Scientific skills
- Particles
- Acids and Alkalis
- Metals and reactions

Term 2 Physics

- Earth and solar system
- Forces
- Motion

SPRING: Term 3 **Biology**

- Cells
- Respiration
- Body systems

Term 4 Chemistry

- Separating mixtures
- Structure of the earth

SUMMER: Term 5 **Physics**

- Waves basics
- Sound
- Light

Term 6 Biology

- Human reproduction
- Puberty
- Plants and photosynthesis

Equipment: **Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue**

Homework: **A variety of tasks – written exercises, calculations, research, creative work and investigations.**

Assessment Schedule: **Termly assessment on content covered.**

Recommended Reading / Useful Websites:

- BBC Bitesize
- KS3 Science revision guide

Extra Resources for Gifted and Talented:

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

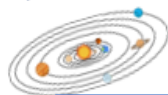
Extra Resources for Basic Skills Students:

- Differentiated worksheets
- Support with practical's

SIXTH FORM

College

Apprenticeship



Solar System, Star Life Cycles
Red Shift
FORCES:



Transformers & the
National Grid
Magnetism & Motor Effect
ELECTRICITY & MAGNETISM:

Trophic Levels,
Food Production
Adaptations,
Interdependence &
Competition, Ecosystems,
Biodiversity
INTERDEPENDENCE:



Alkenes, Alcohols,
Carboxylic Acids,
Polymerisation
Crude oil
EARTH:



DNA, Cloning
GENETICS & EVOLUTION:
Reproduction, Variation &
Evolution, Genetics &
Evolution, Classification

EARTH:

Earth's atmosphere, Greenhouse Gases,
Climate Change, Pollutants, Potable Water,
Life Cycle Assessments, Recycling

Extracting Metals, Using
Materials, The Haber Process



QUANTITIES & EQUATIONS:

Purity, Formulations,
Identification of unknown
substances
Identification of positive
and negative ions

WAVES:

Waves, EM Spectrum
Sound waves,
Lenses, Black Body
Radiation

**YEAR
11**

Monoclonal Antibodies
Plant Disease

MICROBES & HEALTH:
Communicable diseases, Defense
against diseases, Drug development

Static Electricity

Series and Parallel Circuits, Domestic
Uses and Safety, Energy Transfers,
National Grid
ELECTRICITY & MAGNETISM:

Titration

Reactivity of Metals, Extraction
of Metals, Reactions of Acids,
Acids and pH, Electrolysis
TREND & PATTERNS:

The brain & Eye, Control of
Body Processes, Infertility
Treatments, Plant Hormones
Homeostasis, Human Nervous
System, Hormonal Coordination,
Hormones & Reproduction
CELLS & SYSTEMS:

QUANTITIES & EQUATIONS :

Chemical measurements,
Using Amount of substance,
Concentrations
Yield & Atom Economy,
Using Concentrations

INTERDEPENDENCE:

Photosynthesis,
Respiration,
Metabolism

ENERGY:

Isotopes, Atoms &
Nuclear Radiation
Hazards & uses,
Fission & Fusion

PHYSICAL CHEMISTRY:

Exothermic & Endothermic
Reactions, Energy Changes, Rates
of Reactions, Reversible Reactions
Chemical Cells

FORCES:

Forces & Interactions, Forces &
Elasticity, Forces & Motion, Newton's
Laws
Moments, Levers &
Gears, Fluid Pressure

**YEAR
10**

Nanotechnology

Ionic, Covalent and Metallic
Bonding, Allotropes of Carbon
PARTICLES:



Energy Stores and Systems, Energy
Changes, National & Global Resources
ENERGY:



Culturing
Microorganisms
Cell Structure, Cell Division,
Transport in Cells
CELLS & SYSTEMS:

ENERGY:

Density, Internal and External
Energy Transfers, Gases
Gas Pressure

CELLS & SYSTEMS:

Human organ and organ systems
Plant organs and organ systems



PARTICLES:

The atom, The Periodic
Table, Group 1, 7 and 0
Transition Metals

**YEAR
9**

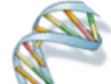
What happens to the
energy in the world?
ENERGY:

Do all chemicals react the
same?
PHYSICAL CHEMISTRY:

Why do all living organisms
depend on each other?
INTERDEPENDENCE:

CELLS & SYSTEMS:

How do our bodies work?



ELECTRICITY & MAGNETISM:

How does a lightbulb work?
Why do I get a shock from a
trampoline?

GENETICS & EVOLUTION:

Can we help plants adapt?



EARTH:

Are humans causing the earth to
change more quickly?

**YEAR
8**

Why are living things
similar but different?
GENETICS & EVOLUTION:



Why are substances
different?
TRENDS & PATTERNS:

What does it mean to be
alive?
CELLS & SYSTEMS:

What is everything
made from?
PARTICLES:

WAVES:

How do we see and
hear the world around
us?



EARTH:

Is the Earth
changing?



FORCES

How do we fit into the
universe around us?



**BEING A
SCIENTIST**



**YEAR
7**

Year 7 Programme of Study

Subject Leader, Miss J Greaves

AUTUMN *Term 1*

Sketchbook Cover Design

Core Skills

- Draw from observation
- Use research to support design development
- Develop analytical and communication skills through peer and self-assessment
- Develop pencil skills: tonal scales and blending techniques
- Identify and describe the visual elements

Term 2

Illuminated Letter Relief Panel

Core Skills

- Using colour schemes
- Experimenting with texture and pattern
- Mixing tints, shades and hues using paint

SPRING *Term 3*

Crazy Characters

Core Skills

- Develop ideas through experimentation
- Communicate mood and emotion through colour, gesture and expression
- Experiment with watercolour techniques
- Characterisation: emotion and story telling
- Apply basic colour theory
- Use aerial perspective to create depth
- Developing designs from direct observation

Term 4

Spring Still Life

Core Skills

- Contrast each visual element to change moods
- Explore composition (cropping and diptych)
- Blending techniques with oil pastel
- Explore texture and pattern
- Mixed-media techniques

SUMMER *Term 5*

Interiors and Exteriors

Core Skills

- Draw forms and structures
- Use tone and contours to create the illusion of form
- Research contextual sources
- Use linear perspective to create the illusion of space and depth
- Identify different architectural styles

Term 6

Independent Challenge Project

Core Skills

- Refine ideas as work progresses through experiments with materials and techniques
- Respond to thematic starting points
- Develop ideas through investigations informed by research
- Record ideas visually and through written annotation, using appropriate specialist vocabulary
- Realise personal intentions

Equipment: 2B pencil, eraser, writing pen, colouring pencils, sharpener, sketchbook

Homework:

Artist research (using internet), gathering resources for practical work, drawing from observation, and completing classwork.

Assessment Schedule:

- Summative assessment at end of each project
- Regular verbal feedback throughout the project with formative written feedback at key points
- Students will peer and self-assess regularly and complete an end of project evaluation

Recommended Reading / Useful Websites:

- www.tate.org.uk/kids
- www.jonburgerman.com
- www.okeeffemuseum.org/

Google search engine for research into famous artists and topic specific images

Extra Resources for Gifted and Talented:

- Art Club
- Extension activities within each project / opportunity to develop work in own direction
- Examples of high-level outcomes to provide challenge

Extra Resources for Basic Skills Students:

- Paired/group work opportunities
- Basic skills worksheets
- Scaffolded activities and close teacher guidance

COMPUTER SCIENCE

Year 7 Programme of Study

Subject Leader, Mr A Fleming

Objectives:

The Year 7 curriculum focuses on introducing students to computer science, its key principles, and the gives the opportunity to apply these to solve problems.

Content comprises an introduction to the following topics:

AUTUMN: Term 1: Impact of Technology including E safety

Term 2: Modelling data using spreadsheets.

SPRING: Term 1: Networks from semaphores to the Internet

Term 2: Programming essentials using Scratch part 1

SUMMER: Term 1: Programming essential using Scratch part 2

Term 2: Using media, gaining support for a cause

Equipment: Standard school equipment

Homework: This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks.

Assessment Schedule: Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

DESIGN AND TECHNOLOGY

Year 7 Programme of Study

Subject Leader, Mr C Saumarez

The Year 7 curriculum consists of the following focus areas and is aimed at providing students with an opportunity to consolidate their prior learning of Design and Technology and to deliver key skills.

Food and Nutrition:

Students are introduced to the subject, focusing on hygiene, safety, and the early skills of cookery. Students follow set recipes, providing them with a range of skills, helping them to expand their repertoire of cooking abilities. They are, also, introduced to underpinning knowledge of the macronutrients in the diet and the correct and safe usage of the kitchen equipment.

Students will take part in a variety of practical lessons and will learn about healthy eating. Students will cook a variety of different items whilst learning about traditional cuisines and local produce, including the following:

- Fruit smoothie
- Egg cookery (Omelette and Croque Monsieur)
- Fajitas
- Vegetable salad
- Local seasonal soup
- Fruit Crumble

These projects will form the platform for them to progress into subsequent applications confidently and safely.

Product Design - Desk Tidy:

Students will design and make a desk tidy from wooden materials. They will be introduced to DT by familiarising themselves with the tools and equipment as well as the health and safety surrounding it. The exploration of materials and their properties, examining similar products and communication of design ideas will help the student in realising their desk tidy. The successful design will lead to measuring, marking out, cutting and assembly. Students will learn how to follow an iterative design process.

Product Design - Mini Torch Key Ring:

This project introduces electronics and skills in designing and making with plastic. Students will apply their knowledge of design processes; use CAD and CAM to enhance quality and accuracy; and make links to industry practices. This project reinforces the skills learned in the previous project and encourages students to be more independent in their learning. The sides of the mini torch - as well as the components placed inside the foam insert - are machined using Computer Aided Manufacture (CAM).

Extra Resources – Extended Learning Booklet:

The nature of tasks include researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Health and safety
- Target Market research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding specific design styles
- Students will also be able to view exemplar materials

Opportunities to develop learning further:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work
- Use of 3D modelling and 3D printing
- Designing for a specific user or target
- Developing a range of other products based on concept

What Equipment is needed:

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil	Pencil sharpener
Black or blue pen	30cm ruler
Colouring pencils	Glue stick
Eraser	Small craft scissors

The following equipment is recommended to pupils as it will assist in the enhancement of presentation and with further achievement:

Black fine liner
Range of lead pencils 2B-4H
An image book, any size for storing images and inspiration
Compass

Why are Extended Tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder or a self-choice project. Look at YouTube / TV programmes, e.g. 'How it's made'

For Food and Nutrition, it is recommended that students watch any related TV programmes such as "Master Chef" and "The Great British Bake-Off". YouTube also has some excellent demonstrations of cooking techniques.

Assessment Schedule:

The duration of the focus areas is between 8 to 12 weeks (one double lesson or two single lessons per week). At the end of each rotation, students will be assessed on their current progress towards their KS4 target grade: 'Developing, Securing or Extending'.

Wider Reading and Useful Websites:

Design and Technology is constantly evolving and is present in our everyday lives. The students are introduced to great pioneers such as James Dyson and Isambard Kingdom Brunel to understand how the discipline has evolved. The students are then encouraged to find out what inspires them.

Visit these websites for ideas to support the learning of Design and Technology /Food and Nutrition:

- <https://www.jamesdysonfoundation.co.uk/>
- <https://www.stem.org.uk/home-learning/secondary-design-technology>
- www.technologystudent.com
- www.foodafactoflife.org.uk/index.aspx

Applications using smart phones and tablets:

There are a number of excellent apps that can act as inspiration and support students in design research. Pinterest and Flipboard are good initial sources.

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following websites to support learning, and if you find any others, please e-mail the D+T / Food + Nutrition teachers via the school.

Design Process:

www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.dtonline.org/apps/menu/app?1&0
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk

Product Design:

www.howstuffworks.com
www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.dtonline.org
www.design-council.org.uk
www.cadinschools.org/showcase/default.asp
www.robots.net
www.plasticsresource.com

DRAMA

Year 7 Programme of Study

Subject Leader, Mrs S Thompson

AUTUMN: *Term 1*

Performance Skills

Core Skills:

- To know the key skills needed for performance.
- To be able to apply physical and vocal skills to communicate emotions and character to the audience.
- To understand how to describe skills effectively to explain the success of a performance.

Term 2

Creating a Character

Core Skills:

- To be able to examine a text and identify the key features of a character through dialogue.
- To understand how to apply performance skills to express a character to the audience.
- To be able to articulate what a successful performance of a character looks like.

SPRING: *Term 3 and 4*

Stage and Design

Core Skills:

- To know the key skills needed to design for performance.
- To be able to apply design skills to create a desired mood and atmosphere.
- To understand how colour, texture, shape, etc. can be used to create a specific meaning for the audience.
- To be able to create a design concept based on a play.
- To know how to apply design skills to create a desired design outcome appropriate for a play

SUMMER: *Term 5 and 6*

Conventions and Text

Core Skills:

- To know the key conventions that can be used to make theatre more engaging.
- To be able to apply conventions accurately to convey a desired meaning for the audience.
- To understand how different conventions can be used to highlight themes to an audience.

Equipment: Pen / pencil and imagination

Homework: Complete work not finished in class

Assessment Schedule: Formative assessment at end of each term

AUTUMN:

Term 1 and 2

LA RENTRÉE

- Meeting people
- Numbers
- Age
- Alphabet
- Days of the week
- Months of the year
- Birthdays
- Cultural knowledge: Christmas in France

Core Skills:

- Developing vocabulary
- Accurate pronunciation and intonation
- Reading comprehension
- Listening and responding

SPRING:

Term 3 and 4

EN CLASSE

- What's in my classroom
- Colours
- Instructions
- Telling the time using the 24 hour clock
- School subjects
- Likes and dislikes using *-er* verbs
- Your school day
- Cultural knowledge: Learning about a typical French school

Core Skills:

- Memorising vocabulary
- Applying grammar: using adjectives correctly
- Expressing opinion
- Accurate pronunciation and intonation
- Listening and responding
- Developing writing skills
- Translation into English

SUMMER:

Term 5 and 6

MON TEMPS LIBRE ET MA VIE DE FAMILLE

- Weather and seasons
- Sports
- Activities you do
- Hobbies and opinions
- Talking about animals
- Describing family
- Describing yourself (physical attributes and personality)
- Cultural knowledge: learning about bank holidays in France

Core Skills:

- Using regular -er verbs in the present tense
- Working with a partner, asking and answering questions
- Recognising key vocabulary in listening and reading tasks
- Forming the plural of nouns
- Using different forms of the word 'my'
- Developing independent reading skills
- Improving speaking skills using accurate pronunciation and intonation

Equipment:

Textbook Dynamo 1, Dynamo workbook, exercise book
A French-English/English-French dictionary is essential

Homework:

As per homework timetable
Frequent learning of vocabulary / phrases

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- www.languageut.com - Each student will be given login details to access this online platform
- <https://www.zut.org.uk>
- KS3 French - BBC Bitesize

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

AUTUMN:

Term 1 and 2

MI VIDA

1. Introducing yourself
2. Talking about your personality
3. Age
4. Brothers and sisters
5. Birthdays, numbers and alphabet
6. Cultural knowledge: Christmas in Spain

Core Skills:

- Accurate pronunciation and intonation
- Translation into English
- Forming and answering questions
- Developing vocabulary
- Listening and responding

SPRING:

Term 3 and 4

MI TIEMPO LIBRE

1. What you like doing
2. Giving opinion using **Me gusta**
3. What you do in your spare time
4. Using -ar verbs in the present tense
5. Describing the weather
6. Using **cuando**
7. Sports
8. Using **hacer** and **jugar**

Core Skills:

- Opinion and discussion
- Expressing ideas
- Translation into English
- Reading comprehension
- Grammatical structure: the infinitive/ irregular verbs
- Developing vocabulary

SUMMER:

Term 5 and 6

MI INSTI

1. School subjects
2. Opinions
3. Using **Me gusta el/la/los/las**
4. Describing your school
5. Using the correct Word for 'a, some and the'
6. Talking about break time
7. Using -er and -ir verbs
8. Understanding details about a school

Core Skills:

- Developing vocabulary
- Grammatical structures (*Me gusta*)
- Accuracy in grammar
- Expressing ideas
- Reading comprehension
- Tenses: present
- Listening and responding
- Speaking coherently and confidently

Equipment:

- Textbook Viva 1, exercise book
- A Spanish-English/English-Spanish dictionary is essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases.

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- KS3 Spanish - BBC Bitesize
- BLOG - MORGAN MFL

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects about Spanish culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

GEOGRAPHY

Year 7 Programme of Study

Acting Subject Leader, Mrs E Alexander

AUTUMN: *Term 1*

Introduction to the UK

- Four and six figure grid references
- Compass points and direction
- Photograph interpretation
- Contour lines

Core Skills: Map interpretation skills as above
Literacy – descriptive and explanatory writing
ICT – use of software to add understand of maps

Term 2

Our Physical World

- Earthquake hazards
- Volcanic hazards
- Introduction to Plate Tectonics
- Tsunami and their impacts

Core Skills: Map skills
Maps / atlas work
Internet research

SPRING: *Term 3*

Brazil

- Location
- Physical landscape
- Rural to urban migration
- Challenges for urban poor
- Amazon rainforest
- Deforestation

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

Term 4

Globalisation and development

- What is development?
- Barriers to development
- Does money equal happiness
- Gender inequality
- What is Globalisation?
- Fashion, globalisation and development

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

SUMMER: *Term 5*

Coasts

- Coastal erosion – causes
- Examples of erosion in the UK
- Managing coastal erosion – engineering
- Changing coastlines

Core Skills: Map work
Annotated diagrams
Photo interpretation

Term 6

Weather and Climate

- Weather maps and forecasting
- Factors affecting climate of UK
- World climatic zones
- Causes of rain

Core Skills: Map work skills
Scale
Independent research
Graphicacy

Equipment:

Standard – pen, pencil, rule and colouring pencils. It would also be useful to have access to an atlas at home.

Homework:

Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

Assessment Schedule:

Modular, mid unit and end of unit assessment, with opportunities for peer / self-assessment

Fieldwork:

A field trip to the coast in the summer term

Useful Websites:

- KS3 – Geography BBC Bitesize www.bbc.co.uk/bitesize
- Education quizzes www.educationquizzes.com

Extra Resources for Gifted and Talented:

Gifted and talented pupils are:

- Encouraged to read more widely around the topic being covered
- Encouraged to attend Geography Club
- Provided with specialised tasks in lessons

HISTORY

Year 7 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN: Term 1

The Norman Conquest

What was England like before 1066?

Core Skills:

Chronology
Using evidence
Causation

Term 2

Religion and Medieval England

Why was the Church so important in people's lives?

Core Skills:

Using evidence
Analytical narrative

SPRING: Term 3

The Crusades

Why was Jerusalem worth dying for?

Core Skills:

Using evidence
Change

Term 4

The Problems of Medieval Monarchs

What happened to England's medieval monarchs?

Core Skills:

Interpretations
Causations

SUMMER: Term 5

The Black Death

Was 1348 the end of the world?

Core Skills:

Using Evidence
Change

Term 6

Migration

Who were the first English People?

Core Skills:

Chronology
Interpretations

In addition, we will be also studying the following topics:

Black History Week in October and The Holocaust in January

Equipment:

Fully equipped pencil case. Exercise book

Homework:

Research and enquiry.
Communication of understanding: literacy skills
Information recording. Using ICT. Model making

Assessment Schedule:

Term 1	Source skills and knowledge test
Term 2	Source skills and knowledge test
Term 3	Source skills and knowledge test
Term 4	Source skills and knowledge test
Term 5	Source skills and knowledge test
Term 6	Source skills and knowledge test

Recommended Reading / Useful Websites:

- Relevant "Horrible Histories" – Terry Deary
- BBC website: <http://www.bbc.co.uk/history/forkids/>
- Reading Museum, especially the Bayeux Tapestry copy and its website – <http://www.bayeuxtapestry.org.uk>

MUSIC

Year 7 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN:

Term 1

Introduction to Music

Introduction to keyboard and ukuleles

Core Skills:

Playing chords on Ukulele and Keyboards
Group Performance

Term 2

Playing and Making Melodies

'Changing Places'

Core Skills:

Performance / improvisation / keyboard skills

SPRING:

Term 3

Reggae Music

'Buffalo Soldier'

Core Skills:

Introduction to basic technical skills
on a range of instruments
Key characteristics of Reggae
Off beat chords

Term 4

Focus on Pitch

'Somebody I used to Know' 'Gotye'

Core Skills:

Learn a melody by ear
Understanding melody and pitch
Performing as a class

SUMMER:

Term 5

Hooks and Riffs

'My God is a Rock'

Core Skills:

Identifying and performing
Hooks and Riffs
Key characteristics of Rock
Introduction to basic drum beats

Term 6

Introducing Syncopation

Up Town Funk

Core Skills:

Perform chords in syncopated patterns
Learn chords Am and D
Improvisation
Performance

Equipment:

Keyboards, glockenspiels, guitars, ukulele, guitars, drum kit (Supplied by the school).

Homework:

When appropriate. Often listening tasks based around piece studied.

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

- Recording of the piece: <https://www.youtube.com/watch?v=S5FCdx7Dn0o>
- The History behind the 'Buffalo Soldiers':
<https://www.youtube.com/watch?v=8ol5dqpEcxc>
- Some key facts of Reggae music: <https://wiki.kidzsearch.com/wiki/Reggae>

PHYSICAL EDUCATION

Year 7 Programme of Study

Subject Leader, Mr D Carter

Each tutor group will rotate around each sport throughout the term, so they gain a better understanding of rules and tactics within game play of the various sports.

AUTUMN: Term 1

MT	
OR	
MK	Fitness Testing
ML	
DB	
BL	

Term 2

MT	Fitness
OR	Fitness
MK	Fitness
ML	Fitness
DB	Fitness
BL	

SPRING: Term 3

Girls	Netball
Boys	Football
Mixed	Basketball

Term 4

Girls	Netball
Boys	Table Tennis/ Badminton
Mixed	Football

SUMMER: Term 5

Girls	
Boys	Athletics
Mixed	

Term 6

Girls	Rounders	
Boys	Cricket	Striking and Fielding
Mixed	Softball	

Equipment:

Compulsory: Black shorts, black polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds, indoor trainers, shin pads.

(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)

Optional: Black tracksuit, black and white fleece, plain black skins

Assessment Schedule:

Practical assessment at the end of each unit of work. Our departmental focus is evaluating and improving performance in both skills and game play with tactical understanding.

Recommended Reading/Useful Websites:

www.readingrockets.co.uk	www.berkshirehockey.org.uk
www.rfu.com	www.bbc.co.uk/sport
www.england-netball.co.uk	www.readingac.com
www.skysports.com	www.youthsportstrust.org
www.knowthegame.co.uk	www.readinggirlsfc.co.uk

Extra Resources for Gifted and Talented:

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day. Visiting star performers
- Opportunities to attend county and district trials in a range of sports

Extra Resources for Basic Skills students:

- Use of a range of modified equipment to aid learning
- Close liaison with support staff to maximise pupil progress
- Activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership