

# Blessed Hugh Faringdon Catholic School

*'True Teaching'*



# YEAR 7 2018 - 2019

**Curriculum Booklet  
to assist Pupils and Parents**

*"Outstanding School"*  
June 2018 validation



## Blessed Hugh Faringdon Catholic School



September 2018

Dear Parents

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 son or daughter.

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

1. Show My Homework
2. Parent Portal
3. GroupCall
4. School website
5. Twitter

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, the Head of Year or myself.

Yours sincerely

Dr Simon Uttley  
Headmaster

## 2018 / 2019

### Head of Year 7

**Mrs L Burns**

### Tutors

**7DB**

Miss L Heaver

**7MK**

Miss A Patoucha

**7ML**

Mrs M Edwards

**7MT**

Miss J Greaves

**7OR**

Miss J Carey / Mr P Moore

### Year 7: Homework Timetable: 2018 / 2019

Homework activities will be set on a weekly basis. These will generally take 30 minutes to 45 minutes to complete. In addition, project work may be set as homework following on from work started in school time.

Science – Years 7 and 8 – homework to be set twice per half term by Miss Brambley for all classes, focusing on engagement in Science.

Drama and Music may set tasks to be completed at home as appropriate. D and T homework is set in the form of projects.

All homework must be entered into the appropriate page of the study planner.

Tutor	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7DB</b>	English Maths		RE French	English Geography	Maths History
<b>7MK</b>	English Maths		RE Geography History	English French (wk 1)	Maths French (wk 2)
<b>7ML</b>	English Maths	History	RE Geography	English French	Maths
<b>7MT</b>	English Maths		RE Geography	English History	Maths French
<b>7OR</b>	English Maths		RE	English French Geography	Maths History

# RELIGIOUS EDUCATION

Year 7 Programme of Study

Subject Leader, Mrs L Amieiro

**AUTUMN:** *Term 1* Why do RE?  
Heroes and Heroines – Examining religious leaders

**Core Skills:** Enquiring minds seek to answer questions about why RE is a core subject and why they believe it is an important subject to study while at school. Knowledge about some people and how they have used their religious faith to fight for a cause in which they believe.

**AUTUMN:** *Term 2* I am part of a Community –  
exploring Roman Catholic and other identities, practices and ways of life

**Core Skills** Understanding the importance of relationships in community, and development of knowledge and understanding of the church as a community of believers with Jesus at its centre; including the 7 sacraments. Exploring other community identities in our society and school community today.

**SPRING:** *Term 3* Who is Jesus? Examining the identity of Jesus through his actions, incarnation and titles ascribed to him e.g. Messiah.

**Core Skills:** To develop a knowledge and understanding of Jesus through his teaching and actions

**SPRING:** *Term 4* Lent – fasting, almsgiving and prayer  
Celebration of Holy Week and Eastertide

**Core Skills:** To know and appreciate the significance of the events central to Lent, Holy Week and Easter.

**SUMMER:** *Term 5* Moral Action: People who changed the world

**Core Skills:** Knowledge and understanding of individual's role as witness to the resurrection of Jesus through their moral action and impact on the world. Witnesses past and present from the Christian faith and other beliefs.

**SUMMER:** *Term 6* Islam - How do the Five Pillars affect Muslims?

**Core Skills:** Knowledge and understanding of the Muslim community. To discover how the Muslim teachings of the Five Pillars affect the values and commitments of Muslims.

**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:

[www.catholiceducation.org](http://www.catholiceducation.org)

(Catholic Resource classroom resource material)

[www.catholiccatechist.org](http://www.catholiccatechist.org)

(for Catholic catechesis)

[www.tasc.ac.uk](http://www.tasc.ac.uk)

(Catholic Church of England and Wales)

[www.rsweb.org.uk](http://www.rsweb.org.uk)

(Religious Studies on the web).

## Extra Resources for Gifted and Talented:

Extended vocabulary provided in glossary

[www.reonline.co.uk](http://www.reonline.co.uk)

## Extra Resources for Basic Skills students:

Keywords provided on request or "Children's Bible"

[re-xs.co.uk](http://re-xs.co.uk)

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:** *Terms 1 and 2*      **Roald Dahl – the Collection**

The wonderful, witty world of Roald Dahl: Reading and Writing assessment. Students learn a variety of key skills:

**Reading:** Plot, setting, character, the (WH) questions, evaluation, sequencing, description, narrative.

**Writing:** Prediction, summary, review writing, creative writing.

**Core Skills:** Comprehension, analytical skills, creativity, group work, fact versus fiction, descriptive writing, vocabulary, stylistic features.

### **SPRING:** *Terms 3 and 4*      **Language Changes**

An introduction to the history of the English language. Students will learn about some of the many influences on the English language from Old and Middle English to the effects of technology and the internet.

**Reading** Decoding and comprehension of texts of varying ages. Analysis of Lexis, accent and dialect and effects on audience.

**Writing:** Writing for a variety of audiences and purposes. Analytical skills.

**Speaking and Listening:** Class discussion

**Core Skills:** Significance of context, comprehension, analytical skills..

### **SUMMER:** *Terms 5 and 6*

The novel *'Skellig,'* a beautiful and profound story of a young boy's journey into adolescence, with a touch of magic.

**Reading** Character, group work, analysis, evaluation, sequencing, comprehension, narrative, prediction, comparison.

**Writing** Personal writing, narrative, notes, summary, P.E.E.

**Core Skills** Comparison, use of P.E.E. structure, character, plot, story-writing, personal response to literature, analysis, synthesis.

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

**Homework:** One piece of written homework per week and one piece of reading homework.

**Assessment Schedule:** Baseline testing. Summative assessment of core skills.  
Formative assessment throughout units and summative at the end of each.

**Recommended Reading:** Michael Morpurgo, 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](http://www.poetry.about.com)  
[www.homeworktips.about.com](http://www.homeworktips.about.com).

**Extra Resources for Basic Skills students:** [www.homeworktips.about.com](http://www.homeworktips.about.com)  
[www.Shakespeare.about.com](http://www.Shakespeare.about.com).

# MATHEMATICS

Year 7 Programme of Study (Maths Mastery)

Subject Leader, Ms J Storch

## **AUTUMN:** *Term 1*

Place value of whole numbers up to 10 million  
Addition of whole numbers  
Subtraction of whole numbers  
Addition and subtraction of decimals

### **Core Skills:**

Students will consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals.

## **SPRING:** *Term 3*

Reading scales  
Angles and angle properties of straight lines  
Properties of triangles and quadrilaterals  
2D shape in rich contexts

### **Core Skills:**

Estimate measures, read scales, draw, measure and name angles, angle types, triangles, quadrilaterals.

## **SUMMER:** *Term 5*

Order of operations  
Simplify and evaluate algebraic expressions  
Algebraic generalisation in rich contexts

### **Core Skills:**

Identify variables and relations in familiar and unfamiliar situations within and outside mathematics.

## *Term 2*

Multiplication of whole numbers  
Multiplication of decimals and area of rectangles and triangles.  
Factors and division of whole numbers and decimals.

### **Core Skills:**

Students will select and use appropriate calculation strategies to solve increasingly complex problems.

## *Term 4*

Understand and use equivalent fractions.  
Fractions of amounts.  
Multiply and divide fractions.

### **Core Skills:**

Fractions as numbers, fractions as operators, equivalent fractions, compare and order fractions, multiplicative relationships with fractions, fraction of a quantity, multiply and divide fractions.

## *Term 6*

Pie charts  
Percentages  
Project work

### **Core Skills:**

Students will interpret percentages and percentage changes as a fraction or a decimal, express one quantity as a percentage of another and work with percentages greater than 100%. Students will use, draw and interpret pie charts.

## **Equipment:**

Pen, pencil, ruler, eraser, pencil sharpener, protractor, pair of compasses and scientific calculator.

## **Homework:**

Two homeworks per week

## **Assessment Schedule:**

Pre-learning assessment – start of term  
Post-learning assessment – end of term

## **Recommended Reading / Useful Websites:**

School website  
[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.mymaths.co.uk](http://www.mymaths.co.uk)  
CGP Revision Guide

## **Extra Resources for Gifted and Talented:**

[www.nrich.maths.org/forstudents](http://www.nrich.maths.org/forstudents)  
<http://www.10ticks.co.uk>

Level Up Level 5-7

## **Extra Resources for Basic Skills students:**

Targeting Level 4  
Level Up Access Book Level 2-3

Target Book 1  
<http://www.10ticks.co.uk>

# SCIENCE

Year 7 Programme of Study

Subject Leader, Mr J Hoyland

## **AUTUMN:** *Term 1 and 2*

Four topics are taught in rotation

Enquiry Processes 1  
Energy 1  
Matter 1  
Organisms 1

## **SPRING:** *Terms 3 and 4*

Three topics are taught in rotation

Forces 1  
Reactions 1  
Ecosystems 1

## **SUMMER:** *Terms 5 and 6*

Four topics are taught in rotation

Waves 1  
Earth 1  
Genes 1  
Electromagnets 1

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

**Homework:** Focusing on engagement, 'try it at home' mini experiments and write-ups.

### **Assessment Schedule:**

Formative assessment at the end of each module.  
Termly examination on content covered that term.

### **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.
- Help with practicals.

**AUTUMN** *Term 1***Sketchbook Cover – initial design****Core Skills**

Creating light and dark tones with pencil  
Design development and evaluation  
Basic colour theory  
Exploring cropped compositions

*Term 2***Organic Forms Part 1****Core Skills**

Drawing from observation  
Using colour schemes  
Creating different tones using pencil and pastel  
Mixing tints, shades and hues using paint

**SPRING** *Term 3***Interiors****Core Skills**

Drawing forms and structures  
Using tone and contours to create the illusion of form  
Using colour schemes  
Researching to inform design development  
Design development and evaluation

*Term 4***Exteriors****Core Skills**

Drawing forms and structures  
Using tone and contours to create the illusion of form  
Researching contextual sources  
Experimenting with texture and pattern

**SUMMER** *Term 5***Abstract Patterns****Core Skills**

Exploring patterns and textures  
Print-making  
Experimenting with mixed-media collage techniques  
Constructing sculptures

*Term 6***Independent Challenge Project****Core Skills**

Group Work  
Independent research  
Responding to thematic starting points  
Design development  
Experimentation with materials, techniques and processes

**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.  
Verbal and written feedback throughout with regular homework monitoring.

**Recommended Reading / Useful Websites:**

[www.kids.tate.org.uk](http://www.kids.tate.org.uk)

[www.okeeffemuseum.org](http://www.okeeffemuseum.org)

[www.vangoghgallery.com](http://www.vangoghgallery.com)

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
- Examples of high level outcomes to provide challenge

**Extra Resources for Basic Skills Students:**

- Paired/group work opportunities
- Basic skills worksheets
- Differentiated worksheets

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.

Students will take part in a variety of practical lessons and will learn about healthy eating. Students will cook a variety of different items including the following:

- Fruit smoothie
- Cupcakes and Biscuits
- Fajitas
- Pasta salad

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

### **Baseline Assessment Task (Product Design)**

Students will complete a practical activity which introduces them to the design process and enables them to demonstrate key skills which they will need for next projects. Workshop practices and 3D making skills form a key part of this learning opportunity.

### **Key Fob Mini Torch (Product Design)**

This project introduces electronics and skills in designing and making with plastic. The design process is introduced and practised to develop students' understanding of designing to meet the needs of a target market. Computer Aided Design (CAD) as a drawing tool to aid accuracy and repetition. The sides of the mini torch - as well as the components placed inside the foam insert - are machined using Computer Aided Manufacture (CAM)

### **Name Badge (Product Design)**

This project reinforces the skills learned in the previous project; following a design process and using CAD and CAM to enhance quality and accuracy as well as making a link to industry practices. This also encourages the students to be more independent in their learning.

### **Extra Resources – Extended Learning Booklet**

The nature of tasks could be 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

### **Extra Resources for Basic Skills students and Gifted and Talented students:**

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

### 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 to a self choice project.

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

### Assessment Schedule:

The duration of the focus areas will be between 8 to 12 weeks (one lesson per week). At the end of each rotation, students will be graded upon their design and making skills and given a current working Step (1-9). Students will be given a target step at the beginning of each year, approximately two-thirds of a level increase.

### Wider Reading and Useful Websites:

Design and Technology is everywhere, so students are initially encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products when the inspiration is a little thin

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

<a href="http://www.designandtech.com">www.designandtech.com</a>	<a href="http://www.designandtechnology.info">www.designandtechnology.info</a>
<a href="http://www.technologystudent.com">www.technologystudent.com</a>	<a href="http://www.foodafactoflife.org.uk/index.aspx">www.foodafactoflife.org.uk/index.aspx</a>

### 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 instructions and websites to support learning, and if you find any others please e-mail the D+T / Food + Nutrition teachers via the school.

<b>Design</b>	<a href="http://www.3d-i.org">www.3d-i.org</a>	<b>Product</b>	<a href="http://www.howstuffworks.com">www.howstuffworks.com</a>
<b>Process</b>	<a href="http://www.designandtech.com">www.designandtech.com</a>	<b>Design</b>	<a href="http://www.3d-i.org">www.3d-i.org</a>
	<a href="http://www.bsonline.techindex.co.uk/">www.bsonline.techindex.co.uk/</a>		<a href="http://www.designandtech.com">www.designandtech.com</a>
	<a href="http://www.designinsite.dk/htmsider/home.htm">www.designinsite.dk/htmsider/home.htm</a>		<a href="http://www.bsonline.techindex.co.uk/">www.bsonline.techindex.co.uk/</a>
	<a href="http://www.dtonline.org/apps/menu/app?1&amp;0">www.dtonline.org/apps/menu/app?1&amp;0</a>		<a href="http://www.designinsite.dk/htmsider/home.htm">www.designinsite.dk/htmsider/home.htm</a>
	<a href="http://www.skyscrapers.com/english/index.html">www.skyscrapers.com/english/index.html</a>		<a href="http://www.dtonline.org">www.dtonline.org</a>
	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>		<a href="http://www.design-council.org.uk">www.design-council.org.uk</a>
			<a href="http://www.cadinschools.org/showcase/default.asp">www.cadinschools.org/showcase/default.asp</a>
			<a href="http://www.robots.net">www.robots.net</a>
			<a href="http://www.plasticsresource.com">www.plasticsresource.com</a>

# DRAMA

Year 7 Programme of Study

Subject Leader, Mr J Gudino

## **AUTUMN:** *Term 1*

### **Introduction to drama**

#### **Core Skills:**

To explore the basic skills of drama within a framework.  
To understand how Drama fits into the wider school community.  
To develop positive group dynamics

## *Term 2*

### **Mime and Mirroring**

#### **Core Skills:**

To develop body language skills to create different characters  
To understand the importance of using clear, accurate movement to communicate a specific environment

## **SPRING:** *Term 3*

### **Melodrama**

#### **Core Skills:**

To learn the skills of creating a character through physicality and voice.  
To create stock characters  
To know how Melodrama fits into the wider theatre history

## *Term 4*

### **Missing Person**

#### **Core Skills:**

To be able to create drama on your own, writing and performing it.  
To know how Media plays an important role in making drama  
To understand what help is available to someone who is feeling vulnerable

## **SUMMER:** *Term 5*

### **Medieval Theatre**

#### **Core Skills:**

To learn about Medieval Theatre  
To be able to choose a suitable Bible story to perform  
To know the purpose of a Morality play in teaching audience's lessons and raising awareness of important issues of the day

## *Term 6*

### **Imaginary Friend**

#### **Core Skills:**

To learn how to write and devise a script  
To perform their script in small groups  
To be able to understand and apply a series of drama techniques

#### **Equipment:**

Pen / pencil and imagination.

#### **Homework:**

Complete work not finished in class.

#### **Assessment Schedule:**

Formative assessment at end of each term.

# FRENCH

## Year 7 Programme of Study

Subject Leader, Mrs E Hargreaves

### **AUTUMN:** Term 1

Pupils learn to ask and answer simple questions about themselves in French. They learn basic rules of pronunciation. Greetings, the alphabet, number 1-30, the date, age and birthdays, classroom objects and classroom instructions

#### **Core Skills:**

Memorising vocabulary

### **SPRING:** Term 3

Pupils learn to ask and answer questions about where they live. They also learn to say what time is in French and begin to find their way around an English/French glossary. They learn to talk about where people live, to describe rooms in the house and furniture, to tell the time and use regular – *er* verbs. They should be able to apply the knowledge, skills and understanding of the unit.

#### **Core Skills:**

Working with a partner, asking questions.

### **SUMMER:** Term 5

Pupils express opinions and give reasons for them. They talk about what they and other people like and dislike.

They use a dictionary to look up adjectives and form sentences about their school.

They can ask questions and express their opinions.

They can describe the school day.

They should be able to use numbers from 70 to 100.

They can write short passages in the present tense.

Alternative contexts: daily activities; hobbies; other people

#### **Core Skills:**

Giving opinions. Developing awareness of spelling.

**Equipment:** Textbook, exercise book. A French-English/English-French dictionary is essential.

**Homework:** As per homework timetable. Frequent learning of vocabulary / phrases.

**Assessment Schedule:** According to the calendar for the whole school.

#### **Recommended Reading / Useful Websites:**

<http://www.languagesonline.org.uk>

<http://www.lsfrrench.com/beginners2.html>

<http://www.linguascope.com/> (ask Mrs Hargreaves for username and password)

### Term 2

Pupils learn to talk and write about themselves and other people.

They learn to ask questions using 'Où?', 'Comment?' 'Combien'

#### **Core Skills:**

Improving pronunciation

### Term 4

Pupils use more verbs to describe what they do. They learn new ways of asking questions and develop independent reading skills. They learn to describe where people go using the verb '*aller*' and what people do, using the verb '*faire*'. They learn to ask questions and express opinions.

They should be able to use the glossary fast, reading short texts and talking about hobbies and interests.

#### **Core Skills:**

Reading a passage for information.

Writing a short letter

### Term 6

The final unit builds on much of the prior learning and provides pupils with an opportunity to use the language they have learnt throughout the year to communicate on the subject of hobbies and interests. They can talk about sports and music using the verbs '*jouer*' and '*faire*'.

They can use key vocabulary for days of the week, time and frequency.

They start constructing complex sentences about interests and hobbies and they can use the infinitive after the verb '*aimer*'.

Alternative context; home activities, domestic tasks, school activities, self and family.

#### **Core Skills:**

Improving speaking skills. Creativity.

#### **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

Exchange of pen pal letters with French schools

Projects about French culture

#### **Extra Resources for Basic Skills students:**

Appropriately differentiated tasks

A focus on core vocabulary

The use of writing frames

Learning support in class

# GEOGRAPHY

Year 7 Programme of Study

Subject Leader, Miss J Carey

## **AUTUMN** *Term 1*

### **Map Skills**

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

## **SPRING** *Term 3*

### **India and Population**

Changing face of India and economic growth  
Location and globalisation in Indian cities  
Physical geography of India

### **Core Skills**

Place  
Space  
Physical and human processes

## **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

**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 end of unit. This is either based on the whole of the unit or is a levels test based on part of the unit. Throughout the topics there are also opportunities for peer and self-assessment.

**Fieldwork:** A field trip to the coast

### **Extra Resources for Gifted and Talented:**

All gifted and talented geographers are provided with an enhancement programme during the year.

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

### **Extra Resources for Basic Skills students:**

Basic skills students are encouraged:

- To focus on the main topics being covered.
- To learn the subject specific vocabulary.

## *Term 2*

### **Ecosystems and Tropical Rainforests**

Relationships between physical and human world  
Life in Tropical Rainforest  
Amazonia  
Environmental interaction and sustainable development

### **Core Skills**

ICT based work  
Creative writing  
Map skills

## *Term 4*

### **Rivers**

Factors affecting river flooding  
Local flood risk – Thames and other local rivers  
Protecting from flood damage  
Role of the Environment Agency

### **Core Skills**

Map interpretation  
Scale on maps  
Use of ICT / internet research

## *Term 6*

### **Glaciation**

Where is the world's ice located?  
Glacial melting and global warming  
Landforms associated with glaciation  
People's use of glacial regions

### **Core Skills**

Map skills  
Data interpretation  
Statistics  
Graphicacy

# HISTORY

Year 7 Programme of Study

Subject Leader, Mr M Hryniewicz

## **AUTUMN:** *Term 1*

### **Introduction to Secondary School History.**

What is History and how do we study it?

#### **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**

How did the Black Death change Britain?

#### **Core Skills:**

Using Evidence  
Change

## *Term 6*

### **Migration**

Who were the first English People?

#### **Core Skills:**

Chronology  
Interpretations

### **Equipment:**

Fully equipped pencil case. Exercise book.

### **Homework:**

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

### **Assessment Schedule:**

Assessment 1	Introductory Skills
Assessment 2	Writing historically
Assessment 3	Model making
Assessment 4	Black Death

### **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**

Singing and rhythm work

#### **Core Skills:**

Performance – simple melodies and rhythms

## Term 2

### **Changing Places**

Playing melodies, improvisation and structure

#### **Core Skills:**

Performance / improvisation / keyboard skills

## **SPRING:** Term 3

### **Rock Music**

*'My God is a Rock'*

#### **Core Skills:**

Ensemble performance, solo performance,  
Instrumental / vocal skills

## Term 4

### **Reggae**

*'Buffalo Soldier'*

#### **Core Skills:**

Group work, core understanding  
Composition

## **SUMMER:** Term 5

### **Pop Music**

*'Just the way you are'*

#### **Core Skills:**

Ensemble performance, solo performance  
Instrumental / vocal skills

## Term 6

### **The Elements of Music**

#### **Core Skills:**

Composition  
Music theory  
Score reading

### **Equipment:**

Keyboards, glockenspiels, recording equipment, stereo, guitars, drum kit, African drums.

### **Homework:**

When appropriate. Often listening tasks based around piece studied.

### **Assessment Schedule:**

End of each half-term.

### **Recommended Reading / Useful Websites:**

[www.mtrs.co.uk/linksw.htm](http://www.mtrs.co.uk/linksw.htm) has links to just about anything to do with music.

### **Extra Resources for Gifted and Talented:**

Students are encouraged to perform a wider number of parts on a range of instruments.

### **Extra Resources for Basic Skills students:**

Students are encouraged to perform simple parts but to a higher standard.

# PHYSICAL EDUCATION

Year 7 Programme of Study

Subject Leader, Miss L Heaver

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 Double Rugby  
OR Double Rugby

MK Double Rugby  
ML Double Rugby  
DB Double Rugby

## *Term 2*

MT Double **Invasion Games** (Netball, Football, Hockey, Basketball)  
OR Double

MK Double **Invasion Games**  
ML Double (Netball, Football, Hockey)  
DB Double

## **SPRING:** *Term 3*

MT Double Trampoline, Dance, Gym  
OR Double Trampoline, Dance, Gym

MK Double Trampoline, Dance, Gym  
ML Double Trampoline, Dance, Gym  
DB Double General Fitness

## *Term 4*

MT Double **Net and Wall Games**  
OR Double (Badminton, Table Tennis)

MK Double **Net and Wall Games**  
ML Double (Badminton, Table Tennis, Tennis)  
DB Double

## **SUMMER:** *Term 5*

MT Double Athletics  
OR Double Athletics  
MK Double Athletics  
ML Double Athletics  
DB Double Athletics

## *Term 6*

MT Double Striking and Fielding  
OR Double Striking and Fielding  
MK Double Striking and Fielding  
ML Double Striking and Fielding  
DB Double Striking and Fielding

## **Equipment:**

**Compulsory:** Black shorts, black crested polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds and indoor trainers (**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, black/white 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](http://www.readingrockets.co.uk)  
[www.rfu.com](http://www.rfu.com)  
[www.england-netball.co.uk](http://www.england-netball.co.uk)  
[www.skysports.com](http://www.skysports.com)  
[www.knowthegame.co.uk](http://www.knowthegame.co.uk)

[www.berkshirehockey.org.uk](http://www.berkshirehockey.org.uk)  
[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)  
[www.readingac.com](http://www.readingac.com)  
[www.youthsportstrust.org](http://www.youthsportstrust.org)  
[www.readinggirlsfc.co.uk](http://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.