

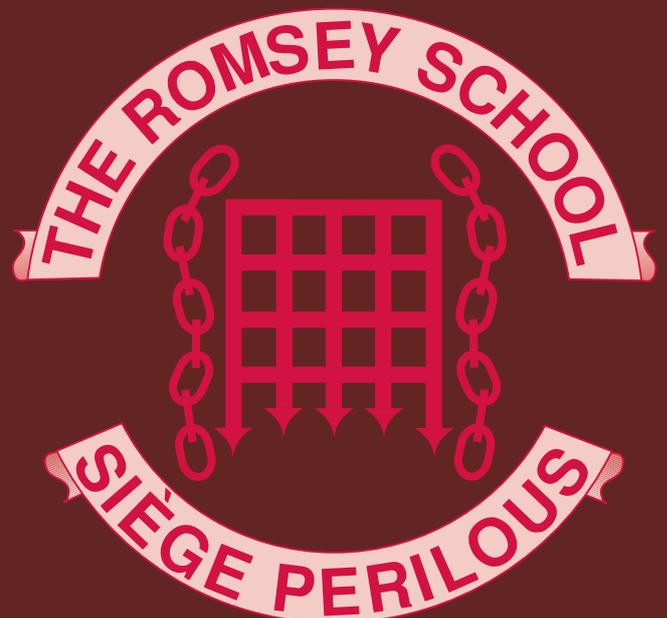
Year 7

Key Stage 3

Programme of Study

2018/2019

Parents' Guide



Introduction

This booklet is intended as a summary guide for parents of pupils in Year 7. The aim is to give an outline of the topics covered under each subject in order for you to have an idea of what is being studied when, throughout the year until July 2019.

As always, if you have a need for further information on a subject area or the progress of your child, then please contact their subject teacher, Tutor or Progress Leader.

Many thanks.

A handwritten signature in black ink that reads "Colm McKavanagh". The signature is written in a cursive style with a light blue rectangular background behind it.

Colm McKavanagh
Headteacher

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Assessment without levels

What is our rationale?

To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.

How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:

Descriptor, in relation to age related expectations	What this means for your child's attainment in that subject area	Current attainment suggests the pupil is on track to achieve new GCSE grades...
Working well above	Your child's attainment is at least a year and a half above national age related expectations in this subject	Grades 7, 8, 9
Working above	Your child's attainment is approximately a year above national age related expectations in this subject	Grade 6
Working at	Your child's attainment is in line with national age related expectations for this subject	Grades 4, 5
Working towards	Your child's attainment is approximately half a year below what children are expected to attain in this subject	Grades 2, 3
Beginning to work towards	Your child's attainment is at least a year below what children are expected to attain in this subject	Grade 1

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

What is 'Learning to Learn' at the Romsey School?

At Romsey School, we believe that in order to be well prepared for life beyond school, pupils need to master a whole range of skills which transcend the individual subject disciplines. Therefore we advocate the method(s) of metacognition. This means that we teach pupils 'how' to learn as well as teaching the subject content. Therefore, whenever appropriate, our curricula and teaching methodologies promote, encourage, and facilitate hands on learning experiences which address our pupils' deeper subject knowledge whilst overtly teaching pupils **how** to enhance their 'Habits of Mind' (see below).

We are absolutely sure that this focus will reap dividends with regard to our pupils' achievements and engagement, along with enhancing their happiness in their future lives. This focus on 'metacognition' is founded in sound research. For example, the Sutton Report 2016 found that, if used well, metacognition can enhance students' achievement by resulting in gains of eight months. In fact, metacognition was one of the top two interventions for schools.

The Romsey School 'Habits of Mind'

The whole school community has been through extensive consultation and reached an agreement to delineate what we believe to be effective Learning skills at The Romsey School we call these skills our 'Habits of Mind'. We started the process of establishing our 'Habits of Mind' by looking research from 'Hannam's 9 Dimensions', 'Claxton's Four Rs', and the Government's 'Personal Learning and Thinking Skills'. We then considered what was right for our school through extensive consultation with staff and pupils. Our final agreed 'Habits of Mind' are now written into our own bespoke 'Language for Learning'. This language involves seven capacities: *resilience, empathy, reflection, self-management, collaboration, curiosity and creativity*. The key for our Habits of Mind is that all of these skills are learnable, and that all staff have a duty to teach all of our children how to maximise each of their Habits of Mind.

Our common understanding of the Habits of Mind are detailed further below.

Curiosity	Taking an interest, asking questions, inspiring & enquiring, listening and explaining
Resilience	Bouncing back when things are challenging. Learning from mistakes, editing & redrafting and trying again.
Reflection	Thinking deeply, reviewing and improving through the setting of targets, evaluating & analysing our learning, and challenging ourselves whilst inviting praise and criticism.
Self-Management	Planning & prioritising, being organised, taking responsibility and developing confidence
Creativity	Thinking of new ideas that have value. Using our initiative, experimenting, taking risks, innovating, making links and problem solving
Collaboration	Working effectively as a team through sharing, agreeing & arguing, talking & listening, contributing & team work
Empathy	Understanding others through being compassionate, not judging but supporting all

Having established this whole school agreement through extensive consultation from January 2014 onwards, we have then actively used this 'Language for Learning' with our pupils within three main areas of school life:

a) Pastoral

Where appropriate, our tutors spend **tutor times** reflecting on pupils' Habits of Mind through 1:1 work and also through the medium of current issues and British Values with their tutees. The 'themes of the week' for this year are detailed overleaf.

Our **rewards system** has also been overhauled to include the Habits of Mind. When a **credit** is issued, staff refer to a Habit of Mind and give feedback as to which 'Habit' the student was using particularly well in order to 'earn' that credit. Similarly, students can now achieve **Star Learner Awards** during termly Achievement Assemblies. These are the most outstanding pupils who have really 'shone' and demonstrated excellence in their learning using any of our 'Habits of Mind' (*collaboration, self-management, creativity, curiosity, resilience, reflection and empathy*). They are given a 'Star Learner' award, having been nominated by their teachers.

The 'Language of Learning' is used frequently by all staff who lead **assemblies** and students have had individual assemblies on the Habits of Mind, explaining what they are and why they are important. For example, there was one assembly on the importance of making mistakes and learning from them using role models such as Michael Jordan to 'tell the story'.

b) Subject/Curriculum

Where appropriate, all our staff use the same Language for Learning with the pupils in their teaching, when giving feedback, during 1:1 mentoring/coaching conversations and when liaising with parents. The teaching side of this includes use of 'split screen objectives' so that the teacher explains not only the subject content that will be gained that lesson, but also the Habit(s) which will be developed. Teachers plan lessons to enhance specific capacities in the pupils and individual subjects have devised numerous systems to overtly refer to these habits during lessons (see examples below).

- Geography - KS3 homework portfolios link to the 'Habits of Mind' and student are given specific feedback on each
- Food Technology- Students are encouraged to work in teams during their practical lessons and after each one, year 7, 8 and 9 reflect on their practical process
- Textiles- Pupils are set creative homework tasks throughout each SOW. The SOW for all year groups builds on the creativity of each pupil when tackling a design brief
- Maths & Music- Teachers use the split screen objectives at the start of their lessons

Staff have been encouraged to use these techniques in their teaching, there have been several INSET days and departmental meetings dedicated to how to encourage the development of these capacities. Numerous support materials have been developed for (and by) staff on our 'Virtual Learning Network'.

c) Environment

Our Habits of Mind are visible all over our school environment; from the front page of the planners, to the banners which greet students on their way into school. Every classroom displays the Habits of Mind in subject specific and sometimes very creative ways. The majority of handouts and resources given to pupils include the 'Habits of Mind' graphics in some way or other. There is a frieze running down the main corridor which was designed by pupils to reflect our seven habits of mind. These visuals are all designed to underline the importance of the Habits and show that we are all aiming for the same skills set, regardless of subject.

There is a lot that parents can do to enhance their children's Habits of Mind, and we hope to work with you to seek practical strategies which will help with this. There is some extra information on our website which is written to help parents to enhance your child's Habits of Mind at home. Go to 'Parents/Staff' from our homepage, then click on 'Learning to Learn' and then click on the 'Parental tips for Habits of Mind' link.

2018-19 Tutor Themes for Reflection of the Week:

3 rd September	New Beginnings
10 th September	Roald Dahl Day
17 th September	International Day of Democracy
24 th September	International Day for the Total Elimination of Nuclear Weapons
1 st October	Get Thinking!
8 th October	World Mental Health Day
15 th October	Diwali
29 th October	United Nations Day
5 th November	Remembrance Day
12 th November	World Philosophy Day
19 th November	World Toilet Day
26 th November	St Andrew's Day
3 rd December	Hanukkah
10 th December	Human Rights Day
17 th December	Christmas
7 th January	Get Thinking!
14 th January	Courage
21 st January	Holocaust Memorial Day*
28 th January	National Storytelling Week
4 th February	Safer Internet Day
11 th February	Valentine's Day
25 th February	Fair Trade Fortnight
4 th March	International Women's Day
11 th March	Holi
18 th March	International Day of Happiness
25 th March	International Day for the Elimination of Racial Discrimination
1 st April	World Autism Awareness Day
22 nd April	World Book Day
29 th April	St George's Day
6 th May	World Press Freedom Day
13 th May	International Day of Families
20 th May	Ramadan
3 rd June	World Environment Day/World Oceans Day
10 th June	Oxfam Water Week
17 th June	World Refugee Day
24 th June	Summer Solstice
1 st July	Get Thinking!
8 th July	International Day of Friendship
15 th July	Summer Challenge!

*As a Beacon School for Holocaust Education, in this week, there will be three sessions worth of activities for each year group based around a particular theme linked to Holocaust and Genocide education.

Art

Autumn term

- Drawing Techniques
- Key elements in Art and Design—tone and texture
- Shape, form and composition from 1st and 2nd hand resources

Spring Term

The Artist Café Project

- Learning about primary colours, mixing secondary and tertiary colours, and the key facts about the colour wheel
- Imaginative design work using new colour knowledge

Summer Term

Fantastic Beasts

- Collage for imaginative design
- Clay Sculpture- working safely with clay/ joining clay/ basic building techniques/ creating surface texture with clay.
- Creating a personal response to a project brief.

Drama

What skills are Drama students marked on?

Performance: Scripted

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

Performance: Devised drama

- Contribution to the devised performance,
- Artistic reflection of the stimulus,
- Communication of meaning

Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- Justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- Evaluation of their final performance
- Analysis of how to improve for future performances.

Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills. Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

Feedback:

Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards
- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.
- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time

- Video footage (Google classroom), pupils work from the class or peers across the school
Discussion as a class or individual groups/pairs
- Written feedback from the teacher

Pupil oral feedback

- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions
- Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

**paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given*

Our Drama Assessment will:

- be challenging for all
- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals
- be literacy transparent

1. Base Line Assessment

2.Characterisation

3.Improvising and devising

4. Pantomime

5. Commedia Dell Arte

6.The Tempest

7.Text: Terrible Fate of Humpty Dumpty

8.Changes/Inside Out

Skills based learning based on 7 strands of learning:

Vocal Skills		Diction, Voice, Pitch, Pace, Tone Volume, Pause, Accent
Physical Skills		Movement, Posture, Gait, Body language, Facial expression, Mime
Strategies	<i>An explorative strategy is a technique to explore and deepen understanding of the drama you create.</i>	Still image, Role Play, Cross-cut, Thought Track, Mark the Moment, Monologue, Soliloquy
Elements	<i>These are the ingredients that give work its shape and character.</i>	Plot, Narrative, Characters, Action, Content Climax, Anti-Climax, Contrast, Cross-cutting, Characterisation, Hot-seat
Form	<i>Is the method you selected to tell the story and explore themes when presenting work.</i>	Mime/mute, Choral work, Physical theatre, Musical theatre, Farce, Satire, Commedia dell'arte Dance

Dramatic conventions	<i>A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.</i>	Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional information to the audience Split role or multi-role, Music to underscore the drama, Symbols, Unison
Genre	<i>Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions.</i>	Absurdist/surreal, Action, Adventure, Comedy, Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism Mystery, Political, Romance, Saga, Satire Science fiction, Social, Thriller

English

Autumn Term

Bridging the gap: Introductory unit

Games, puzzles, "settling-in" activities and baseline assessments.

Fiction Focus

Students will share a class novel and respond to plot or character in a reading assessment.

Spring Term

Where does our language come from?

We trace the development of our language by exploring how it has changed over time. Pupils will decipher an Anglo-Saxon spell and read about Beowulf's monster, a larger than life character from Chaucer, scary characters from Shakespeare and Dickens and then look at how modern technology is changing our language.

The Greatest Stories ever Told

Reading focus: Our Literary Heritage

Summer Term

Exploring Film

After watching two short, animated films and discussing the themes, pupils explore and analyse how the films are made: sound, colour, editing, camera angles and frames.

Poetry Party Pupils enjoy reading, writing and performing a range of poetry – funny, quirky, sad, traditional and modern.

'All the world's a stage'

Pupils use a variety of sources to research Shakespeare's world. They study one of his plays, act out scenes and explore his use of language.

Exam Focus:

Pupils will revise the skills they have developed and honed through the year, and show their progress.

French

Autumn Term

Comment tu t'appelles? Saying your name and greeting someone. Saying hello and goodbye

Comment ça s'écrit? The French Alphabet

Quel âge as-tu? Saying how old you are and asking someone their age

Quelle est la date de ton anniversaire? Saying when your birthday is

C'est de quelle couleur? Saying and asking what colour something is

A Paris—past tense introduction

Je suis allé(e)

J'ai mangé/bu/vu/visité/fait/joué

C'était

The verbs être and avoir

Spring Term

La vie dans un château

Parts of a castle

Prepositions

Clothes and relevant vocabulary in the perfect tense.

More verbs in the perfect tense to describe the life of a knight

Summer Term

Family and pets. Parle-moi de ta famille. Tu as un animal?

L'emploi du temps - Talking about your timetable

Une journée au collège - Talking about your day at school and regular er verbs

Les sports - Talking about sport and saying what you like and don't like

Que fais-tu? Saying what sports you do in your free time

Quelle heure est-il? - Telling the time

Les matières - Talking about school subjects

Les Vacances – Talking about holidays

Asterix et Obelix – French cartoon characters

The year 7 exam involves reading and matching skills based on pictorial clues and a text. Pupils will be asked to translate from French into English and English into French. Pupils also have to correct grammatical errors in sentences.

Geography

Autumn Term

UK - Examine the physical and human features of UK.

Rivers - Examine feature of rivers and the causes and effects of river flooding.

Spring Term

Energy – Investigate topical issues such as renewable resources and recycling.

Population - Look at the world population and how migration affects our lives.

Summer Term

Geography Exam – Decision making exam about choosing the most suitable location for a wind farm in the UK.

Weather – Investigate how weather affects our lives in the UK.

History

Term 1	Term 2	Term 3
Battle of Hastings Norman Conquest Medieval Church Crusades Becket The Medieval Inquisition 1233 King John Magna Carta Black Death Peasants Revolt	Edward I Edward I and Jews Castles Agincourt Ottoman Empire War of the Roses Richard III Tudor accession Spanish Inquisition Henry VIII The Reformation Mary I Elizabeth I	Abbey project James I – Act Union and settlement in America English Civil War Execution Charles Cromwell Republic Restoration Jacobites

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

ICT and Computing

Within Year 7 the pupils follow a variety of units of projects. The core aim of this year is to ensure that all pupils have the key knowledge they need to access ICT systems and software applications at The Romsey School. The units that are followed within the first year are:

- Introduction to the School Computer System
- Keeping Safe Online
- Spreadsheet Modelling
- Understanding Computers

The first unit of work aims to introduce pupils to the world of ICT and how it is used at The Romsey School. Pupils learn how to use the Romsey Learning Platform (RLP) to access and upload work. Pupils will be introduced to the school email system which can be used to contact staff and other pupils.

Keeping Safe Online looks at the various social networking platforms available and encourages pupils to consider both the positive and negative factors in using these systems. Pupils are shown how to keep safe on popular social networking platforms.

Spreadsheet Modelling allows pupils to explore spread sheets and investigate how the mechanics of spread sheet models work. This will then be applied to a variety of real world situations.

Understanding Computers looks at key concepts around data storage and the fundamentals of how computers store and understand data. Pupils will gain an understanding of Binary and ASCII and understand how data is processed and stored by computers.

Learning Support

A limited number of pupils who would benefit from support with their reading and writing skills will be withdrawn from Modern Foreign Languages to receive additional literacy support. These pupils will be identified based on their Key Stage 2 results and diagnostic tests. In Year 7, pupils receive a mix of taught Extra English lessons, delivered by a Literacy LSA, and homework sessions supported by LSAs for 5 lessons per fortnight.

During Extra English lessons, pupils will practice high frequency words and learn spelling rules which they will be able to apply to a number of words to improve their spellings. They will also join the Accelerated Reader programme and practise answering comprehension questions to help improve their reading skills. In addition, lessons promote grammar, punctuation and writing skills. Learning is supported through software and games. The programme includes regular one-to-one time to address pupils' individual weaknesses.

Progress in reading will be monitored three times per year and progress in spellings twice per year. Parents can expect to be kept informed about their child's attitude level in the school's termly reports.

Library

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available. The library also subscribes to some E-resources, which are available either in school or from home on the RLP.

Year 7 pupils all have a programme of library induction during their first term. This covers all aspects of using the library, both for research and reading for pleasure. Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely.

There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

Recommended Reads for Year 7

<p>Cry of the Icemark series by Stuart Hill The Seventh Tower series by Garth Nix The Inkheart books by Cornelia Funke The Companions Quartet by Julia Golding Children of the Red King series by Jenny Nimmo The Septimus Heap books by Angie Sage The Noble Warriors Trilogy by William Nicholson The Bartimaus Trilogy & Lockwood & Co series by Jonathan Stroud The Mortal Engines series by Philip Reeve Room 13 by Robert Swindells Young James Bond series by Charlie Higson Holes by Louis Sachar Half Moon Investigations by Eoin Colfer Football Detective series by Tom Palmer The London Eye Mystery by Siobhan Dowd Once series by Morris Gleitzman Chasing Vermeer by Blue Balliett The Stoneheart trilogy by Charlie Fletcher Artichoke Hearts by Sita Brahmachari</p>	<p>The Garbage King by Elizabeth Laird Lost Riders by Elizabeth Laird Hoot! by Carl Hiaasen Lionboy series by Zizou Corder Reaver's Ransom by Emily Diamond Time Riders series by Alex Scarrow The Adventures of Tarzan series by Andy Briggs Montmorency series by Eleanor Updale Secrets of the Fearless by Elizabeth Laird Victory by Susan Cooper Chronicles of Ancient Darkness by Michelle Paver Powder Monkey by Paul Dowswell Gladiator by Simon Scarrow Framed by Frank Cottrell Boyce The Percy Jackson series by Rick Riordan Special Operations series by Craig Simpson Young Sherlock series by Andrew Lane Jamie Johnson football series by Dan Freedman All Fall Down by Sally Nicholls</p>
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Maths

Year 7 follow the curriculum outline, as shown below. The exact level of the content covered will be dependent on setting and ability. However we endeavour to ensure that all pupils are appropriately challenged and supported, in order to maximise learning, enjoyment, and potential.

Year 7 complete three internal exams over the course of the year. Provision will be made in liaison with the Learning Support Department for prior agreed exam concessions wherever possible. All exams will take place in the normal classroom environment.

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the junior challenge, which is aimed at years 7 and 8. We regularly see students' progress into the next phase of the completion. These students receive additional awards for their merit. Additional online support can be found at www.mymaths.co.uk (login: "romsey", password: "translate"). **Further details of the programmes of study for mathematics at Key Stage 3 are on the RLP and the maths section on the school website: <https://sites.google.com/romsey.hants.sch.uk/romsey-school-maths>**

Autumn Term

Intro to Maths - Number Skills	<i>Puzzles, Number Skills and Investigations</i>
Topic 1 - Statistics	<i>Types of Data, Constructing and interpreting: tally charts, bar charts and pie charts</i>
Topic 2 - Algebra	<i>Intro to basic algebra including simplifying, substitution and BIDMAS</i>
Topic 3 - Number Skills	<i>Review of 4 operations, including in worded context</i>
Topic 4 - Angles	<i>Measuring angles and constructing triangles. Estimating angles. Calculating angles, including line/point, triangles and quadrilaterals.</i>
October HALF-TERM	
Topic 4 - Angles	<i>Measuring angles and constructing triangles. Estimating angles. Calculating angles, including line/point, triangles and quadrilaterals.</i>
Topic 5 - Fractions	<i>Order of all four operations on fractions. Mixed numbers/improper fractions</i>
Revision & Key Assessment 1	
Topic 6 - Transformations	<i>Intro to transformations: reflection, rotation, enlargement and translation. Extending to transformations on a coordinate grid.</i>
Topic 7 - Ratio	<i>Intro to ratio, simplifying ratio, sharing in a ratio. Solving ratio and proportion problems including worded contexts.</i>
CHRISTMAS	

Spring Term

Topic 8 - Area & Perimeter	<i>Explore concept of area and perimeter with rectangles, triangles, parallelograms and trapezia. Problem solving and investigations including compound shapes.</i>
Topic 9 - Decimals & Probability	<i>Four operations on decimals, ordering decimals, rounding to decimal places. Estimation. Converting fractions to decimals. Intro to probability</i>
Topic 10 - Number Patterns	<i>Square, cube, prime and triangular numbers. Describing sequences, problem solving, and finding the nth term for linear sequences.</i>
February HALF-TERM	
Revision & Key Assessment 2	
Topic 11 - Percentages	<i>Calc/non-calc percentage of amounts. Percentage increase and decrease.</i>
Topic 12 - Directed Number	<i>Ordering negatives, four operations with negative numbers. Substitution revisited using negatives and squares. Solving problems involving negative numbers.</i>
Topic 7 - Ratio	<i>Intro to ratio, simplifying ratio, sharing in a ratio. Solving ratio and proportion problems including worded contexts.</i>
EASTER	

Summer Term

Topic 13 - Metric Units and Scale Drawing	<i>Understanding and using metric units in context. Converting between metric units. Scale drawing, including the use of ratio and map scales.</i>
Topic 14 - Statistics 2	<i>Mode, mean, median and range of discrete data. Averages extended to include tables of data.</i>
My Money Week	
May HALF-TERM	
Topic 15 - Algebra 2	<i>Solving linear equations. Forming simple equations. Using equations and formulae to solve problems.</i>
Revision and end of year exam	
Topic 16 - Construction & Shape Properties	<i>Constructing triangles and quadrilaterals. Identifying 2D shapes, properties of shapes. Properties of circles, intro to proof</i>
Topic 17 - Polyhedra	<i>Constructing shapes from nets. Constructing nets. Identifying 3D shapes, properties of 3D shapes, including Faces, Vertices and Edges</i>

Music

Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music!

The aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

Year 7 Topics

CHORAL SINGING – developing community, ensemble and a singing voice with opportunities to perform at Romsey Abbey and other venues.

GAMELAN – students play an authentic angklung gamelan from the Indonesian island of Bali. This is a very special collection of hand-made instruments. Students begin to understand how to perform in an ensemble and the place that music has in other cultures.

THE HISTORY OF WESTERN MUSIC PART 1 – students begin a two-term exploration of Western Classical Music from its birth in the Medieval Era through to its re-birth in the Renaissance and its dominance in the Baroque Era. Performance opportunities galore including the annual Music Festival and Cabaret Café

THE HISTORY OF WESTERN MUSIC PART 2 – this term students continue their studies by exploring Western Classical Music and the elegance of the Classical Era through to the highly expressive Romantic Era. Students end the year by composing a piece of music that reflects the music of programmatic music of the late 19th century.

Personal, Social and Health Education (PSHE)

PSHE is delivered mainly through Drama lessons and the tutor programme. Pupils who benefit from a challenging PSHE programme are more likely to respond positively in all aspects of school life.

Through the PSHE programme, we aim to:

- support pupils in their personal and social development
- enable pupils to enhance their self-belief
- encourage pupils to become confident and flexible in managing change
- enable pupils to become autonomous and aware of personal responsibility
- provide the knowledge and skills that pupils need to be healthy, happy and safe
- help pupils to develop the confidence to question the world around them

Themes for Year 7 Drama lessons

- Induction – the skills needed to cope in the secondary school
- Puberty and Adolescence
- Taking risks
- Bullying

Other issues, including forming positive relationships, online safety and mental health and well-being will be covered through the tutor programme.

As a Beacon School for Holocaust Education, we also mark Holocaust Memorial Day through an assembly and tutor time activities.

Careers education

Year 7 pupils are invited to a “Freshers Fair” to encourage them to join some of the numerous extra-curricular activities available in the school. We are keen to encourage our pupils to develop a wide range of interests including physical activities and voluntary work to promote a healthy balanced lifestyle and gain skills and confidence. These activities are critical to support them later in their adult life and can contribute to recognition through schemes such as the Active Citizen Award and Duke of Edinburgh Award.

PE

Autumn Term

Boys Games – rugby games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended. (gum shields highly advisable and studded footwear is compulsory)

Girls Games- netball and football (shin pads required). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

PE – badminton, gymnastics. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support.

Spring Term

Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

Games – basketball and hockey (shin pads compulsory, gum shields highly advisable)

PE – Multi activity and health related exercise

Summer Term

For the summer term activities pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport.

Games – cricket, tennis & rounders

PE - athletics

Religious Education

The focus of RE in KS3 is an exploration of what it means to be a citizen in society today; as part of this pupils have an introduction to the key religious beliefs that are present in Britain today. We aim for pupils to think for themselves and to develop a set of skills which enables them to question the world around them in order to gain a deeper understanding.

Autumn: Identity and community **Spring:** Special places and Sikhism **Summer:** Sikhism and Buddhism

Pupils' progress is assessed in a number of ways each lesson, however each term pupils will have one major and two minor assessments for which pupils gain in-depth feedback and opportunities to reflect on and develop their work.

Science

Autumn Term

KEY: B =Biology, C = Chemistry and P = Physics

Introductory Science skills lessons:

- particles behaviour (C - solids, liquids, gases, changes of state, expansion, contraction, density, Brownian motion, air and fluid pressure)
- separating mixtures (C - diffusion, dissolving, solutions, mixtures, evaporation, chromatography and distillation)

Spring Term

- life processes (B - cells, tissues, organs, organ systems and microscopy)
- muscles and skeleton (B – muscles, skeleton, moving, breathing and drugs)
- current (P – circuits, series, parallel, circuit and current modelling, voltage, resistance and electricity usage)
- acids and alkalis (C – hazards, indicators, acidity and alkalinity, neutralisation and chemicals used in daily life)

Summer Term

- forces (P – everyday forces, balanced and unbalanced, springs, friction, pressure, drag, streamlining, floating and sinking)
- energy (P - food, stores, transfers, energy resources and their usage)
- plant reproduction (B – classification, biodiversity, types of reproduction, pollination, fertilisation, dispersal, germination and growth)
- variation (B – adaptations, effect of/on environment and transfers in food chains/webs)

A baseline assessment is carried out on these topics to help gauge a pupil's knowledge and understanding of their Science so far. Assessing pupil progress through scientific enquiry, classwork, home learning tasks and mini-homework goes on throughout the year within topics. Written topics tests occur in November, March and June.

Technology

Food Technology

The project focuses on teaching pupils about Diet & Good Health through practical recipes. Pupils will also develop an understanding of their own Nutritional Values and GDA's in relation to government guidelines and the Eat-Well-Plate. Pupils will be introduced to cooking and baking and will learn how to perfect their basic preparation skills whilst making key dishes to support the learning of basic mixtures. Dishes will include Oat cookies, fruit muffins, sweet and savoury scones, main meals and breakfast dishes.

Product Design- Textiles

Design and make a set of 3 juggling balls and a drawstring bag. Both will feature stencil shape patterns painted onto fabric using dye. Pupils will learn about safety and how to use a sewing machine accurately. They will quilt their juggling balls and have the opportunity to choose from a range of drawstring techniques along the top of the bag. A range of tools and materials will be used.

Product Design - Timbers

Design and make a USB colour changing night light. This involves making an electronic system while working with a range of different materials using a variety of production methods. These methods include cutting and shaping of wood, soldering electronic components and joining together materials using appropriate techniques.

Product Design – Papers and Boards

As an introduction to Graphics pupils will practice accurate drawing and rendering skills including some perspective drawing. Pupils will also learn how to develop their drawings digitally through the use of Photoshop. All pupils will look at basic pop-up mechanism and design and make either pop-up greetings card or a small pop-up story book.