



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School CURRICULUM BOOKLET Foundation

Academic Year 2020-2021

A.Morgan –DHT

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Curriculum Intent

At Maiden Erlegh School we aim to deliver a high quality, rigorous and coherent curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

The objectives for our curriculum are:

- To meet the needs of our students and keep as many options open to them as possible.
- To secure the best possible academic results for all our students.
- To ensure high quality learning over time.
- To ensure substantial knowledge and language acquisition.
- To practise and develop transferable skills development.
- To prepare students for the next phase of their education or employment and life in modern Britain.
- To develop well-rounded, confident and open-minded young adults.

Our curriculum design is based on:

- Well-designed sequences of learning over time.
- A core of essential vocabulary, knowledge and skills, both subject-specific and transferable.
- Freedom for teachers to apply their professionalism and expertise.
- Memorable experiences which puts learning in a wider context.
- A wide range of opportunities for personalised stretch, challenge and support.
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents.
- Varied option choices for all groups of students including the most able and SEND.
- Varied progression routes for all students post 16.
- The recruitment, development and retention of strong teachers and curriculum leaders.

Foundation

All students follow a common curriculum which is designed by the curriculum leaders and their teams to best support the learning required in KS4.

Core:	English (combined Language and Literature) Maths
EBACC:	Combined Science Computer Science Geography History Modern Foreign Languages (French, German or Spanish)
Extension:	Art Drama Music Physical Education (PE) Religion and Philosophy (RP) Technology

Purple Pathway: a bespoke pathway for students entering Year 7 with below 100 scaled score in reading and mathematics. Students use humanities and languages lessons in Years 7 and 8 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy (through using humanities topics as vehicles for project based learning). As part of the literacy element of the purple pathway PIXL Code phonics course is used. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways in Year 9.



Subject	Hours per week
English	4
Mathematics	4
Science	3
Computing	1
Geography	1.5
History	1.5
Modern Foreign Language	2
Art	1
Drama	1
Music	1
PE	2
RP	1
Technology	1
TOTAL	24

Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum. Other strategies for literacy recovery are:

- Peer tuition (using students from Maiden Erlegh in the first instance).
- On-line courses.
- Small group work (usually with specialist HLTAs).
- Literacy/Numeracy breakfasts which also involve parents.
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

More details about our provision for PSMSC can be found on the school website. Running through all of our curriculum, including the pastoral curriculum, are strands of PSMSC which cover themes such as:

- Making and maintaining positive relationships.
- Staying safe and healthy (including Sex and Relationships Education, Radicalisation and Cyber-Safety).
- Respect of self and others.
- The ability to discuss and reason.
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs.
- British values, e.g.:- rights and responsibilities, democracy and the rule of law.



Enrichment curriculum

Maiden Erlegh School offer a full extra curricula and educational visits programme.

All teachers contracted to work at Maiden Erlegh School will be encouraged to offer one after school/extra curricula activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip, for example - a Geography/Languages trip or a Science/Art visit. There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:-

- Silver Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Disabled sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

House champions monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

ICT to support learning

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary -curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively -this will be part of ICT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely - we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

SEND provision

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

More and Exceptionally Able provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally Able or More Able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally Able or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally Able or More Able and Gifted students will help to raise standards for all.

Our policy and provision for More and Exceptionally Able students are found in **Policy for More and Exceptionally Able students**.



EAL provision

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability.
- They sit next to students with a strong command of language.
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work.
- They are encouraged to research concepts in the target language if that helps while they are building up their language.
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one-to-one language acquisition interventions using TEFL trained member of staff.
- We teach academic literacy for the most able and EAL students.
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

How can parents support their child?

Each subject has provided some ideas as to how parents can support their children at home. In addition parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.



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OVERVIEW

Following a Foundation visual arts course encourages students to have personal ideas and express them using and experimenting with a variety of materials. It promotes cultural understanding by looking at a wide range of artwork and different cultural approaches to creating art and artefacts. Students are encouraged to take risks in imaginative ways in order to provide creative responses to our material, emotional, social and virtual worlds. The course encourages and challenges students to think outside the box. They will learn many new practical skills, like how to create and present a good sketchbook. We will equip students with the knowledge and skills to experiment, invent and create their own art, craft and design work which will be celebrated and presented in displays in the department and in the Peacock Gallery. Reflecting upon art work with peers throughout the course will help develop communication skills, understand the GCSE assessment criteria and put students' work into a social and historical context.

Many of our students have gone on to have careers in the following areas; architecture; interior design; product design; theatre and set design; make up for television and film; film cameraman; film editors; special effects for film and television; animation; fashion design; fashion journalism; art historians; gallery directors; art directors in advertising; graphic designers; florists; store visualisation and merchandising; jewellers; community artists; art teachers; stained glass designers and many more exciting careers.

ASSESSMENT OBJECTIVES

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

Assessment will be completed on a regular basis. Peer, group and individual feedback will be given on a weekly basis. Written feedback will be given to students in their sketchbooks in-depth every half term.

GROUPINGS

In Art we have mixed ability groups of approximately 24 students per group in each year group.

EXTENDED STUDY INFORMATION

Using websites to conduct further research on artists to support ideas:

- www.tate.org.uk
- www.vam.ac.uk
- www.saatchi-gallery.co.uk
- www.britishmuseum.org.uk
- www.nationalgallery.org.uk
- Visit a gallery or museum with friends
- Create your own sculpture at home out of re-cycled materials
- Take photographs of subjects you have been set to draw
- Work on smartening up the presentation of your sketchbook
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/z6f3cdm>

ENRICHMENT OPPORTUNITIES

We will provide able student and achievement workshops with artists that visit after school. We have a Foundation art club that is held on Wednesdays after school for an hour. We enter art competitions on a regular basis. We create an exhibition in the Peacock gallery with Year 8 every February.

EQUIPMENT NEEDED

Every student at Foundation is asked to make a small annual contribution to enable us to provide the necessary equipment required to run the Art course. This provides for a compulsory sketchbook and the materials required for creating work in the lessons.

A set of drawing pencils, coloured pencil crayons and a small set of watercolours might also support your child creating work at home.

CONTACTS / ANY FURTHER INFORMATION

Miss K. Wragg (Curriculum leader)



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Baseline Assessment. Portraits/landscape/still life.	Architecture, ancient, modern, local. Reading "our town", structures, global issues/our world. Recycling. Endangered animals
ASSESSMENT OPPORTUNITIES	Mark-making and texture. Baseline drawing assessment An exploration of drawing skills. A milestone. An introduction to how to write about Artists, their work and your own.	Different styles and periods of architecture, classical, fronts and columns. Victorian, turrets, windows and the town hall, modern - the Oracle Centre. Surrealism? An Exhibition in the Peacock Gallery.
2	3D sculpture unit, "Pods" an exploration of shape and making materials, application of colour/pattern.	Other cultures - ancient cultures, Islamic, Greek, Egyptian, Native American, African Aboriginal, Indian. Pattern and adornment.
ASSESSMENT OPPORTUNITIES	Exploring 3 dimensional materials, such as clay (thumb pots). Wire and tissue construction, withies or recycled materials. 3D artists. A milestone.	Printmaking mono prints, poly prints, repeat pattern printmaking, sculptural work, and collaborative work. Coil or slab pots and decorative relief, mask making. A milestone.
3	Colour, the colour wheel, mixing and blending colour, tone use of paint. "Food." Portraits. Looking at artists writing a response to the Art exhibitions.	Image and Text exploration of text. CUBISM, SURREALISM, FUTURISM. 'ISM' Movements in Art. Looking at artwork, how to discuss and write about artwork from the GCSE and A level exhibitions.
ASSESSMENT OPPORTUNITIES	Paint techniques, watercolours, opaque, transparent, impasto. Mood. The fauvists. Pop art. Computer generated portraits. A milestone.	An exploration of different fonts using text as artwork, graffiti. Issue based, mixed media, combining student's interests with their artwork. A milestone.



OVERVIEW

At the Foundation Stage, all students engage in a mixed course teaching Computer Science, Creative Media and IT Literacy. Nearly every career these days requires the effective use of computer systems in the job roles, therefore all students must be able to effectively and safely use technology. E-safety is taught throughout Foundation and is a focus for E-Safety Day (1 day in February, delivered by McAfee and Bletchley Park).

ASSESSMENT OBJECTIVES

To measure students' competency in using computer devices, including: understanding the strengths of weaknesses of using computer systems; rules for safe conduct online including e-safety; ability to solve problems using programming languages, for example LOGO Turtle, Small Basic and Python; understanding of key terminology and how computers function; designing and creating digital products, such as posters and websites.

ASSESSMENT STRUCTURE

- Year 7: Baseline test
- E-safety and Cyber Security
- Computational Thinking and Problem Solving
- LOGO Turtle & Small Basic
- Interactive Media
- Year 8: Computer Systems & Networks
- Programming Basics with Small Basic
- Programming Mastery with Python
- Digital Graphics

GROUPINGS

There are mixed ability groups of approximately 25 students across both Years 7 and 8.

EXTENDED STUDY INFORMATION

Students should show an interest in Computing by listening to TED talks, reading technology articles and visiting museums.

ENRICHMENT OPPORTUNITIES

Students have access to a Computing Catch-up Club on Thursdays after school with Mrs. Jardim. Visiting guests, particularly for e-safety, will run enrichment events for all students. Students will also be doing iDEA (Inspiring Digital Enterprise Award) which is an international programme that helps students develop digital, enterprise and employability skills for free. Through their series of online challenges, students can win career-enhancing badges, unlock new opportunities and, ultimately, gain industry-recognised certification awards.

EQUIPMENT NEEDED

Students are required to bring to lesson their Assessments books (provided by the department), writing equipment and small headphones (that fit in a pencil case). A computer/laptop with internet connection is ideal to have at home so students can complete work being set. It is preferred that students have the standard MS Office standard package at home (Microsoft Word and PowerPoint). However, students who may not have access to a device at home can have the option to complete their homework at the Homework club and Computing Catch-up club.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms S Randhawa



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Basic skills in the use of ICT software are reviewed, and built upon from Primary School.	Students learn about internal system components of computer systems, with special focus on networks & desktop PCs.
ASSESSMENT OPPORTUNITIES	Assessment task	Assessment task
2	Students develop their awareness of threats to use of ICT systems and their digital presence. Effective e-safety skills are taught.	Students develop their understanding of computer networks and how they function, using the correct terminology.
ASSESSMENT OPPORTUNITIES	Cybersecurity Assessment and Project	Assessment task
3	Students learn about problem solving skills using Computational Thinking concepts, perseverance and growth mindset in order to solve real word problems, that can have many different solutions. Students are introduced to text-based programming languages and learn programming constructs with use of geometrical shapes and artistic patterns.	Students continue to develop their understanding of the programming constructs using Small Basic to solve problems.
ASSESSMENT OPPORTUNITIES	Assessment task	Assessment task
4	Logo/Small Basic Programming Students developing their learning from Unit 1 into programming. The focus is on sequence, selection and iteration.	Students develop their Small Basic/Python programming skills further.
ASSESSMENT OPPORTUNITIES	Assessment task	Assessment task
5	Students develop an interactive website based on a client brief. They will following the System Development Lifecycle during completion	Students develop their skills in graphic design and are able to create and format digital images using industry standard software.
ASSESSMENT OPPORTUNITIES	Assessment task	Assessment task
6	Interactive Media	Graphics task
ASSESSMENT OPPORTUNITIES	Assessment task	Assessment task



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OVERVIEW

Design and technology is purposeful, as well as being fun and exciting! Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The study of design and technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

ASSESSMENT OBJECTIVES

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

ASSESSMENT STRUCTURE

Assessment through the designing and making process that includes verbal and creative contributions. Peer, group and teacher assessments of developmental, final and concept ideas. Final assessment at the end of each project. Student evaluation and, where relevant, client evaluation / feedback of outcomes.

GROUPINGS

Year 7 and 8 split into two halves, mixed ability, each class of approx. 20 students undertake one lesson of design and technology once a week for half the academic year, then swap over to food technology.

EXTENDED STUDY INFORMATION

The school website has extended learning opportunities – design and technology is everywhere! Students could undertake a range of learning centered around design trips, independent learning of CAD (computer rendering and drawing skills) via YouTube, download free software (Google SketchUp) and contributing to extra-curricular workshops.

ENRICHMENT OPPORTUNITIES

Extra-curricular learning and collaborative projects. Independent design and 3D printing resource in school.

EQUIPMENT NEEDED

Pencil case with drawing and writing equipment, including 30cm clear ruler, range of colouring pencils, black fine liner and compass.

CONTACTS / ANY FURTHER INFORMATION

Mr J Nash (Curriculum Leader)



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	This unit is about developing students' product design skills through making a woods, metals and plastics with differentiated joints.	This unit is about developing students' product design skills through making a softwood frame with differentiated joints and a screwed on rear access panel.
ASSESSMENT OPPORTUNITIES	Baseline assessment.	Baseline assessment.
2	All students will be given opportunity to use woods, metals and plastics. Students will get their first chance to work in a workshop with machines and tools.	The front will be made from acrylic. Students design and manufacture a speaker solution for use with mp3 players.
ASSESSMENT OPPORTUNITIES	Design booklet assessment and evaluation of final product.	Design booklet assessment and evaluation of final product.
3	Students will be encouraged to use inspiration and product analysis to help with designing.	All students will be given a speaker, a cable, and a small pre-purchased amplifier PCB (which they will need to solder together).
ASSESSMENT OPPORTUNITIES	Use and development of CAD/CAM in the development of the desk tidy solution.	Use and development of CAD/CAM in the development of the MP3 speaker product.



DESIGN AND TECHNOLOGY: FOOD

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OVERVIEW

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. It is intended that the subject instils a love of cooking in pupils which will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, both now and in later life. There are many career pathways available both in the hospitality Industry as well as Food Science and Product Development.

ASSESSMENT OBJECTIVES

Pupils are taught to:

- understand and apply the principles of nutrition and health.
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
- become competent in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
- Understand the source, seasonality and characteristics of a broad range of ingredients.

ASSESSMENT STRUCTURE

By the end of Foundation, students are expected to know, apply and understand the matters, skills and processes specified in the subject content.

GROUPINGS

Year groups 7 and 8 are split into two halves, each mixed ability class of approx. 24 students undertake one lesson of Food once a week for half the academic year.

EXTENDED STUDY INFORMATION

Students are encouraged to research recipe variations, and watch cookery programmes.

ENRICHMENT OPPORTUNITIES

Master chef competition.

EQUIPMENT NEEDED

Students are expected to purchase a blue school apron (please ensure it is clearly named) and will be required to bring ingredients every other week. They will also need a named leak proof container. A set of accurate weighing scales at home is advisable.

CONTACTS / ANY FURTHER INFORMATION

Mr J Nash



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Introduction to Personal and Kitchen safety and hygiene. The Eat well Guide and Health Eating. The 5 main nutrients- Macronutrients. Parts of the cooker. Safe handling of high risk foods. Focused practical tasks.	(For current year only) Recap of Personal and Kitchen Hygiene and Safety. Food provenance. Carbohydrates. Fats and oils. Focused practical tasks.
ASSESSMENT OPPORTUNITIES	Baseline test. Practical tasks will be either self, peer of teacher assessed.	Baseline test. Practical tasks will be either self, peer of teacher assessed.
2	Function of ingredients-scones/bread. Primary processing - wheat into flour. Micro nutrients. Focused practical tasks.	Protein. Vitamins. Minerals. Focused practical tasks.
ASSESSMENT OPPORTUNITIES	Practical tasks will be either self, peer of teacher assessed. Nutrients based milestone.	Practical tasks will be either self, peer of teacher assessed. Milestone task - vitamins and minerals.
3	Design and make task. Party food for children.	Design and make task. Multicultural dishes.
ASSESSMENT OPPORTUNITIES	All aspects of research, planning, making and evaluating will be assessed.	All aspects of research, planning, making and evaluating will be assessed.



OVERVIEW

Drama at Maiden Erlegh School is about developing the students as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.

Every topic will include tuition on the following skills:

- Creating and responding.
- Performing a role.
- Elements of staging.
- Drama strategies and techniques.

ASSESSMENT OBJECTIVES

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Covering the 4 Assessment Objectives – that could be 2 or more per half term. Assessments will follow the GCSE exams criteria but adapted according to students' learning and needs.

GROUPINGS

Mixed ability, approximate group size: 20, number of groups: 8.

EXTENDED STUDY INFORMATION

Students should ensure that they know lines as appropriate or otherwise prepare for lessons. Students are encouraged to research and read around the content studied in class. Students are encouraged to watch and take part in live theatre performances to enrich their understanding of the subject.

ENRICHMENT OPPORTUNITIES

Opportunities may arise to bring in a visiting theatre company. Students will be able to access a weekly Drama club on Wednesdays at 8am, and performance opportunities will arise throughout the year including at the termly performing arts concerts and the annual school musical.

EQUIPMENT NEEDED

Drama socks (Slipper socks / socks with grips)

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms I Pravda



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Elements of Drama 1 Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks.	Theatre In Education Students will look at the use of black comedy, parody and song to educate an audience. Work will involve student research and will be modelled on 'Horrible Histories'.
ASSESSMENT OPPORTUNITIES	Test on key concepts.	Formative assessment of practical work.
2	Elements of Drama 2 Students will explore and develop foundation skills adding improvising and other techniques to develop their performances.	Roald Dahl Students will explore a range of different acting styles through the characters and stories of Roald Dahl.
ASSESSMENT OPPORTUNITIES	Formative assessment on practical work.	Formative assessment through peer feedback.
3	Mime Students will learn to communicate through their bodies and learn the techniques linear mime, manipulation mime and mime concrete.	Blood Brothers This unit focuses on characterisation and status. Students will experiment with posture, accent and 'centre of leading'.
ASSESSMENT OPPORTUNITIES	Students create and perform pieces for formative assessment.	Practical Assessment: Students will learn a scene from the play, conveying their interpretation of the character in performance. Written Assessment - students will evaluate the success of their characterization.
4	The Actor's Voice: Students focus on learning a range of vocal skills and developing their voice in practice.	Physical Theatre: Harry Potter Students will explore what physical theatre is and use its techniques.
ASSESSMENT OPPORTUNITIES	Ongoing formative assessment in class and testing knowledge of key concepts.	Students will perform short devised piece and evaluate how successful they were at delivering the style of the performance.
5	Working with Scripts Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'.	Investigating through Drama: WW2 This unit explores experiences during WW2. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank's Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques.
ASSESSMENT OPPORTUNITIES	Formative assessment of practical work.	Students will create devised pieces and evaluate how successful they were at delivering their aims.
6	Puppetry Students will learn about different forms of puppetry and will have hands on experience creating their own puppets and using them in performance.	Theatre Company Students will form their own theatre companies and create a performance. They will manage all technical elements and their budget.
ASSESSMENT OPPORTUNITIES	Formative assessment of practical work	Students will perform their piece to an audience and reflect on their individual contribution.



OVERVIEW

English is a core subject for any student and affects their ability to access the rest of the school curriculum. Employers value accurate writing skills and make it clear that an articulate candidate is likely to do better at interview for any job. In Foundation we focus on the ability to independently produce written work of a high quality with the introduction of descriptive and rhetorical techniques to enhance the impact of the work. For reading, we focus on developing analytical and inferential skills and raising pupils' ability to access more complex texts. We provide opportunities in Foundation for pupils to practise speaking in front of others with expression and confidence. Our curriculum is built around a selection of high quality texts with Year 7 focusing on the presentation of character and Year 8 focusing on the writer's use of setting(s).

ASSESSMENT OBJECTIVES

Reading: Information retrieval and use of quotations, Interpretative Skills, Analytical Skills (Structure and Language), Writer's Purpose and Viewpoint, Context.

Writing: Syntax and Grammar, Text Organisation, Task and Audience, Spelling and Vocabulary, Handwriting

ASSESSMENT STRUCTURE

Assessments will have a clear focus on particular skills but will always be assessed for accurate English. We structure our schemes of assessment to support students in developing an increasingly mature and extended response. After each assessment, students are provided with clear targets and some form of Dedicated Improvement and Reflection Time (DIRT) task is completed.

GROUPINGS

Classes are numbered from 1-5 and are of mixed ability with the exception of Purple Pathway classes.

HOMEWORK INFORMATION

Students could be set up to an hour of English homework a week which may be split over two pieces. In most cases it will be set via Google Classroom and may involve reading, research, revision or recall activities.

ENRICHMENT OPPORTUNITIES

We offer a creative writing club and fortnightly library trolleys. We also offer poetry writing, a reading challenge, a spelling bee and writing competitions as house events. We regularly offer an opportunity for Year 7 students to visit *The Guardian* newspaper and have a visit from an author for Year 8 students.

EQUIPMENT NEEDED

Pupils should always have a pencil case with:

- Black, blue and purple writing pens (more than one in case it runs out).
- A ruler (preferably long).
- A selection of colouring pens or pencils and highlighters.
- Glue stick and scissors.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage wide reading of different genres, different authors and different periods. Talk about the books they have read with them.
- Encourage curiosity about words, looking up words and trying to use new vocabulary
- Take them to the theatre or cinema and share opinions about how characters were presented or setting was used.

Talk about the historical events/time periods and current events to expand their cultural capital and the world around them. This increases their understanding of the world around them and helps students to understand or access more texts or understand more references within texts.

CONTACTS / ANY FURTHER INFORMATION

Mr C Brown (Foundation English Curriculum Leader)

N.B. ASSESSMENT OPPORTUNITIES = Formative activities



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Non-Fiction and Autobiography Class reader either Boy or Anne Frank. Knowledge and skills:</p> <ul style="list-style-type: none"> • Inference • Spelling, punctuation and grammar. • Descriptive techniques. • Formal presentation. 	<p>Detective Fiction A selection of Sherlock Holmes texts and The Maltese Falcon. Knowledge and skills:</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar. • Varied paragraph length. • Pathetic fallacy. • Sensory description. <p>Form: sensational newspaper writing, novel setting and dialogue.</p>
ASSESSMENT OPPORTUNITIES	Baseline writing assessment Creative writing assessment S&L – presentational skills	Creative Writing assessment
2	<p>War Poetry Knowledge and skills:</p> <ul style="list-style-type: none"> • Identify poetic techniques (language and structure). • Writer's purpose. • Inference. • Embedding quotations. 	<p>Class Novel (Texts will vary by class) Knowledge and skills:</p> <ul style="list-style-type: none"> • Embedding quotations. • Starting to link and compare. • Evaluations. • Detailed inference. • Linking structural/language devices to purpose. • Writer's intention with use of setting.
ASSESSMENT OPPORTUNITIES	Reading Assessment. Test poetic technique knowledge.	Reading assessment.
3	<p>Literary Heroes Knowledge and skills:</p> <ul style="list-style-type: none"> • Literature through the ages (classical, Anglo-Saxon etc). • Character conventions. • Cultural capital of famous literary figures. 	<p>Dystopian Knowledge and skills:</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar. • Varied paragraph length. • Pathetic fallacy. • Sensory description. <p>Context: socialism, anti-colonialism (and British Empire).</p>
ASSESSMENT OPPORTUNITIES	Reading Assessment S&L.	Writing Assessment
4	<p>The novel Texts will vary by class. Knowledge and skills:</p> <ul style="list-style-type: none"> • Use of quotations. • Inference. • Identification of structural and language devices. • Connotations of single words. • Writer's viewpoint. • Context or genre. 	<p>Midsummer Night's Dream Knowledge and skills:</p> <ul style="list-style-type: none"> • Development of argument by linking ideas and writing introduction • Development of more detailed answers • linking several techniques used in same quotation and linking quotations • Comparison of speeches to identify differences and changes
ASSESSMENT OPPORTUNITIES	Assessment – analytical reading Tests on language/structural devices.	Reading Assessment S&L



<p>5-6</p>	<p>Shakespeare – Introduction Knowledge and skills:</p> <ul style="list-style-type: none">• Spelling, punctuation and grammar.• Sensory description.• Context of Shakespeare’s times and theatre.	<p>Poetry of Place</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none">• Link and compare evaluations• Poetic techniques – form, structure and language• Linking structural/language devices to purpose• Writer’s viewpoint• Romanticism• Pastoral
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Assessment – creative writing ‘A Visit to the Globe’ (imaginative). Y7 Assessment Week – analytical reading skills.</p>	<p>Reading assessment. Creative Writing. S&L.</p>

**OVERVIEW**

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world. France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business.

ASSESSMENT OBJECTIVES

We aim to assess all 4 skills in listening/ speaking/ reading and writing. Students need to demonstrate they can understand key points in extracts of spoken and written French and communicate on GCSE sub themes such as Me, Myself and Friends, Home, Town, Neighbourhood and Region, Free time activities, My Studies.

ASSESSMENT STRUCTURE

Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

GROUPINGS

Students are taught in mixed ability groups of about 27 students. There are 4 groups in Year 7 and 4 in Year 8.

EXTENDED STUDY INFORMATION

Use vocabulary revision and practice websites. -

- <https://www.memrise.com/courses/english/french/>
- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://fr.duolingo.com/>
- Read about French / Francophone culture using English or French websites.
- Watch suitable French films or cartoons.
- Visit France and do all the transactions.

ENRICHMENT OPPORTUNITIES

Proposed day trip to Boulogne. Various opportunities to celebrate languages take place throughout the year- eg European Day of Languages, Christmas cake competition, Spelling Bee.

EQUIPMENT NEEDED

Standard school equipment. *Glue and rough books.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss C. Brayle



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Greetings and classroom rules. Talk about you want to/ are going to do. Ask for what you can do. Classroom objects. The alphabet. Days of the week. Likes and dislikes. Opinions.	Talking about yourself and your family: -er verbs il & elle. Talking about jobs people do: masculine & feminine nouns. Talking about where people live: using depuis. Describing the weather: red book: using quand & si; using pronoun on. Describing a typical day: using -ir & -re verbs.
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
2	Numbers up to 69. Age, months, birthdays. Avoir and etre. Colours. Physical descriptions. Personality. Family and friends. Animal.	Talking about what you did last weekend. Talking about yesterday evening. Talking about TV programmes. Talking about where you went. Grammar: Perfect tense with avoir & être.
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
3	Where I live. Places in the town. My house. My bedroom. Telling the time. What I do at home.	Project on Francophone country: Martinique.
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Year 8 assessment week.
4	Where I go in town. Future plans. Ordering snacks and drinks. Asking for prices.	Making and reacting to invitations. Making excuses. Using modal verbs vouloir, pouvoir & devoir. Talking about clothes: using adjectives. Shops and shopping: comparative adjectives (& superlatives). Using aller in the perfect tense.



ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
5	School subjects. My timetable. My school.	Discuss meals and preferences. Shopping for food. Organising a party. Ordering food at a restaurant.
ASSESSMENT OPPORTUNITIES	Year 7 assessment week.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
6	Project on Francophone country: Mali.	Talking about countries: using à & en. Talking about holidays. Describing a holiday centre. Talking about past holidays. Finding out about holiday destinations. Film study: Le petit Nicolas.
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.



GEOGRAPHY ([back to CONTENTS](#))

OVERVIEW

"We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world. It draws on personal experience, to help us better understand the places we live in, why they matter and how they are connected to a globalised world. Geography draws from across the physical, cultural, economic and political spheres to illuminate key issues for the present and the future, explored at all scales from the personal to the local and the global. Through geography we learn to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject resource for 21st century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. Geography is studied through enquiry, this requires the formulation of effective questions. Fieldwork and outdoor education are essential to geography. The subject helps develop significant elements of the skills framework, with a strong emphasis on utilising maps and visual images as well as new technologies including Geographical Information Systems." QCA quote.

ASSESSMENT OBJECTIVES

Each student is given a personalised learning checklist (PLC) for each module outlining the assessment objectives.

ASSESSMENT STRUCTURE

Year 7

- 1 = Volcanoes assessment.
- 2 = Map skills assessment.
- 3 = Our island nation assessment.
- 4 = Ecosystems and tropical rainforest.
- 5 = Atmospheric hazards assessment.

Year 7 Assessment paper (2 sections: Short questions out of 20 marks and an extended writing question levelled marked). Within each module there will also be assessment questions to help students progress with their writing style in geography.

Year 8

- 1 = World cities assessment.
- 2 = Issue evaluation task on Earthquakes.
- 3 = Rivers and Flooding assessment.
- 4 = Issue evaluation task on Iceland's energy use.
- 5 = Development assessment.

Year 8 Assessment paper (2 sections: Short questions out of 20 marks and an extended writing question levelled marked). Within each module there will also be assessment questions to help students progress with their writing style in geography.

GROUPINGS

Mixed ability groups of approximately 28 students in each class. We have 10 teaching groups in Year 7 and 10 in Year 8.

EXTENDED STUDY INFORMATION

<http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=910590>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

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

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://www.radicalgeography.co.uk/KeyStage3.html>

<http://www.lizardpoint.com/fun/geoquiz/>

<http://www.metoffice.gov.uk/education/kids/>

Explore these websites to extend your knowledge and learning of Geography.

ENRICHMENT OPPORTUNITIES

Relaunching Environment/Geography club this September which is jointly run with 6th form students.

EQUIPMENT NEEDED

Standard school equipment.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Hutchinson



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Plate theory & Volcanoes.	World Cities.
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
2	Geographical skills	Earthquakes & Tsunamis
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
3	Our Island Nation	River Flooding
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
4	Our Island Nation / Ecosystems + Tropical Rainforests	River Flooding / Iceland
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
5	Ecosystems + Tropical Rainforests	Iceland
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
6	Atmospheric hazards	Development & Africa
ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.



OVERVIEW

German is the most widely spoken language in Europe which comes as no surprise considering Germany's 83 million inhabitants which makes it the most populous European nation. But not only the residents of Germany speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. And it is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe. Germany has the 3rd strongest economy and is the number 1 export nation in the world. Clearly, if you can speak German and compete with other people from around the world who often speak multiple languages, you will be very employable. German companies such as BMW, Daimler, Siemens, Lufthansa and Bosch certainly like to employ candidates with good language skills. German is also an asset to careers in Law, Journalism, Tourism, Translating and many more.

German is a fun language to learn. It is distinct and clear to understand once you have learnt the vocabulary, which often sounds similar to English. Here is an example: "Meine Schwester hat braunes Haar. Sie ist intelligent. Sie studiert Medizin in Berlin. Sie kann gut singen." If you like the sound of the language, why not learn it?

ASSESSMENT OBJECTIVES

We aim to assess all 4 skills in listening/ speaking/ reading and writing. Students need to demonstrate they can understand key points in extracts of spoken and written German and communicate on GCSE sub themes such as Me, Myself and Friends/ Home, Town, Neighbourhood and Region/ Free time activities/ My studies.

ASSESSMENT STRUCTURE

Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessment tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

GROUPINGS

Students are taught in mixed ability groups of about 27 students.

EXTENDED STUDY INFORMATION

Use vocabulary revision and practice websites. -

- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://de.duolingo.com/>
- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- Read about German/Austrian/Swiss culture using English or German websites.
- Watch suitable German films or cartoons. Visit a German-speaking country and do all the transactions.

ENRICHMENT OPPORTUNITIES

A residential visit to Germany may be offered in Year 9 and 10. Various opportunities to celebrate languages take place throughout the year- eg European Day of Languages, Christmas cake competition, Spelling Bee.

EQUIPMENT NEEDED

Standard school equipment. *Glue and rough books.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs E Peduru



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Introducing yourself. Classroom instructions and Student classroom expressions. Leisure time. School stationery. Alphabet. Colours.	Classroom instructions and student classroom expressions. Weather. 'Wenn' phrases. Holidays – present tense & perfect tense. Television programmes.
ASSESSMENT OPPORTUNITIES	Listening and Translation Test. Speaking Test. Reading and Translation Test. Writing and Translation Test.	Reading and Translation Test. Writing Test. Peer Speaking Test.
2	Family, pets and friends. Present tense. School subjects. Telling the time. Food. Clothes.	What you do at different times of day. Describing a hobby in depth. Modal verbs. Word order.
ASSESSMENT OPPORTUNITIES	Speaking Test. Listening and Translation Test. Reading and Translation Test. Writing and Translation Test.	Year 8 Assessment Week – Beginning of January. Reading, Writing, Speaking and Listening.
3	Saying what you like doing. Time phrases. Modal verbs. Looking at authentic German texts for children. Future tense. House and home.	Future tense. House. Home. Bedroom. 'Zauberlehrling' Project. Topical sporting events.
ASSESSMENT OPPORTUNITIES	<u>Year 7 Assessment Week – June</u> Listening and Translation Test. Speaking Test. Writing and Translation Test. Reading and Translation Test.	Writing test on the future tense and modal verbs



OVERVIEW

The discipline of history and a knowledge and understanding of the past will help students to understand their own identity and significant aspects of the world in which they live. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

The skills learnt in History are linked to a variety of careers from Law and the Police Force by supporting an argument and reaching judgements with evidence, to Politics, Media, Public Relations and Sales through learning how to argue and convince using research and critical thinking.

History is enjoyable and teaching is based on a number of different learning strategies, including: independent work; collaborative work; debates; note taking; discussion work and others.

ASSESSMENT OBJECTIVES

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

ASSESSMENT STRUCTURE

There is an assessment for each topic as well as the Year 7 Assessment that will cover a number of the topics taught as well. These assessments take the form of either GCSE style questions, key questions or project-based work. There is also a baseline test at the start of Year 7 to provide the department with an understanding of what has been taught at Primary schools.

Year 7

1. The Romans.
2. The Norman Conquest.
3. Black Death.
4. English Reformation.
5. English Civil War.
6. Local History Project.
7. Slavery.

Year 8

1. The Victorians.
2. American Civil Rights.
3. The Holocaust.
4. Terrorism.
5. The Suffragettes.
6. Qing Dynasty.

GROUPINGS

Mixed ability groups of approximately 28 students in each class. We have 10 teaching groups in Year 7 and 8.

EXTENDED STUDY INFORMATION

- Guide them towards additional reading or research

<https://schoolhistory.co.uk>

<http://spartacus-educational.com/>

<http://www.bbc.co.uk/history>

<http://www.bbc.co.uk/schools/gcsebitesize/history/>



<p>http://www.johndclare.net/ https://revisionworld.com/a2-level-level-revision/history-gcse-level http://www.historylearningsite.co.uk/ https://quizlet.com/subject/history/</p> <ul style="list-style-type: none"> • Encourage them to read about the books about history or historic novels. • Get them interested in wider History by watching television series, films based on history. Maybe even watch some of the many documentaries on TV. • Go to museums and historical sites of interest. • Research your family history.
<p>ENRICHMENT OPPORTUNITIES Potential Hampton Court Palace trip. History Club.</p>
<p>EQUIPMENT NEEDED Pens, pencil, glue stick, scissors, highlighters, sticky back plastic to cover exercise book, *coloured pencils.</p>
<p>CONTACTS / ANY FURTHER INFORMATION Curriculum Leader: Mr T Stewart</p>

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Romans. The Norman Conquest.	Victorians.
ASSESSMENT OPPORTUNITIES	How important was the Roman invasion of Britain? How reliable is the Bayeux Tapestry?	How different was life in Victorian Britain?
2	Black Death.	American Civil Rights.
ASSESSMENT OPPORTUNITIES	Consequences & Significance of the Black Death.	Research on Civil Rights campaigners.
3	English Reformation.	Holocaust.
ASSESSMENT OPPORTUNITIES	Why did Henry make the English Reformation?	Jewish Resistance source analysis.
4	English Civil War.	Terrorism.
ASSESSMENT OPPORTUNITIES	Why did the English Civil War break out?	Can Terrorism ever be justified?
5	Local History Project.	Suffragettes.
ASSESSMENT OPPORTUNITIES	Research projects on chosen area of interest.	Did Emily Davison mean to die?
6	Slavery.	Qing Dynasty.
ASSESSMENT OPPORTUNITIES	Different interpretations of slavery.	Why did the Qing Dynasty fall?



MATHEMATICS ([back to CONTENTS](#))

OVERVIEW

Our aims are that all students will make strong progress in Mathematics, will enjoy Mathematics learning and be confident with using their mathematical skills to solve problems.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The program of study for foundation is based on the key stage 3 national curriculum, building on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems, giving a solid mathematical base for the Key Stage 4 curriculum.

Students will be given opportunities to have exposure to enrichment activities. There are clear routines/expectations in place for student's presentation of work, teacher feedback and DIRT and selecting and using resources independently. Lessons will use regular recall which will help students secure their mathematical knowledge and regular homework will be used to consolidate and extend knowledge and skills.

ASSESSMENT OBJECTIVES

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ASSESSMENT STRUCTURE

All foundation students complete a written assessment at three points during the academic year under examination conditions. The assessments will be appropriate for their level of mathematics and will assess their ability to recall and use mathematical facts and skills, as well as to problem solve. The questions will relate to topics that have been taught during that year. Teachers will also formatively assess the students throughout the year on a continuous basis.

GROUPINGS

Students are placed in sets most suitable for their ability. Year 7 students will be placed into a mathematics set upon entry using their Key Stage 2 data and any other information from Primary Schools, and then confirmed or adjusted after the baseline assessment which is sat near the start of the first half term. Pupils in lower ability groups are taught in smaller class sizes, hence allowing for greater support to be available to them. At various points during the year, the Head of Foundation Maths, in collaboration with all relevant teaching staff, will review current data and may decide on appropriate set moves to be actioned where it is felt that a student will benefit in a positive way.

EXTENDED STUDY INFORMATION

There are a variety of resources available for students to continue their studies outside of classroom time.

- MyMaths booster pack activities www.mymaths.co.uk
- Optional challenge/extension questions at end of homework activities
- Nrich problem solving activities <https://nrich.maths.org/secondary>
- UK Maths challenge for gifted and talented mathematics students
- Puzzle of the Week www.puzzleoftheweek.com
- Functional Maths: open ended investigations

ENRICHMENT OPPORTUNITIES

Within the classroom, teachers will be providing students with opportunities to use their mathematical skills to complete a range of problem solving tasks that demonstrate how mathematics relates to the real world. In addition to this, more able mathematicians will be able to take advantage of further opportunities. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians.

EQUIPMENT NEEDED

Pens (black/blue and green), pencil, rubber, ruler, pair of compasses, protractor, scientific calculator (CASIO fx -83GT Plus or CASIO fx-85GT Plus is best)

CONTACTS / ANY FURTHER INFORMATION

Head of Foundation Mathematics: Ms S Strong



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Number 1: Directed number and ordering Number 2: Calculating 4 operations Probability 1: Describing probabilities	Number 1: Calculating, numbers and the number system Algebra 1: Algebraic proficiency further
2	Number 3: LCM, HCF and BIDMAS Algebra 1: Expressions, simplifying, brackets, substitution, functions Geometry and Measure 1&2: Constructing angles and triangles, further work on 2D shapes	Geometry and Measure 1: Visualising and constructing including similar shapes, map scales and bearings Number 2: Exploring FDP further Ratio and Proportion: further ratio including compound units Algebra 2: Sequences further
ASSESSMENT OPPORTUNITIES	Baseline assessment early in Term 1. Formative assessment continuous.	Start of year 8 assessment covering year 7 topics, end of term 2. Formative assessment continuous.
3	Number 4: Exploring FDP Ratio and Proportion: Proportional reasoning Algebra 2: Patterns and sequences	Geometry and Measure 2: Investigating Angles Number 3: Calculating FDP including reverse % questions
4	Geometry and Measure 3&4: Angles and measures Number 5: 4 operations with fractions, percentages and % change, further work on FDP conversions Algebra 3: Solving equations	Geometry and Measure 3: Calculating space including circles and volume Algebra 4: Graphs Algebra 3: Solving equations further and inequalities Probability 1: Understanding risk
ASSESSMENT OPPORTUNITIES	Mid year assessment early in Term 3. Formative assessment continuous.	Mid year assessment early in Term 3 in Y8 assessment week. Formative assessment continuous.
5	Geometry and Measure 5: Area, perimeter and volume Number 6: Checking and estimating Geometry and Measure 6: Transformations	Stats 1: Presentation of data (scatter graphs and histograms) Stats 2: averages from frequency tables Geometry and Measure 4: Pythagoras
6	Stats 1 and 2: Data handling, averages, bar charts, pie charts. Revisit weaker topics, problem solving and extended tasks	Algebra 5: Inequalities Geometry and Measure 5: Constructions and Loci Revisit weaker topics, problem solving and extended tasks
ASSESSMENT OPPORTUNITIES	End of year assessment in Y7 assessment week first week of term 6. Formative assessment continuous.	End of year assessment in last week of term 5. Formative assessment continuous.



MUSIC ([back to CONTENTS](#))

OVERVIEW

Music lessons at Maiden Erlegh are designed to enable all students to engage in practical music making activities encouraging their creativity and performing skills. Studying music allows students to improve their co-ordination skills, memory, team work, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

AO 1 – Perform with technical control, expression and interpretation.

AO 2 – Compose and develop musical ideas with technical control and coherence.

AO 3 – Demonstrate and apply musical knowledge.

AO 4 – Use appraising skills to make evaluative and critical judgements about music.

ASSESSMENT STRUCTURE

Students complete a baseline assessment at the start of Year 7 to assess their performing, composing and listening skills which is used to help create their flight path.

Students are then assessed at the end of every topic which cover the four assessment objectives across the year.

GROUPINGS

Students are taught in mixed ability classes of approximately 24 students.

EXTENDED STUDY INFORMATION

Encourage additional reading around the subject being studied through internet research Encourage additional listening through use of YouTube (audio/ video) and investigation of CD collections at home BBC Bitesize:

<http://www.bbc.co.uk/education/subjects/zmsvr82>

Google Classroom

ENRICHMENT OPPORTUNITIES

The music department run several weekly extra-curricular clubs including:

- Choir
- Boys Choir
- Woodwind Group
- String Group
- Senior Band
- Junior Band
- Samba Band
- Brass Band

There are three music concerts through the year, along with the annual school production in conjunction with the drama department. We also run a gifted and talented workshop once a year.

Every year we run a reward trip for Years 7 and 8. In the past this has included trips to see “Hairspray”, “The Lion King” and “School of Rock”.

Private instrumental lessons are also available through Berkshire Maestros.

EQUIPMENT NEEDED

Pens (blue/black, purple and green), pencil, rubber, glue stick.

CONTACTS / ANY FURTHER INFORMATION

Curriculum leader: Miss J Pitman



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Baseline Music quiz & practical The Ingredients of Music – Students are introduced to the key elements of music Vocal skills – students will investigate different vocal techniques and singing</p>	<p>The Blues – Students will learn about the origins of the Blues and the main features including the 12-bar blues chord sequence and improvisation.</p>
ASSESSMENT OPPORTUNITIES	Baseline assessment. Vocal composition.	Performance of 12-bar blues chord sequence. Blues composition.
2	<p>Keyboard skills – Students will learn how to read traditional pitch and rhythm notation. They will also learn where the notes are on the keyboard and learn to play a variety of melodies on the keyboard.</p>	<p>Britpop – Students will explore the origins and main features of Britpop music and learn how to play an Oasis song.</p>
ASSESSMENT OPPORTUNITIES	Keyboard assessment.	Group performance of a song by Oasis.
3	<p>Medieval Music – Students will explore the main features of Medieval music including the instruments and learn how melodies are constructed.</p>	<p>Music in advertising – Students will learn the effect of music in advertising, learn what a jingle is and create their own jingles and music for an advert.</p>
ASSESSMENT OPPORTUNITIES	Medieval composition.	Composition for a Mars Bar advert.
4	<p>Programme Music – Students will learn about the instruments of the orchestra, how music can be used to represent a variety of things including animals and paintings and create their own programme music to represent different paintings.</p>	<p>Samba – Students will be introduced to the main features of Samba music and learn to play the instruments. They will perform Samba pieces and create their own arrangement of “Samba de Janeiro”.</p>
ASSESSMENT OPPORTUNITIES	Pictures at an Exhibition composition.	Performance of “Samba de Janeiro”
5	<p>Calypso Music – Students will explore the origins of Calypso music and learn about the typical features of Calypso music. They will take part in whole class performances of traditional Calypso songs.</p>	<p>Film Music – Students will discover the importance of music in films, learn to play a variety of film theme tunes and create their own music for a James Bond trailer.</p>
ASSESSMENT OPPORTUNITIES	Calypso composition.	Film music composition for a James Bond trailer.
6	<p>Chinese Music – Students will learn about the main features of Chinese music including the instruments used. They will also perform a piece of Chinese music and create their own piece using the features of Chinese music.</p>	<p>Pop Songs – Students will learn about the typical structure of and instruments used in pop songs. They will create their own cover version of a current pop song.</p>
ASSESSMENT OPPORTUNITIES	Performance of China Town. Chinese composition.	Practical task involving covering a modern chart song as a band.



PHYSICAL EDUCATION ([back to CONTENTS](#))

OVERVIEW

At Maiden Erlegh the PE curriculum is designed to inspire and engage all students to succeed and become more independent in their learning. At Foundation Stage all students take part in core PE lessons.

ASSESSMENT OBJECTIVES

Students will:

- develop their competence in a broad range of physical activities.
- be physically active for sustained periods of time.
- fully engage in competitive sports and activities.
- be taught to lead a healthy, active lifestyle.

Students will be taught to:

- develop their technique and improve their performance in a range of competitive team sports.
- perform a range of gym and dance styles and forms.
- take part in outdoor and adventurous activities and developing skills to solve problems, either individually or as a group.
- analyse their own and others performance.

ASSESSMENT STRUCTURE

Students will be assessed after every activity taught using the GCSE PE practical criteria. They will be given a score /10 which they continue to add to throughout the year.

GROUPINGS

5/6 groups per half of year, maximum 30 students per group. Single and mixed sex groups, streamed into ability.

EXTENDED STUDY INFORMATION

ENRICHMENT OPPORTUNITIES

Cricket 20/20, Rugby and Hockey tour, Netball and football tour. Vast selection of after school clubs every day after school.

EQUIPMENT NEEDED

	BOYS	GIRLS
Compulsory	Polo shirt with school logo Plain navy shorts Plain navy football socks Plain white socks Non-marking trainers Long sleeve games jersey Football boots Shin pads Mouth guard	Polo shirt with school logo Plain navy shorts Plain navy football socks Plain white socks Non-marking trainers Football boots Shin pads Mouth guard
Optional	Rain Jacket with logo Plain navy tracksuit bottoms Navy ME midlayer	Rain Jacket with logo Plain navy tracksuit bottoms Navy ME midlayer

**NB: When students are competing in football/hockey they MUST have shin pads*

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr J Flynn



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1-6	<p>Students complete half a term on each activity.</p> <p>Focus: Basic movement skills and rules.</p> <p>Girls: Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounders, Tennis, Athletics, OAA, Basketball.</p> <p>Boys: Rugby, Netball, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball, Handball.</p>	<p>Students complete half a term on each activity.</p> <p>Focus: Developing skills and game play.</p> <p>Girls: Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounders, Tennis, Athletics, OAA, Basketball.</p> <p>Boys: Rugby, Netball, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball, Handball.</p>
ASSESSMENT OPPORTUNITIES	<p>Students are graded using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lesson will also take place at the end of the unit.</p>	<p>Students are graded using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lesson will also take place at the end of the unit.</p>



PURPLE PATHWAY ([back to CONTENTS](#))

OVERVIEW

Students entering Maiden Erlegh in Year 7 with Key Stage 2 levels in both English and Mathematics that are significantly below national expectation, are supported within our 'Purple Pathway' curriculum. This is a two year programme that provides the student with firm foundations from which to select Key Stage 4 Options, which commence at the beginning of Year 9. This curriculum pathway is taught within a smaller teaching group and is designed to provide the student with more personalised and specialist support with numeracy and literacy.

In order to fully avail of this opportunity, the students on this pathway do not study French, Geography, History or Religious Studies explicitly, though elements of Geography and History are delivered as project-based work. For the remaining subjects (Music, Drama, ICT, Technology, Science and Physical Education), students are taught within larger mixed ability teaching groups.

This specialist curriculum pathway lasts for 2 years. We have high expectations for all of our students and challenge is embedded in lessons. The small group settings have an increased teacher to pupil ratio and fewer room changes. With less teachers, there is better continuity in monitoring progress in basic literacy and numeracy skills required to access more challenging areas of the curriculum.

Students will also have access to the Reading Plus Intervention Programme.

ASSESSMENT OBJECTIVES

Please see English and Maths, Geography and History.

ASSESSMENT STRUCTURE

Please see English and Maths, Geography and History.

GROUPINGS

There are about 20 students on the purple pathway in Foundation and these are usually split into two classes.

HOMEWORK INFORMATION

This will be set in accordance with English and Maths homework policies.

EXTENDED STUDY INFORMATION

Please see English and Maths, Geography and History.

ENRICHMENT OPPORTUNITIES

Please see English and Maths, Geography and History.

EQUIPMENT NEEDED

Standard classroom equipment including: pen, pencil, calculator, colouring pencils, rubber, pencil sharpener, ruler, glue, scissors, etc.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Please see English and Maths, Geography and History.

Encourage your child to access the Reading Plus Intervention Software at home and to attend the drop-in sessions offered after school.

Continue to encourage your child to read every day, this will improve breadth of subject vocabulary as well as improving comprehension.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Please see English and Maths, Geography and History.

TEXTBOOKS OR REVISION GUIDES

Please see English and Maths, Geography and History.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs S Bendall – Senior Assistant Headteacher and SENCo



RELIGION AND PHILOSOPHY

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OVERVIEW

Religion and Philosophy is essential to ensure students are respectful and understanding of others' views. The foundation course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised. A range of religious beliefs are explored, including Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism on a variety of issues, as well as an in depth exploration of their faith and beliefs. Humanist views and responses to philosophical questions are also debated throughout the course.

This course is relevant to any future career where you work with people, particularly careers in law, medicine, teaching, engineering, journalism, the police, youth work and any job where you will encounter people with different beliefs and backgrounds.

ASSESSMENT OBJECTIVES

Students are assessed based on their knowledge and understanding of different belief systems, as well as their ability to evaluate the viewpoints.

ASSESSMENT STRUCTURE

The assessment structure varies but can include:

- Responses to a statement which students evaluate from different perspectives
- A range of questions that assess students' knowledge and ability to evaluate different viewpoints
- A diary entry to show awareness of the impact different religions have on people's lives
- An essay style assessment, where a range of views on one issue are explored

GROUPINGS

10 mixed groups with approximately 28 per group in each year group.

EXTENDED STUDY INFORMATION

- Guide them towards developing their understanding of religious issues
- Encourage them to research and find out about religious character
- Research and reflect on contemporary issues linked to religion in the modern world
- Useful websites: <http://www.bbc.co.uk/> <http://www.reonline.org.uk/>
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zh3rkqt>
- Regular use of the google classrooms page: q3nquqe

ENRICHMENT OPPORTUNITIES

Philosophy Club is delivered during the first term and is open all year 7 and 8 students. In year 7 students are visited by a group called 'RE Inspired' who look at whether Jesus can be seen as mad, bad or God. In year 8 students are visited by RE Inspired again who share different viewpoints from their varied Christian denomination perspectives. Also, year 8 are visited by a Buddhist nun who shares how Buddhism impacts her life.

EQUIPMENT NEEDED

No equipment is needed but there is a wider reading list on our google classroom page

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss S Jones



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Unit 1: Who is God?	Unit 1: What would you choose?
ASSESSMENT OPPORTUNITIES	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.
2	Unit 2: Jesus: Mad, Bad or God? Unit 3: What is philosophy all about?	Unit 2: What's it like to be a Muslim? Unit 3: Do philosophical arguments for God's existence work?
ASSESSMENT OPPORTUNITIES	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.
3	Unit 4: PSHE Unit 5: Why are festivals so important?	Unit 4: PSHE What's it like being a Buddhist today?
ASSESSMENT OPPORTUNITIES	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion.	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion.



SCIENCE ([back to CONTENTS](#))

OVERVIEW

At foundation level, pupils follow an 'in-house' modular course, supported by the published schemes of work of 'Kerboodle' matched to the AQA KS3 Syllabus which provides the baseline to students going on to study AQA Science at GCSE. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work. Students will cover all the topics, but not necessarily in the order given below.

The aim of this course is to firmly introduce the students to the importance of Science both in terms of qualifications and skills required to pursue STEM based careers in the future such as engineering and research.

ASSESSMENT OBJECTIVES

Assessment in foundation science is there to ensure students have understood key concepts and have grasped the necessary subject knowledge which is required for KS4. It also involves developing key examination skills such as analysing data and writing extended answers. Practical skills are also assessed to ensure students begin to prepare for the required practicals at both KS4 and KS5 should they wish to study the subject to this level.

ASSESSMENT STRUCTURE

Students will be assessed in the following skills:

- Analysing data
- Drawing graphs
- Extended pieces of writing
- Exam questions
- Practical assessments

GROUPINGS

The majority of students are taught in mixed ability groups. This allows for groups to be smaller, averaging 25 pupils per class. With 12 groups in total per cohort.

HOMEWORK INFORMATION

Students will be set weekly homework tasks to consolidate and develop their understanding of the work completed in lessons.

EXTENDED STUDY INFORMATION

Students should take advantage of the 'Kerboodle' online textbook and resources to consolidate and extend their learning. Science also runs a drop-in session every Tuesday in which pupils can come for help, guidance and support with their studies.

ENRICHMENT OPPORTUNITIES

We have house competitions that students can get involved with. Science fair is an opportunity for students to investigate and research something of interest and present their findings to their peers and scientists.

EQUIPMENT NEEDED

Scientific calculator, pens, pencil, ruler, glue stick.

A science laboratory coat is **NOT** required as part of school uniform.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage your child to discuss with you what they are learning. If they can explain the processes clearly to another, it really helps to develop their own understanding. Encourage them to read around the subject and to create a quizzes and mind maps to consolidate their classwork.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

TEXTBOOKS OR REVISION GUIDES

The science Activate textbooks can be access online via kerboodle.

Science AQA Activate student book 1 ISBN 978-0198408246

Science AQA Activate student book 2 ISBN 978-0198408253

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Dr C Hinit and Mrs T Noden-Hooper



Rotation	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Cells Movement Interdependence The particle model Earth's structure Acids & Alkalis Speed Gravity Energy costs Energy transfers Sound	Heating & cooling Light Elements Breathing Respiration Digestion
2	Circuits Plant reproduction Human reproduction	Contact forces Types of reaction Metals & non-metals Universe Variation Evolution
ASSESSMENT OPPORTUNITIES	<p>Baseline test when students first arrive at Maiden Erlegh.</p> <p>In each topic there will be a piece of literacy or numeracy homework which will be formatively assessed.</p> <p>After two topics have been studied, students will have be given a summative assessment covering the content of these previous two topics.</p> <p>Year 7 examination during assessment week cover the whole content studied up until this point in the year.</p>	<p>In each topic there will be a piece of literacy or numeracy homework which will be formatively assessed.</p> <p>After two topics have been studied, students will have be given a summative assessment covering the content of these previous two topics.</p> <p>A practical assessment will take place during assessment week where students will be expected to plan, carry out, analyse and evaluate an experiment.</p> <p>Year 8 examination at the end of the year covering the whole content of the year.</p>

N.B. ASSESSMENT OPPORTUNITIES = Formative activities



SPANISH ([back to CONTENTS](#))

OVERVIEW

Spanish is a great language to learn and is spoken by 400 million people worldwide. In Year 7 and 8 all pupils have four hours of Spanish lessons per fortnight with opportunity to take Spanish on to GCSE. Throughout Years 7-11, students will be encouraged to explore language through a wide variety of topics which will help them to develop the four key linguistic skills; Listening, Reading, Writing and Speaking.

In Year 12 and 13 students will be taking a further journey into Spanish and Spanish speaking countries analyzing the culture, the literature, current themes and consolidating all aspects of Spanish grammar.

Pupils develop the four skills through a variety of activities including role play, speaking in pairs or groups, presentations, listening to CDs, completing written tasks, language games, videos, reading and grammar work. A number of different topic areas are covered from the National Curriculum Areas of Experience, for example identity and culture, current and future study, local area, holidays and travel. These topics will be further develop in KS4 classes. Similarly, we will aim at raising awareness on the importance of learning a language for future studies and careers.

ASSESSMENT OBJECTIVES

Covering the 4 skills – speaking, writing, reading and listening. Students to get used to the AQA new grading criteria. Aiming to give opinions when talking about familiar topic, being familiar with using different tenses and in exceptional cases being able to express themselves using 3 tenses accurately.

ASSESSMENT STRUCTURE

Covering the 4 skills – that could be 2 skills or more per half term. The exam will follow the GCSE exams criteria but adapted according to students' learning and needs.

GROUPINGS Mixed abilities, classes may vary from 25 to 30.

EXTENDED STUDY INFORMATION

Use platform such as linguascope.com – we will be providing username and password.

Students can practice reading and listening skills or download PDF documents with key vocabulary.

Studying Spanish movies and or short youtube video clips in target language.

ENRICHMENT OPPORTUNITIES

European day of languages in September. After school clubs and competitions. Spelling Bee competition. Possible theatre company invited to present a show in Target Language.

Celebration day for MFL in April – testing food and recognising students' progress/effort.

EQUIPMENT NEEDED

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr G. Raso



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Introduction of Target Language</p> <ul style="list-style-type: none"> • Introducing myself. • Saying what I like. • How do you say ... ? • Can I ... ? • What are the school rules? • How do you spell? • What do you fancy doing? • What can we do today? 	<p>Activities, describing yourself and friends, nationalities, places in town, television, films, invitations and making excuses.</p> <p>Expressing opinions about activities: <i>me gusta...</i></p> <p>Descriptions of people: <i>el pelo, los ojos</i>.</p> <p>Nationalities: writing an extended text.</p> <p>Places in town: near future tense (<i>voy a + infinitive</i>).</p> <p>Television: opinions and new adjectives.</p> <p>Films: <i>más...que..., menos...que...</i></p> <p>Invitations : authentic Spanish expressions.</p> <p>Making excuses : using <i>querer</i> and <i>poder</i>.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
2	<p>Me, my family and my friends – where I live – what language do I speak.</p> <ul style="list-style-type: none"> • possessive adjectives. • use two verbs together/ Use of modal verb • poder + infinitive. • Vamos a + infinitive • adjective agreement rules • casarse/enfadarse/llevarse bien con. • adverbs of frequency. • gustar. • regular verbs using the infinitive. • interrogative words such as quién, cómo, cuántos, qué, cuándo. • What/who is important to me. • What do I like doing. 	<p>Arranging going out with family and friends.</p> <p>To learn new types of TV programmes. To say which programmes they like/dislike.</p> <p>¿Cuál es tu programa favorito? ¿Por qué?</p> <p>¿Qué tipo de películas (no) te gustan?</p> <p>¿Te gustaría ir a la bolera?</p> <p>No puedo...</p> <p>Tengo un problema.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
3	<ul style="list-style-type: none"> - Home, town, neighbourhood and region. • The present tense – I live/he/she lives. • Prepositions. • Use two verbs together/ use of modal verb. • Vamos a + infinitive • Comparatives más que/menos que. • Expressions of quantity. • Los que/las que + verb. • Interrogatives dónde and por qué. • Poder + infinitive. 	<p>Describing past holidays, saying what you did on holiday, learning about the Spanish speaking world, mealtimes, food, shopping for food, restaurants, meals</p> <p>Describing past holidays: preterite tense of <i>ser</i> and <i>ir</i>.</p> <p>Spanish speaking world: increasing cultural knowledge.</p> <p>Mealtimes: time expressions.</p> <p>Shopping for food: using numbers up to 1000.</p> <p>Restaurants: understanding the difference between <i>tú</i> and <i>usted</i>.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
4	<p>Free time activities</p> <ul style="list-style-type: none"> • consolidation of present tense including 	<p>Introduce the new topic of food.</p> <p>Revising numbers and learning how to ask</p>



	<p>irregular verbs salir, querer, preferir, ver, dar. for certain quantities of food.</p> <ul style="list-style-type: none"> • extend range of two verbs together. • adverbs such as por lo. • clauses introduced by cuando and si (Y9). • Dónde/ con quien/cuando. • Past tense – it was/I went. 	<p>Looking at money and market dialogues</p> <p>Introducing new food vocabulary (in a restaurant).</p> <p>Look at a more complex text in the preterite tense on the topic of food.</p> <p>Asking and answering questions about meals.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Speaking project – presentation in front of the class.
5	<p>My studies</p> <ul style="list-style-type: none"> • Me gusta + infinitive. • Tener que/deber + infinitive. • Hay que + infinitive (compulsory subjects). • Porque to express reasons. • More present tense. • Perfect tense, some irregular verbs. • The future tense – voy a/ vamos a ... two verbs together e.g. ir a/ esperar/gustar más. • reflexive verbs. • comparative and superlative in expressing opinions about subjects. • use of tú and usted in informal/formal exchanges (Y9). 	<p>Clothes, school uniform, preferences, trips, health, body parts, ailments, healthy eating, lifestyle choices.</p> <p>Clothes: adjectival agreement (<i>una falda roja</i>).</p> <p>School uniform: comparisons and superlatives.</p> <p>Body parts: <i>me duele(n)</i>.</p> <p>Ailments: <i>tengo catarro/tengo tos</i>.</p> <p>Healthy eating: making resolutions for the future.</p> <p>Lifestyle choices: using <i>para</i> to make more complex sentences.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
6	<p>Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.</p> <ul style="list-style-type: none"> • preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir) • reflexive verbs in preterite; perfect and imperfect tenses together. • describing a past event/festival; actions and opinions. • talking about movies – use of the future tense. • More use of describing words 	<p>Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.</p> <ul style="list-style-type: none"> • preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir). • reflexive verbs in preterite; perfect and imperfect tenses together. • describing a past event/festival; actions and opinions. • talking about movies – use of the future tense. • More use of describing words.
ASSESSMENT OPPORTUNITIES	Catching up/intervention if needed.	Listening, Reading, Writing and Speaking.