

MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School CURRICULUM BOOKLET Foundation

Academic Year 2019-2020

S. Elliss –DHT: Curriculum

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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 eg: 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 e.g.: 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 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 or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally 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 –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.



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 risk take 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 your peers throughout the course will help develop your communication skills, understand the GCSE assessment criteria and put your 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.

HOMEWORK INFORMATION

Students will be set a variety of homework tasks connected to the topic and theme that they are studying.

The tasks will vary and will usually extend and support classwork. Here are some example tasks;

1. Practising drawing skills using a 2B pencil to create tone
2. Practising mark making with pencil
3. Planning 4 different designs for sculpture you will make in class
4. Completing work started in class perhaps by adding colour tone.
5. Collaging papers to create a base for work to follow in class
6. Developing research skills using guidelines and suggested web-sites.

Homework will be set each week to be handed in the following lesson. Homework should take at least 40minutes.

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Look in their sketchbooks every week to ensure homework is completed
- Encourage LOOKING at objects, people, landscapes, really studying them and analysing the details visually with them
- Discuss ideas with them ask them what they have found out about artists' work, (not the life of the artist)
- Provide access to a camera and the internet
- Offer technical help with holding, gluing, cutting up etc

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.Tate.org.uk

www.nationalgallery.org.uk

www.npg.org.uk

www.vam.ac.uk

www.saatchigallery.com,

www.royalacademy.org.uk

sculpture.uk.com

www.sculpture.org.uk

thephotographersgallery.org.uk

Class teachers will set up their own Google class room code as and when required

TEXTBOOKS OR REVISION GUIDES

We have a small library of Art, craft and design books that can be loaned for short periods of time as and when required.

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 student's 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
Graphical Media

GROUPINGS

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

HOMEWORK INFORMATION

The type of homework tasks set during Years 7 and 8 are research tasks, design tasks, practising skills learned in lessons and revision for assessments. The department is launching the iDEA (Duke of York Award; see <https://idea.org.uk/>) Bronze and Silver Program that is being set consistently as homework across the year. The expectation is that Year 7's complete the Bronze Program and the Year 8's will complete Silver Program. Students learn and revise topics learned in lessons to improve their Digital Literacy and Safety skills. Homework is (otherwise) usually set twice per half term, taking an average of 30 minutes per piece.

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.

EQUIPMENT NEEDED

Students are required to bring to lesson their Assessments books and folders (provided by the department), writing equipment and small headphones (that fit in a pencil case). A computer is not required at home as there is Homework club and Computing Catch-up club.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents should encourage their children to use computer systems effectively at home and recognise that they are not just for entertainment or social networking. Parents should be able to discuss the risks of using electronic devices and monitor their child's use of social networking sites so that they are safe online.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://sites.google.com/maidenerleghschools.co.uk/computerscience/foundation>

<https://www.codecademy.com/>

<https://classroom.google.com/h>

<https://www.bbc.com/bitesize/subjects/zvc9q6f>

<https://www.ted.com/talks>

TEXTBOOKS OR REVISION GUIDES

No textbooks are required for this course. All materials are accessible via the Computer Science website at



<https://sites.google.com/maidenerleghschools.co.uk/computerscience/foundation>

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss F Brooke

| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|--|--|
| | Year 7 | Year 8 |
| 1 | Basic skills in the use of ICT software are reviewed, and build upon from Primary School. | Students learn about internal system components of computer systems, with special focus 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 | Assessment task | Assessment task |
| 3 | Computational Thinking Students learn about problem solving skills and the attitude of “not giving up” in order to solve ICT problems. | Python Students develop prior learning from Unit 1 and 2 into programming in Python. The focus is on sequence, selection, iteration and Python Turtle. |
| ASSESSMENT OPPORTUNITIES | Assessment task | Assessment task |
| 4 | Small Basic Students developing their learning from Unit 1 into programming. The focus is on sequence, selection and iteration. | Students develop their 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 Software Develop Lifecycle during completion | Students develop their skills in graphic design and are able to create and edit digital images using industry standard software. |
| ASSESSMENT OPPORTUNITIES | Assessment task | Assessment task |
| 6 | Interactive Media | Graphics Project |
| ASSESSMENT OPPORTUNITIES | Assessed Project | Assessed Project |



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 centred 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Visit The Design museum in London.

See school subject information on school website.

Help with research, disassembly and development tasks (being free to be creative at home!).

Encourage an enquiring mind towards Design.

Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.

Discuss with them what you are thinking if you are about to buy a new product and why you might be favouring one design over another.

Discuss with them real life issues and the cause and effect of technology and the environment.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://designmuseum.org/> and <https://www.newdesigners.com/>

Google Classroom Codes

Year 7 = 1q5jzr4

Year 8 = 8glorux

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. |



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 undertakes one lesson of Food once a week for half the academic year.

HOMEWORK INFORMATION

Homework is set on a weekly basis and will involve preparing ingredients for a practical session, evaluating a task, research or an extended piece of writing

EXTENDED STUDY INFORMATION

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

ENRICHMENT OPPORTUNITIES

Master chef competition

EQUIPMENT NEEDED

Students are expected to purchase a blue school apron (please name) 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Find out which day the Food lesson occurs, ask when the practical session is. Encourage your child to practice the dish at home. Look at exercise books regularly.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

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

Google Classroom Codes

Year 7: hp4yjh

Year 8: cwft82

TEXTBOOKS OR REVISION GUIDES

None available

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 pupils 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, amount of groups: 8

HOMEWORK INFORMATION

Homework will be set occasionally, as appropriate. This may include: learning lines, research, revision, rote learning, character profiles and annotating scripts.

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)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Show an interest in the subject, help with homework (but do not do it for them), discuss what they are doing in drama.
- Watch TV programmes, theatre productions and films together; discuss the quality and content of the performances, script and technical aspects.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

National Theatre YouTube Channels – great videos about productions, acting techniques and styles. Technical theatre and tutorials

<https://www.youtube.com/user/NationalTheatre>

<https://www.youtube.com/user/ntdiscovertheatre>

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. | Physical Theatre: Harry Potter Students will explore what physical theatre is and use its techniques |
| 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 | 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 | 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 characterisation |
| 4 | The Actor's Voice: Students focus on learning a range of vocal skills and developing their voice in practice | Roald Dahl Students will explore a range of different acting styles through the characters and stories of Roald Dahl |
| 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, a copy of which can be found in the front of student exercise books.

GROUPINGS

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

HOMEWORK INFORMATION

All students are expected to read for 20 minutes daily in addition to their English homework. Homework could include:

1. Punctuation/ grammar/spelling.
2. Reading a class reader or wider reading
3. Analysing short sections of texts and writing up the results.
4. Drafting or re-drafting a piece of writing
5. Research of a topic we are studying.

Homework will be set twice weekly and each piece should take around 30 minutes

EXTENDED STUDY INFORMATION

- Encourage wide reading of different genres, different authors and different periods. Talk about the books with them.
- Encourage checking words in the dictionary.
- Take them to the theatre or cinema and share opinions about how characters were presented or setting was used.

ENRICHMENT OPPORTUNITIES

We offer a creative writing club, a debating society and fortnightly library trolleys. We also regularly offer an opportunity for Year 7 students to visit *The Guardian* newspaper.

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?

- Test their spelling
- Read with them and share opinions on what you read
- Talk through homework tasks and encourage them to proof-read their work
- If research homework is set, help them to sift through the mass of information available
- Listen to any presentations they may be preparing and ask them questions that require them to develop ideas

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Literacy skills: <http://www.bbc.co.uk/skillswise/english>

English skills: <https://www.bbc.com/education/subjects/z3kw2hv>

TEXTBOOKS OR REVISION GUIDES

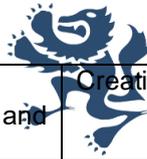
We do not use textbooks in English and we do not recommend the old KS3 revision guides for English as these assessments no longer exist. However, we have found the Heinemann series useful: ISBN-13: 978-0435579777

CONTACTS / ANY FURTHER INFORMATION

Ms K Terry (Foundation English Curriculum Leader)



| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|---|--|
| | Year 7 | Year 8 |
| 1 | Non-Fiction and Autobiography Class reader either Boy or Anne Frank. Knowledge and skills: <ul style="list-style-type: none"> • Inference • Spelling, punctuation and grammar. • Descriptive techniques. • Formal presentation. | 'The World of Dickens' – Introduction to Dickens Unit 'In My Opinion....' Non-fiction – argument/persuasion Unit |
| ASSESSMENT OPPORTUNITIES | Baseline writing assessment Creative writing assessment S&L – presentational skills | Writing - David Copperfield's diary Reading- analysis of the way Dickens presents a character Reading – analysis of a transactional text Writing – persuasive non-fiction text S&L – participation in a debate |
| 2 | Modern drama Knowledge and skills: <ul style="list-style-type: none"> • Inference • Using quotations • Technical vocabulary for drama Poetry Knowledge and skills: <ul style="list-style-type: none"> • Identify poetic techniques. | |
| ASSESSMENT OPPORTUNITIES | Reading Assessment Test poetic technique knowledge. | |
| 3 | News + advertising Knowledge and skills: <ul style="list-style-type: none"> • Language and structure techniques. • Spelling, punctuation and grammar. • Persuasive techniques. | *Shakespeare – 'A Midsummer's Night's Dream' Class reader – this will vary according to class |
| ASSESSMENT OPPORTUNITIES | Assessment – magazine article writing. S&L – group presentation. | Writing: 'A Visit to the Globe' (imaginative) Reading - analysis of how a theme is presented Reading - analysis of a theme present in the novel Writing – rewriting a section of the novel from a different perspective |
| 4 | The novel Texts will vary by class Knowledge and skills: <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. | |
| ASSESSMENT OPPORTUNITIES | Assessment – analytical reading Tests on language/structural devices. | |
| 5-6 | Shakespeare – Introduction Knowledge and skills: <ul style="list-style-type: none"> • Spelling, punctuation and grammar. | 'The Romantics' - Poetry Unit |



| | | |
|---------------------------------|--|--|
| | <ul style="list-style-type: none">• Sensory description.• Context of Shakespeare's times and theatre. | |
| ASSESSMENT OPPORTUNITIES | Assessment – creative writing Y7 Assessment Week – analytical reading skills. | |



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 yr7 and 4 in yr8.

HOMEWORK INFORMATION

Homework is set once a week and should take 30 mins to complete. Typical homework tasks will include:

- Rote learning of vocabulary and grammar
- Vocabulary revision and practice using online websites
- Extended pieces of writing
- Creative tasks and research
- Translations and grammar exercises

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Test them on the meanings of French words when they have to learn vocab or grammar. Help them to manage their time when learning vocabulary: a little and often is the key.
- Help them develop learning techniques: look, cover, write, check is the method used in primary school. How can this method be adapted to help with the learning of a new language?
- Reading - get them to summarise what the text/extract is about in English. Ask them what certain words mean – how spontaneously can they answer you?

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

- <https://www.memrise.com/courses/english/french/>
- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://fr.duolingo.com/>

TEXTBOOKS OR REVISION GUIDES

Yr 7: EXPO 1 by Jon Meir and Gill Ramage ISBN: 0-435-38473-2

Yr8: EXPO 2 by Jon Meir and Gill Ramage ISBN: 0-435-38512-7

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 last weekend; talking about what you like doing Talking about yesterday evening; talking about the sports you do Talking about what you watched on TV Perfect tense with être; -er verbs |
| 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 | Making and reacting to invitations: the verb vouloir Making excuses: the verbs 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. | Yr8 assessment week |
| 4 | Where I go in town Future plans Ordering snacks and drinks Asking for prices | Discuss meals and preferences Shopping for food Organising a party Ordering food at a restaurant |
| 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 | 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. | vocabulary tests will also be taking place. |
| 5 | School subjects My timetable My daily routine The weather Compass points | Talking about countries: using à & en Talking about holidays Describing a holiday centre Talking about past holidays Finding out about holiday destinations |
| ASSESSMENT OPPORTUNITIES | Yr 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 | Countries and languages Holidays Using different tenses | Talking about friends Pocket money Gadgets Past, present and future |
| 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. |



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.

HOMEWORK INFORMATION

1. Complete glossaries.
 2. Extended creative writing.
 3. Cartographic and graphical analysis.
 4. Research case study material
 5. Produce poster and presentations on topics / issues
- H/w should take 30 minutes to complete and this will be set on a weekly basis.

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Help them research a topic and write up their findings in their own words.
- Help with map skills by using the Reading OS map and also navigate whilst out and about.
- Check understanding of key terms in glossaries.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code will be given out to students in the first couple of weeks of term to help them with h/w and revising in geography.

TEXTBOOKS OR REVISION GUIDES

We have a booklet of worksheets for each module that the geography department have created to help all students to progress in their learning.

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.

HOMEWORK INFORMATION

Homework is set once a week and should take 30 minutes to complete. Typical homework tasks will include:

- Rote learning of vocabulary and grammar
- Vocabulary revision and practice using online websites
- Extended pieces of writing
- Creative tasks
- Translations
- Grammar exercises
- Research

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Test them on the meanings of German words when they have to learn vocab or grammar.
- Help them to manage their time when learning vocabulary: a little and often is the key.
- Help them develop learning techniques: look, cover, write, check is the method used in primary school. How can this method be adapted to help with the learning of a new language?
- If they are doing reading get them to summarise what the text/extract is about in English. Ask them what certain



| |
|--|
| words mean – how spontaneously can they answer you? |
| USEFUL ONLINE INFORMATION/ONLINE RESOURCES |
| <ul style="list-style-type: none"> - https://quizlet.com/login - https://www.linguascope.com/ - https://de.duolingo.com/ - https://www.languagesonline.org.uk/Hotpotatoes/Index.htm |
| Google Classroom Code: uam3jnb |
| TEXTBOOKS OR REVISION GUIDES |
| Echo Express 1 by Jeannie McNeill ISBN: 9780435388973 |
| Echo Express 2 by Oliver Gray and Jeannie McNeill ISBN: 9780435389529 |
| Stimmt! Higher Student's Book: 9781292118185 |
| 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 | <u>Year 8 Assessment Week – Beginning of January</u> 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 – End of May</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- 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.

HOMEWORK INFORMATION

- Learning key terminology and definitions.
- Preparation for milestone assessments.
- Completing target work, glossaries and personal learning checklists (PLCs).
- Extended reading/research.
- Comprehension tasks.



Homework is set as per the school policy: an hour's worth of homework every week.

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/>
<http://www.ihndclare.net/>
<https://revisionworld.com/a2-level-level-revision/history-gcse-level>
<http://www.historylearningsite.co.uk/>
<https://quizlet.com/subject/history/>
- 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.

ENRICHMENT OPPORTUNITIES

Potential Hampton Court Palace trip.

History Club.

EQUIPMENT NEEDED

Pens, pencil, glue stick, scissors, highlighters, sticky back plastic to cover exercise book, *coloured pencils.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage them to keep their exercise books organised.
- For longer pieces of writing and project work help with research, planning and read through the work before it is handed in.
- Check that they understand how to use the internet for research by looking for plagiarism (copy & pasting from the internet can be very tempting).
- Test them on key terminology and definitions.
- Talk to them about what they are learning.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

The Google Classroom Code will be confirmed in first lessons.

TEXTBOOKS OR REVISION GUIDES

We use a wide variety of textbooks that provide information for lessons, however, the number of textbook-based lessons is minimal. Therefore, there is not a particular book that can be recommended. Instead, information and research should be found using online resources such as those mentioned in the 'Extended Study Information' section.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Stewart



| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|--|--|
| | Year 7 | Year 8 |
| 1 | Baseline Test. - Romans. - The Norman Conquest. | Victorians. |
| ASSESSMENT OPPORTUNITIES | Baseline Test. - 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? |



OVERVIEW

- All students will make strong progress in Mathematics.
- Students will enjoy Mathematics learning and be confident with using their mathematical skills to solve problems.
- Students will be given opportunities to have exposure to enrichment activities.
- Quality first teaching and assessment for learning will be exemplary.
- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Regular recall will help students secure their mathematical knowledge.
- Students will be given opportunities at least once a half term to engage with an enrichment activity
- Knowledge/skills reviews will take place after each sequence of learning.
- Students will be trained to select and use resources independently (BBBB).
- Exercise books will be developed as key resources with standardised presentation.
- Homework will be used to consolidate and extend knowledge and skills.
- Teachers will ensure that students understand the place of each learning within sequences of learning.
- Hands down questioning to allow for targeted questions.
- DA and other “at risk” students will have priority questions.
- Written questions will enable all students to practise and stretch their learning appropriately.

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 the end of each term 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 term. Teachers will also formatively assess the students throughout the year on a continuous basis.

GROUPINGS

Mathematics at Maiden Erlegh is taught in ability sets. Students are placed in sets by ability, based on their Key Stage 2 test results and other information from Primary Schools. The groups are re-evaluated throughout the year in order for students to be placed in the correct set for their ability. Most class sizes are between 25 and 30 pupils in size, with some smaller groups where students may require more support.

HOMEWORK INFORMATION

Homework will be set twice a week.

Typical homeworks may include:

- Consolidating classroom learning through further examples including past papers.
- Completing an online learning assessment.
- Researching a topic for self study and enrichment
- Using Hegarty Maths, Mymaths or Kerboodle or other online resources to help mathematical understanding.

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
- UK Maths challenge for gifted and talented mathematics students
- 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

Pen, pencil, rubber, ruler, pair of compasses, protractor, scientific calculator (CASIO fx -83GT Plus or CASIO fx-85GT



Plus is best)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage a positive and “can do” attitude towards mathematics.
- Read through questions with your child and encourage them to pick out information needed to answer
- Provide your child with a revision guide and help them plan their revision.
- Encourage your child to talk through topics and explain what they are currently covering. (Let them teach you!)
- Look at your child’s work on a regular basis so that you can see the progress of your child.
- Help your child if you can but please annotate any help given by writing a note/comment in their exercise book.
- Ensure your child catches up on any work missed.
- Problem solving skills: Get your child to relate Mathematics to real life e.g.: percentages and best buys in shops. Use DIY projects to get your child to estimate and measure.
- Help your child to be able to read from an analogue clock and promptly recall times tables and basic number bonds

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://hegartymaths.com/> (Students have their own log in)
www.kerboodle.com (Students have their own log in)
www.mymaths.co.uk,
<https://corbettmaths.com/5-a-day/gcse/>
<http://nrich.maths.org>

TEXTBOOKS OR REVISION GUIDES

We do not currently use a specific textbook in foundation mathematics. Students can speak to their teacher about recommended books to help at home.

CONTACTS / ANY FURTHER INFORMATION

Head of Foundation Mathematics: Ms S Strong



| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|--|---|
| | Year 7 | Year 8 |
| 1 | <p>Number: Place Value; adding, subtracting, multiplying and dividing whole numbers; order of operations; multiples and factors; types of numbers; use of inequality signs; directed numbers</p> | <p>Number: HCF and LCM; rounding; standard index form; order of operations; operations with negative numbers Algebra: Simplifying; index laws; factorising; substituting into formulae, rearranging formulae</p> |
| 2 | <p>Number: Place Value; adding, subtracting, multiplying and dividing whole numbers; order of operations; multiples and factors; types of numbers; use of inequality signs; directed numbers</p> | <p>Number: HCF and LCM; rounding; standard index form; order of operations; operations with negative numbers Algebra: Simplifying; index laws; factorising; substituting into formulae, rearranging formulae</p> |
| ASSESSMENT OPPORTUNITIES | Summative test assessing term 1 and 2 | Summative test assessing term 1 and 2 |
| 3 | <p>Ratio and Proportion: Writing and simplifying ratios; sharing using ratio</p> <p>Algebra: Sequences</p> <p>Geometry and Measures: Convert between metric units of mass, length and capacity; time; units of money; solving problems using angle rules</p> <p>Number: Operations with fractions; percentages</p> | <p>Geometry and Measures: Angle rules in parallel lines and triangles; angles in polygons Number: Using multipliers for percentage change; reverse percentages; financial problem solving and simple interest Algebra: Solving linear equations; setup and solve linear equations Geometry and Measures: Circumference and area of a circle; area and perimeter of compound shapes containing circles; problem solving with circles; volume and surface area of 3D shapes including cylinders</p> |
| 4 | <p>Algebra: Using algebraic notation to solve problems; solving equations</p> <p>Geometry and Measures: Area, perimeter and volume</p> | <p>Algebra: Plotting linear graphs; use the gradient and y-intercept of a straight line graph; recognise and plot quadratic functions; calculate speed; plot and interpret distance-time graphs Probability: Venn diagrams; listing outcomes; frequency trees; theoretical probability</p> |
| ASSESSMENT OPPORTUNITIES | Summative test assessing term 3 and 4 | Summative test assessing term 3 and 4 |
| 5 | <p>Number: Rounding and estimating</p> <p>Geometry and Measures: Translation, reflection and rotation</p> | <p>Statistics: Collecting data; histograms; scatter graphs; data project; averages; range; comparing data sets Geometry and Measures: Pythagoras' Theorem; constructions;</p> |



| | | |
|---------------------------------|--|--|
| | Statistics: Types of data; frequency tables; pictograms; bar charts; line graphs; pie charts; calculating mean, median and mode; calculating range; collecting and analysing data as a project | constructing triangles; loci Algebra: Inequality notation; finding integer solutions; inequalities and number lines; solving inequalities |
| 6 | Review of the year's work Probability: Vocabulary of probability; probability scale; listing outcomes; using equally likely outcomes; mutually exclusive events; sample space diagrams; experimental probability Calculator Use | Review of the year's work Summer Problem Solving Activities and Functional Mathematics |
| ASSESSMENT OPPORTUNITIES | End of year examination | End of year examination |



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

HOMEWORK INFORMATION

Homework in music will be set as and when appropriate to enhance the learning of the students. These tasks may include: Researching a topic or genre of music in preparation for a new unit of work • Researching a topic or genre of music in support of and to increase understanding of current unit of work being studied • Creating a factual poster on a given topic area (e.g. Steel Pans for Year 7's learning about Caribbean Music) • Creating a composer/artist fact file or biography • Completing a written evaluation on own composition and performance • To rehearse music for forthcoming assessment/s

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
- 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” and “School of Rock”.

Private instrumental lessons are also available through Berkshire Maestros.

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Help with internet research- assist them in being able to pick out the important pieces of information, particularly when creating a fact file

Encourage good presentation, particularly for posters and fact files which are likely to be displayed.

Suggest possible listening ideas from your own CDs which might support the topics we are studying at KS3.

Listen to Classic FM and discuss the features of the music with the student and what they like or dislike about it, giving reasons for their answers

If instruments are available at home (particularly keyboards), encourage practice and mini preview performances of the pieces we are studying in lessons



| |
|---|
| <p>USEFUL ONLINE INFORMATION/ONLINE RESOURCES https://www.bbc.com/bitesize/subjects/zmsvr82 https://www.mydso.com/dso-kids/learn-and-listen/instruments https://www.classicfm.com/ http://www.musictheory.net http://www.sfskids.org/ The Google Classroom Code will be given out in class</p> |
| <p>TEXTBOOKS OR REVISION GUIDES N/A</p> |
| <p>CONTACTS / ANY FURTHER INFORMATION Curriculum leader: Miss J Pitman</p> |

| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|---|---|
| | Year 7 | Year 8 |
| 1 | Baseline Music quiz & practical The Ingredients of Music Vocal skills | The Blues |
| ASSESSMENT OPPORTUNITIES | Baseline assessment Vocal composition | Performance of 12-bar blues chord sequence Blues composition |
| 2 | Keyboard skills including pitch and rhythm notation | Britpop |
| ASSESSMENT OPPORTUNITIES | Keyboard assessment | Performance of either "Wonderwall" by Oasis |
| 3 | Medieval Music | Music in advertising |
| ASSESSMENT OPPORTUNITIES | Medieval composition | Composition for a Mars Bar advert |
| 4 | Programme Music | Samba |
| ASSESSMENT OPPORTUNITIES | Pictures at an Exhibition composition | Performance of "Samba de Janeiro" |
| 5 | Calypso Music | Film Music |
| ASSESSMENT OPPORTUNITIES | Performance of traditional Calypso piece Calypso composition | Film music composition for a James Bond trailer |
| 6 | Chinese Music | Pop Songs |
| ASSESSMENT OPPORTUNITIES | Performance of China Town Chinese composition | Practical task involving covering a modern chart song as a band |



OVERVIEW

At Maiden Erlegh the PE curriculum is designed to inspire and engage all student's 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, Max 30 students per group. Single and mixed sex groups, streamed into ability.

HOMEWORK INFORMATION

N/A

EXTENDED STUDY INFORMATION

ENRICHMENT OPPORTUNITIES

Lords 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 socks Plain white socks Non-marking trainers Long sleeve games jersey | Polo shirt with school logo Plain navy shorts Plain navy socks Non-marking trainers |
| Strongly recommended | Football boots Shin pads* Mouth guard | Football boots Shin pads* Mouth guard |
| Optional | Rain Jacket with logo Plain navy tracksuit bottoms | Rain Jacket with logo Plain navy tracksuit bottoms Plain navy PE Fleece |

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Support Maiden Erlegh staff in helping students lead a healthy, active lifestyle.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

- www.bbc.com/education
- www.bbc.co.uk/sport

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><u>Girls:</u></p> <p>Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics, OAA, Basketball.</p> <p><u>Boys:</u></p> <p>Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball.</p> | <p>Students complete half a term on each activity.</p> <p>Focus: Developing skills and game play.</p> <p><u>Girls:</u></p> <p>Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics, OAA, Basketball.</p> <p><u>Boys:</u></p> <p>Rugby, Football, Hockey. Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball.</p> |
| ASSESSMENT OPPORTUNITIES | <p>Students are grading 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 lessons will also take place at the end of the unit</p> | <p>Students are grading 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 lessons will also take place at the end of the unit.</p> |



OVERVIEW

Students in Year 7 and 8 follow the Foundation Stage Support scheme of work. This is differentiated so that all students in these groups have a bespoke learning experience in order for them to access all topics. We also revisit basic number and numeracy skills that students may not have understood at Key Stage 2 in order to reinforce the fundamental concepts of maths, place value, calculations, time and number facts in order to ensure that they see and use the maths needed to progress. We have high expectations for all of our students and challenge is embedded in lessons. The small group settings ensure that students have a safe learning environment and immersion in engaging, practical activities helps to develop their confidence in their Mathematical ability.

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

EXTENDED STUDY INFORMATION

Please see English and maths, Geography and history.

ENRICHMENT OPPORTUNITIES

Please see English and maths, Geography and history.

EQUIPMENT NEEDED

Pen, pencil, calculator, colouring pencils, rubber, pencil sharpener, ruler, glue, scissors.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Please see English and maths, Geography and history.

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



| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|---|---|
| | Year 7 | Year 8 |
| 1 | <p>Number: Multiplying and dividing whole numbers; place value; order of operations; calculator methods; fractions, decimals and percentages; multiples and factors; types of numbers; use of inequality signs; approximating answers by rounding</p> <p>Algebra: Introduction to algebraic notation and techniques; using formulae; sequences; linear equations and graphs; solving equations</p> <p>Ratio, Proportion and Rates of Change: Introduction to ratio and proportion; using unitary methods; proportional division</p> <p>Geometry and Measures: Area and perimeter of 2d shapes; surface area and volume of cubes and cuboids; properties of shapes; calculating angles; constructions; transformations; unit conversions;</p> <p>Statistics: Representing data; averages; questionnaires</p> <p>Probability: Using probability scales; assigning probabilities; single-event probability</p> | <p>Number: Order of operations; calculator methods; fractions, decimals and percentages; percentage multipliers; indices and standard form; HCF and LCM; rounding</p> <p>Algebra: Sequences, formulae, plotting linear and quadratic graphs; using and rearranging formulae; solving linear equations; real-life graphs; inequalities</p> <p>Ratio, Proportion and Rates of Change: Unitary methods; Direct proportion; Using compound units</p> <p>Geometry and Measures: Area, surface area and volume (including circles and cylinders); angles in parallel lines; interior and exterior angles; angle and line constructions; loci; bearings; transformations; congruence; plans and elevations; Pythagoras' Theorem</p> <p>Statistics: Collecting and representing data; averages from frequency tables</p> <p>Probability: 2-event probability; sample spaces; theoretical and experimental probability</p> |
| ASSESSMENT OPPORTUNITIES | <p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress. Termly assessments will focus on the introduction of new Foundation Stage content from the Programme of Study and consolidation and extension of Key Stage 2 content. Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p> | <p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress. Termly assessments will focus on the continuation of new Foundation Stage content from the Programme of Study. Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve</p> |

RELIGION AND PHILOSOPHY [\(back to CONTENTS\)](#)



MAIDEN ERLEGH
SCHOOL

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.

HOMEWORK INFORMATION

- Research exercises
- Sorting and ordering tasks
- Article writing
- Empathy, creative and imaginative tasks
- Milestone assessments revision

This homework will be set once a week and should take approximately 30 minutes to complete.

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: ssonqn7

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Please have a close look at your child's exercise book to see what your child is studying in class.

Discuss ideas and issues together, particularly focusing on the key beliefs, practices, feelings of different religious people and ask your child to reflect on their own opinion of the ideas.

Support with research and use of the internet.

Read through prepared written tasks.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google Classroom Code- ssonqn7

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss S Jones



| TERM | COURSE CONTENT: Knowledge and skills | |
|---------------------------------|---|--|
| | Year 7 | Year 8 |
| 1 | Baseline test Who is God? | What would you choose? PSHE What's it like to be a Muslim? |
| 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 | Jesus: Mad, Bad or God? PSHE | Do philosophical arguments for God's existence work? What's it like to be a Buddhist? |
| 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 | What is philosophy all about? | Are all Christians the same? |
| 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 |



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

- 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

Homework tasks might include the following:

- Consolidation of work covered in class
- Complete practical write-ups at home
- Research and/or prepare presentation of a given topic
- Rote learning

In addition to this, there will be one piece of numeracy or literacy homework set per topic.

Student should receive one piece of science homework each week, taking no more than 30 minutes to complete.

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

There is also the fantastic science club where pupils can get involved with experiments not usually done on the curriculum to enthuse their curiosity.

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 consolidation of learning by making use of the online textbook ‘Kerboodle’
- Help your son or daughter to revise for topic tests, perhaps by testing them or allowing them to test you
- Encourage your son or daughter to attend the science drop-in session if they are finding a particular idea difficult
- Test them on the spelling of key scientific words

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Kerboodle.com
BBC Bitesize



TEXTBOOKS OR REVISION GUIDES

CGP Key Stage Three Science Study Guide

- Higher ISBN: 978 1 84146 230 1
- Foundation ISBN: 978 1 84146 240 0

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Dr C Hinitt

| 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 been given a summative assessment covering the content of these previous two topics.</p> <p>Year 7 examination during assessment week covering 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 been 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> |



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. 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 topic 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.

HOMEWORK INFORMATION

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening, with a focus on 4R (research, revision, recall, and reading). The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average half an hour per week. Homework will be set on google classroom – students will receive their password at the beginning of the year.

EXTENDED STUDY INFORMATION

Use platform such as linguascope.com
Students can practice reading and listening skills or download PDF documents with key vocabulary. The department shares the password and username with all students.

ENRICHMENT OPPORTUNITIES

European day of languages in September. Possible day trip to France or school trips to Spain. 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar.
- Help them to manage their time when learning vocabulary: a little and often is the key.
- Help them develop learning techniques: look, cover, write, check is the method used in primary school. How can this method be adapted to help with the learning of a new language?
- If they are doing reading get them to summarise what the text/extract is about in English. Ask them what certain words mean – how spontaneously can they answer you?

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.linguascope.com (password and username to be shared in class).
Google classroom – notices are added usually before assessment or for important assignments.

TEXTBOOKS OR REVISION GUIDES

Mira 1 and Mira 2 - Author: [Anneli McLachlan](#) - ISBN - 9780435387655

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 irregular verbs salir, querer, preferir, ver, dar • extend range of two verbs together | <p>Introduce the new topic of food.</p> <p>Revising numbers and learning how to ask for certain quantities of food.</p> <p>Looking at money and market dialogues</p> |



| | | |
|---------------------------------|--|---|
| | <ul style="list-style-type: none"> • adverbs such as por lo general/normalmente • clauses introduced by cuando and si (y9) • Dónde/ con quien/cuando • Past tense – it was/I went | <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 eg 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. |