

Our Lady of Sion School



Year 7 Curriculum Outline

*A Guide for
Parents and Pupils*

2011 – 2012

Introduction

Year 7

This booklet aims to help parents understand and be able to support their child's progress. It contains an outline of the Year 7 curriculum. Each subject will contain information under the following headings:

1. Course content
2. Assessment procedures
3. Homework policy
4. Marking policy
5. Textbooks and resources used
6. Specialist equipment.

Homework

A homework timetable will be issued within the first weeks of the Autumn term. It is important that parents keep a copy of the timetable and check and sign their child's planner each week. Each homework should last approximately 30 minutes. Homework is given in English and Mathematics twice each week and once a week in other subjects.

Assessment

Each subject assesses students regularly. Examinations take place in the Autumn and Summer terms. Year 7 students receive a written report at the end of the Autumn term, a Grade Sheet at the end of the Spring term and a written report at the end of the Summer term.

Consultation Evenings

Year 7 have two consultation evenings (October and April/May) when parents may consult their child's subject teachers and meet with their form tutor.

Mrs P Starkey
Deputy Head Teacher

Autumn 2011

Overview

Year 7

In Year 7 we aim to give pupils a broad base of subjects so that the choices they will have to make later on in their education can be as informed as possible. French and Mathematics are taught in ability sets. In addition to the core subjects (Mathematics, English and Science) twelve other subjects are taught, including taster classes in Spanish and German together with a mix of cerebral, creative and more physical activities. In addition, one lesson a week of PSICHE and four lessons of Physical Education are included as part of the curriculum.

Mrs A Whitchurch
Director of Studies

Autumn 2011

Course Content / Skills

The Art course takes the form of a number of units of work each year covering the National Curriculum criteria of knowledge and understanding, investigating and making. Foundation studies covering the basic rules of Art Education, i.e. line, tone, texture and colour through the skills of Drawing, Painting, Printmaking and 3D Sculptural Form.

Line – basic rules of markmaking using various implements like pencils, pen and ink, sticks etc. Also, a close look at Artists who used similar methods of working.

Tone and Texture – the study of tone and texture, exploring rubbings and frottage, again with reference to Artists.

Colour – the study of the colour wheel – primary, secondary and complementary colours. Looking at Artists who used colour in their work, e.g. Pop Artists, Fauvists and Impressionists.

Natural Forms – using resources in the classroom - collection of shells, feathers, seeds and dried flowers. Imaginative use of sketchbook, introducing drawing and basic painting skills, building up observational skills and visual literacy.

Artist Based Projects – looking at the work of Rousseau and making their own studies of plant and animal life, bringing together colour mixing, observational and composition skills.

Basic Printing Skills – mono printing, press printing and stencilling.

Assessment Procedures

Students fill in self-assessment sheets after every project, or as the unit progresses, if appropriate. End of term grades are based upon the effort and achievement attained by the pupil during that term. Homework grades also contribute to the overall achievement grade.

Homework

All Year 7 pupils are set one homework per week, which should take approximately half an hour to complete. Homework within Art can be fairly varied and can range from collecting and documenting, individual research and accurate observation drawing. Every homework should be accompanied by an evaluation.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comments will suggest how work can be improved and will be in an encouraging format.

Equipment

A sketchbook is provided. A 2B pencil is a useful item for class and homework, as is a putty rubber, scissors and glue. It may be helpful for pupils to have coloured pencils or paint available at home. Pupils must bring an art overall to every lesson to protect their clothes.

Introduction

A double period is allocated weekly to Technology in Year 7; students are divided into two groups and spend half of the year in Food & Nutrition and the other half in Design & Technology. In Design & Technology they complete two "Design and Make" projects.

Course Content / Skills***Project 1 Thermometer***

Students are provided with a thermochromic thermometer strip and are expected to design the rest of the thermometer to fix it to. The project introduces the students to the design process and the safe use of workshop tools and equipment, including some of the power tools. In order to generate suitable designs they are encouraged to think about the situation where their thermometer will be used, and how it will stand up or hang on a wall. They are also introduced to the range of materials available, have an opportunity to practise with the tools, and are expected to plan and select suitable processes to complete their chosen design. They make use of modelling to help clarify their design proposals and use finishing processes to complete their product, which are then evaluated.

Project 2 PODS

Students design and make a container by forming plastic sheet using a set of moulds of various shapes. Students are encouraged to use their creativity in making use of the shapes. The opening mechanism provides a challenging design problem which requires the use of modelling techniques to solve.

Assessment Procedures

Students are assessed on their design and making skills in line with National Curriculum attainment levels and are awarded end of term attainment and effort grades.

Homework

The majority of lessons carry a twenty minute homework task which is due in the following week.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comments will suggest how work can be improved and will be in an encouraging format.

Equipment

Students are expected to come to the lessons with overalls, pencil cases, homework diaries, any homework from the previous lesson and hair ties (if necessary).

Drama promotes a sense of vocal and physical ability within the security of the classroom. Students are required to create, perform and respond to stimulus, in a mature, sensitive way that will encourage further imaginative and effective performance in the future.

Course Content / Skills

Term 1: Students explore “Serious fun” a selection of exercises based on listening, observing, co-operation and discipline. This leads into mime, sequence and mask work developed from the poem ‘Matilda’ by Roald Dahl.

Term 2: Introduces concept of empathy based on stories from WWII Evacuation. Building character, through group improvisations, still images, spoken thought, narration, monologue and play scripts.

Term 3: Explores character, plot and language from “The Tempest” by William Shakespeare. Students use a variety of skills such as hot-seating and rehearsed improvisations to examine themes and issues and perform a range of scenes in front of an audience.

The course meets the criteria of the English curriculum, which requires students to improve skills in reading, listening, speaking and writing.

Students are also encouraged to get involved in productions outside of the classroom, such as the whole school production and charitable events throughout the year.

Assessment Procedures

Students are assessed in accordance with English curriculum levels and on their ability to create, perform and respond to Drama. Students’ end of term grades are based on effort and attainment during the term. Students also evaluate their own progress at the end of each term.

Homework

Homework is set each week and should take 20-30 minutes. It could be research, play-writing, reading or designing costumes, settings and masks.

Marking Policy

Students are marked in accordance with school marking policy and comments suggest ways to improve grades and encourage better performance.

Course Content / Skills

Pupils are taught in their forms in Year 7. They develop their skills in Speaking & Listening, Reading and Writing, in accordance with the National Curriculum. Pupils study narrative, poetry, media/non-fiction and drama texts. Two, or in some instances three, class novels are studied during the course of the year. The two subjects (English and English Literature) are taught in tandem for the most part, but certain elements of language, such as dictionary work and grammar, are also taught discretely.

Assessment Procedures

Pupils sit a Literature test in the Autumn term (on the novel 'Holes' by Louis Sachar) and a Language examination (Reading and Writing) in the Summer term. They are assessed throughout the year on class work and homework according to the Marking Policy below.

Homework

Pupils have one 40 minute and one 20 minute session per week.

Each module in the Key Stage 3 Scheme of Work focuses on formal processes from the National Curriculum. These processes are delivered through the explicit teaching of Assessment Foci for Reading, Writing and Speaking and Listening. In addition, creativity, cultural diversity, differentiation and real-world skills using multi-media are built into the activities and choice of text. Assessment procedures will focus on an individual's accumulated portfolio of work, end of term/examinations or assessments, regular marking and peer and self-assessment. Individual targets will be negotiated between student and teacher at the end of each module and recorded on assessment sheets and in class books. Each student will keep a personal spelling dictionary which will be used in class and discussed during formal assessment.

The regular marking policy for general class work is outlined below:

Marking Policy

Reading and Speaking & Listening are marked out of 10 or, in the case of a major unit of work, 20:

	10	20
A	9 - 10	17 - 20
B	7 - 8	14 - 16
C	5 - 6	10 - 13
D	3 - 4	6 - 9

Writing is marked out of 10 for content and 5 for QWC [Quality of Written Communication]:

	Content: 10	QWC: 5	Total: 15
A	9 - 10	5	14 - 15
B	7 - 8	4	11 - 13
C	5 - 6	3	8 - 10
D	3 - 4	2	5 - 7

End of term examinations and assessments are made according to the module being studied and will include some of the following and will be graded A – D according to the focus:

Assessment Foci		
Writing Assessment Foci	Reading Assessment Foci	Speaking and Listening Assessment Foci
<p>WAF1: Write imaginative, interesting and thoughtful texts</p> <p>WAF2: Produce texts which are appropriate to task, reader and purpose</p> <p>WAF3: Organise and present whole texts effectively, sequencing and structuring information, ideas and events</p> <p>WAF4: Construct paragraphs and use cohesion within and between paragraphs</p> <p>WAF5: Vary sentences for clarity, purpose and effect</p> <p>WAF6: Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p> <p>WAF7: Select appropriate and effective vocabulary</p> <p>WAF8: Use correct spelling</p>	<p>RAF1: Use a range of strategies, including accurate decoding of text, to read for meaning</p> <p>RAF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text</p> <p>RAF3: Deduce, infer or interpret information, events or ideas from texts</p> <p>RAF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p> <p>RAF5: Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level</p> <p>RAF6: Identify and comment on the writer's purposes and viewpoints and the overall effect of the text on the reader</p> <p>RAF7: Relate texts to social, cultural and historical contexts and literary tradition</p>	<p>SLAF1: Talk in purposeful and imaginative ways to explore ideas and feelings, using non-verbal features for clarity and effect</p> <p>SLAF2: Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented</p> <p>SLAF3: Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, including selecting and using the features of spoken standard English effectively</p> <p>SLAF4: Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing these together</p> <p>SLAF5: Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</p> <p>SLAF6: Identify varieties and uses of spoken language, comment on their meaning and impact, and draw on these in talking to others</p>

Text Books

Text Connections and Writing Connections; New Oxford English 1; Windmill Book of Greek Myths; Comprehension to 14; Grammar to 14; Interactive Non-Fiction and Media

Novels (in addition to above): The Midnight Fox; Why the Whales Came; The Machine Gunners; Fireweed; Tom's Midnight Garden; A Christmas Carol; Stormbreaker; The Daydreamer.

Course Content / Skills

This is a very practical course which introduces the students to cooking skills and enables them to work safely and hygienically.

The course looks at staple foods from around the world and consists of theory lessons, demonstrations and practical cookery lessons. By the end of the year the students will have gained basic cookery skills including chopping, slicing, grating; will be able to follow a recipe and understand terms such as boiling and simmering; will understand the importance of safety in the kitchen and will be able to wash and clear up after themselves. In this year the students will also learn about healthy eating and will begin to be able to make food choices based on their knowledge.

Assessment Procedures

Practical work is not formally assessed in Year 7, but verbal feedback is given and students' effort and progress in practical work contribute to their end of term grades. Homework grades also contribute to the overall achievement grade.

Homework

Homework is set most weeks and varies from completion of questions set in class to research into cookery terms and ingredients. Each homework is expected to take approximately 20 minutes. When students are cooking, the previous week's homework will include gathering together ingredients to bring in to the lesson. Pupils must also consider how they will transport their completed dish home.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comments will suggest how work can be improved and will be in an encouraging format.

Equipment

An apron is provided. Students are expected to bring their pencil case containing a pen, pencil, ruler and glue stick, plus their exercise book, to **every** lesson.

Students will be informed at least one week in advance of the ingredients they are required to bring in to practical lessons. Students are taught to store perishable goods in the refrigerator on arrival at school.

Course Content / Skills

An introduction to the study of French and French culture to absolute beginners and the extension of knowledge to beginners and intermediates, covering the four skill areas using a range of media resources. Day trip to Normandy in September/October.

- Meeting and greeting people
- Talking about yourself
- Alphabet
- Classroom vocabulary
- Family life and pets
- Numbers/dates
- Colours
- Where you live
- Time
- Daily routine
- Your room
- Places in a town
- School
- Opinions
- What you look like and what you are like
- Clothes
- Sports and free time
- Weather
- Holiday plans
- Shopping

Assessment Procedures

Vocabulary/grammar test every two weeks.

A unit test will be given at the end of each completed unit (covering 1-2 skills at a time).

An end of term Christmas and Summer exam will cover all of the skill areas (Attainment targets).

Each skill is given equal weighting and the exam result is given as a percentage and grade.

Levels of attainment for each attainment target are recorded in a pupil's assessment folder so that progress can be monitored by both pupil and teacher through to Key Stage 4 (GCSE).

Homework

Written/learning homework of 30 minutes once a week.

Marking Policy

Students are awarded an attainment grade and effort comment for their work.

Text Books / Equipment

Expo 1 pupil's book: Expo 1 workbook

Expo Electro 1 pupil activities

Expo Electro 1 teacher presentation package

Linguascope website access

Key Stage 3 Boardworks interactive software

Computer linked projector and whiteboard/interactive whiteboard

CD player

OHP

Course Content / Skills

The Geography course taught to Years 7 to 9 consists of an integrated programme based on the Key Geography series by David Waugh and Tony Bushell.

	Year 7	Year 8	Year 9
Autumn Term	What is geography?	Weathering, rivers and coasts	Ecosystems
	Weather and Climate	Primary activities: Farming	Tourism Majorca Enquiry
Spring Term	River Flooding	Secondary activities	Hazards
	Settlement	Resources and the environment	Italy, an EU country
Summer Term	Indian Ocean Tsunami	Population	Fashion and Sport
	Thorpe Park Study and visit	Kenya	World Development

Each module has an investigative approach and is based on a variety of book and video exercises. Additionally, use is made of ICT where appropriate. There is an internet link to one of the geography classrooms, which enables, for example, up-to-date weather data to be used. Use is made of Extensions that provides more challenging tasks to those found in the main text book.

Assessment Procedures

Assessment is by a variety of means. There are the whole school exams that take place in November and June. Each Year 7-9 also completes an enquiry. The Year 7 work is based on the visit to Thorpe Park that follows the June exams. Students complete a short write up of the visit together with graphs from data provided showing the economic status of visitors, where visitors have come from and the issues involved in locating a theme park.

Homework

Students have one twenty minute homework a week. The exercises are varied and include completing classwork, completing a further worksheet which develops the work or skills already covered in class.

Marking Policy

Exercise books are marked in line with whole school policy.

Incentives: The department follows and supports the whole school policy on the award of merits. In addition, there are special incentive bonuses for exceptional work.

Text Books

Key Geography and Extensions series by David Waugh and Tony Bushell.

Course Content / Skills

An introduction to the study of German and German culture to beginners. The following topics are covered during the course of the year:

- Greetings
- Colours
- Alphabet
- Where you live/come from
- Numbers
- Countries
- Age and Birthday
- My Family
- Months and Seasons
- School items/subjects

Assessment Procedures

Regular informal testing takes place in the form of vocabulary tests or simple writing tasks. Formal assessments are carried out on the completion of a topic to cover all 4 skills over the year.

A final exam is taken at the end of the year to test the year's work.

Each skill is given equal weighting and the exam result is given as a percentage and grade.

Levels of attainment for each attainment target are recorded so that progress can be monitored by both pupil and teacher through Key Stage 3.

Homework

Homework is set most weeks and is usually in the form of learning a few words of vocabulary or a simple writing task.

Marking Policy

This is in line with the department marking policy. Students are awarded a grade for their work and are given 'Striche' for good work or effort, which go towards the issue of merits.

Text Books / Equipment

The text book Echo Express 1 is followed, although the students do not have individual copies until Year 8

Echo Express 1 active teach

Gut! And Linguascope website

Computer linked projector and whiteboard/interactive whiteboard

Key Stage 3 Boardworks interactive software

CD player

OHP

Course Content / Skills

This is a very flexible course, designed to introduce pupils to secondary school history. We introduce pupils to historical skills and follow the basic National Curriculum module of the Medieval World, beginning with the Norman Conquest and covering assorted topics including: the Magna Carta, The Feudal system; Castles; Henry II and Thomas Becket; The Black Death and the Peasants' Revolt. We also look at life in Medieval England and explore issues of Citizenship.

Assessment Procedures

Pupils are assessed on the classwork and homework completed throughout the year. There are also winter tests, a summer project and a summer examination.

Homework

There is one piece of homework per week, of between 20 to 30 minutes' duration.

Marking Policy

Work is usually marked out of ten, according to the departmental policy:

- 10** = excellent, faultless work
- 9** = very good work with only minor mistakes
- 8** = good work but with a few mistakes
- 7** = satisfactory work
- 6** = only just satisfactory, but one of: major mistakes
e.g. untidy/incomplete/careless

5 and below = unsatisfactory work with two or more of the above

Where marks below 5 are awarded students should repeat work to the satisfaction of the teacher. Marks will usually be supported by an explanatory comment.

Text Books

A new text book was issued in September 2005. It is entitled "Medieval Realms" by James Mason (Longman). We also support textbooks with worksheets, handout materials, videos and the internet.

Course Content / Skills

The ICT course follows the structure of the European Computer Driving Licence Version 4 (ECDL4). To make the most efficient use of limited time, this is a skills based course and ECDL is becoming the industry standard qualification for basic use of computer applications.

The Virtual Learning Environment (VLE) contains course notes so that the students can catch up at home if they get behind.

In Year 7 the following aspects are studied:-

Module 1 – Concepts of Information Technology

The general concepts of computing, the major components of computing hardware and an overview of systems software, application software and systems development.

Module 2 – Using the Computer and Managing Files

Exploring the functionality of the desktop, creating and printing files and the use of folders and files to store information in a logical way.

Module 3 – Word Processing

This unit works on the basics of word processing and includes formatting and basic operations with images, tables and spell checking.

Module 4 – Spreadsheets

This unit introduces the concept of a spreadsheet. The main concentration is on the use of formulae and cell referencing and functions such as Sum, Average, Max, Min and Count. The use of these functions is demonstrated in the development of an examination score database.

Module 5 – Databases

The Microsoft Access relational database is introduced. Students will design a database based on two linked tables and will design a form to input and view information. This is a particularly difficult concept to understand and, consequently, it is developed from basics again in Year 8.

Module 6 – Presentation

Microsoft PowerPoint is used for this presentation software project, where the students develop a presentation about themselves. They try to design their presentation with a range of special effects and the importance of consistency is emphasised. This project is also produced in Publisher and the students evaluate their work and compare and contrast the alternative software applications.

Module 7 – Information & Communication

Browsing the Internet is an important information tool and students are encouraged to enter web address via a URL, or to search via keywords. The use of bookmarks is encouraged as a technique to build a unique reference manual for themselves.

Assessment Procedures

Students' performance is monitored by the continuous assessment of project work and formal practical tests.

The use of feedback and peer tutoring ensures that the whole group progresses at a similar rate.

Marking Policy

All students' practical work and notes are kept in a portfolio in their computer user area. This work is assessed to ensure that they are progressing and attaining the ECDL skills standard. Work is uploaded to the VLE for grading and recording.

Other Resources

There is a variety of specialist software in subject areas such as Music, Mathematics, Design & Technology and Art. These specialist programs are used within curriculum time and for private study in the library and ICT rooms.

Cross-Curricular ICT

The Lower ICT Room is available for booking by subjects to support their curriculum on a general level.

The Science and Music Departments have their own special computer facilities to support their particular curricula.

Course Content / Skills

The course consists of a number of modules as listed below:-

Logic	Two-way tables Sets and Venn diagrams
Place Value	Rounding numbers Ordering numbers
Graphs	Scatter graphs Conversion graphs Plotting points in all 4 quadrants
Arithmetic	Adding, subtracting, multiplying & dividing whole numbers Adding, subtracting, multiplying & dividing decimals Order of operations (BODMAS) Long multiplication & division Problems involving money
Angles	Measuring angles Types of angle Compass directions Constructing angles Angle rules
Number patterns and sequences	Number patterns and number sequences Finding the nth term of a sequence
Area and perimeter	Area and perimeter of plane shapes Area and perimeter of compound shapes Converting metric units
Fractions, Decimals & Percentages	Equivalent fractions Fractional amounts Converting between improper fractions & mixed numbers Converting between fractions and decimals Finding percentages Converting percentages to fractions and decimals Writing one amount as percentage of another
Data collection	Adding, subtracting, multiplying and dividing fractions Distinguish between qualitative and quantitative data Read information from a database Tally charts, line graphs & pie charts
Time	12 and 24 hour time Units of time Reading timetables & planning journeys
Negative numbers	Adding, subtracting, multiplying & dividing with negative numbers
Algebra	Substituting numbers into expressions Simplifying expressions Solving simple linear equations
Quantitative data	Finding mean, median and mode Finding the range Comparing data sets Calculate trends using moving averages Convert between metric units
Scale drawing	Draw scale diagrams, maps and plans Reading scale diagrams and maps
Probability	Describing probability Finding probability of single events Finding relative frequency

Volume	Complementary events
	Estimating outcomes
	The addition law for mutually exclusive events
	Finding volume of cubes and cuboids
	Finding the capacity of a container
	Finding density
	Finding volume of triangular prisms

Each module lasts for around 7 or 8 lessons. There is a core section, which all pupils cover to a depth appropriate to their ability. Additional sections are covered to give supplementary practice or extended challenges. Using and applying activities, games and ICT are used throughout the course to develop mathematical thinking. Mental and pencil and paper calculations are practiced throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

Homework and Assessment

All students are set two homeworks each week. Each homework should take approximately twenty minutes to complete. Homeworks will be based on a set of problems, an investigative task, revision, a piece of research or an interactive task using a subject-specific website, usually MyMaths.co.uk.

Students are given a revision test at the end of each module in order to assess their understanding. In addition, there are a number of diagnostic tests, taken at the end of each block of four modules (approximately every half-term).

Marking Policy

Written homework will be marked. Teachers make constructive comments about pupils' work. These comments refer to the standard and presentation of the work, the level of effort made, plus any areas of success and points for improvement.

Text Books

The course followed is the Mathematics Enhancement Programme. Students use the 7A and 7B textbooks during Year 7. The textbooks and other resources can be accessed online at <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>

Equipment

Compasses, a protractor, set squares and a ruler are required from the beginning of the year. A scientific calculator will be required from the end of October. The recommended model is the Casio *fx-83GTPLUS*.

Course Content / Skills

The Course Content is realised through the three strands identified in the National Curriculum - **Performing**

Composing

Listening and Appraising

Pupils have one forty minute lesson per week. Lessons are based around a major topic and include a variety of musical activities: singing and vocal skills; rhythm and percussion work; aural training/listening skills; keyboard tuition; composition and theory; solo and group performing; an introduction to music technology and recording. Performing both solo and ensemble takes place regularly throughout the year.

The Topics/Skills covered are as follows:**Autumn Term**

Folk Music - Traditional songs and dances.

Keyboard Skills - Playing a melody.

Western Notation - Pitch, scales, sharps and flats.

Spring Term

Programme Music - Music with a story to tell.

Elements of Music - Pitch, tempo, dynamics, texture, timbre.

Summer Term

Composing and Performing Skills.

ICT Skills - Introduction to recording and sequencing.

Many of the above tasks are practically based, requiring good levels of co-operation, positive behaviour and strong communication skills as pupils frequently work in pairs or groups. The presentation of written work is of particular importance as notation has to be clear for accurate performance.

Assessment Procedures

Teacher assessments are made throughout work in progress and grades awarded at the end of a topic or task. Pupils are also involved in self-assessment and are invited to perform in our 'Class Concerts' on a termly basis. Formal written tests take place in November and end of year exams in May/June.

Homework

One twenty minute homework is set per week, reinforcing the current topic.

Instrumental Lessons

Private instrumental lessons with a team of excellent peripatetic staff are available in a wide range of instruments at extra cost. We have several instruments available for hire at an advantageous rate. Any interested pupils/parents should contact Mrs. Whitchurch in the Music Department for further information.

Extra Curricular Activities

The Music Department runs a range of extra-curricular groups and ensembles which all students, from Year 7 upwards, are welcome to attend. These include Choir, Orchestra, Vocal Group, Jazz Band and Flute Choir. A Brass Ensemble occasionally forms for special events.

Performance opportunities arise in Christmas and Spring Concerts/Services, School Shows and the Leavers' Service at Arundel Cathedral. Less formally, the popular "Floor Spots" Concerts held twice yearly give anyone a chance to "have a go"!

Course Content / Skills

The Year 7 P.E. Syllabus introduces and develops a wide range of sports and activities. Each pupil will receive 4 x 40 minutes of P.E. per week. They are taught in single sex and mixed groups.

The overall aim is to generate enjoyment and to practice and develop knowledge of the role and skills associated with each activity. This might also include scoring and umpiring. They learn to accept challenges, to work on their own, in small groups and teams, to be creative, to enjoy competition and to evaluate themselves and others in order to improve performance.

The following activities will be covered: Athletics, Basketball, Cricket, Dance, Fitness, Football, Gymnastics, Hockey, Netball, Rounders, Rugby, Tennis and Volleyball.

Assessment Procedures

Pupils are continually assessed for their improvement and effort in the different sports and activities. The individual sports and activities are graded on the school reports at the end of each term.

Extra-Curricular Activities

Lunchtime practice and after school clubs take place on a regular basis. Fixtures are played against other schools in the immediate area in the form of leagues, tournaments and friendly matches. The opportunity is there to be part of a representative team in a number of sports and activities. Pupils with talent will be encouraged to join clubs outside of school to further their development.

Equipment

All pupils must wear the correct kit for the activity they are doing. No jewellery should be worn and girls must tie their hair back. All pupils must have a tennis racket for the summer term.

Course Content / Skills**Autumn Term****Unit 1 : *Worldviews (half a term)***

Students consider the importance of the concept of a 'worldview' and how personal beliefs shape the direction and manner of life in our pluralistic society.

Unit 2 : *The Old Testament Storyline (one term)*

We look at the history of the ancient Jews (including ideas about the origins and purpose of the world; Abraham's faith; the story of Joseph in Egypt; the Exodus and Moses; the ten commandments; Kings Saul, David and Solomon; wisdom; faith in God and future promises).

Unit 3 : *The Life of Jesus (one term)*

The key events in the Gospels are studied and students are provided with a clear grasp of the main events of Jesus' life. We encourage all pupils to develop their own personal reflections and ideas on the significance of the works and words of Jesus.

Unit 4 : *An Introduction to Major World Religions (half a term)*

In preparation for the Year 8 curricula, students produce their own project work and present an individual route through one or more world religions of their choice. This is a very successful unit that develops independent study habits and personal understanding of diverse beliefs.

Assessment Procedures

Some aspects of the work are for personal benefit and will be recognised by both the individual and the home. We do not intend to grade personal beliefs or expressions of self.

Grades relate strictly to levels of depth in awareness and the variety of ways that they can express themselves or their feelings through the many projects they will be undertaking.

Homework & Extra Curricula Support

Year 7 will be expected to complete one 20 minute homework a week. It is expected that they may express their ideas for homework and seek assistance from home. This is encouraged as beliefs and self awareness are best nurtured from home and supported through our school.

If any students need extra help, then the RS department also runs a website for extra information and support: www.whatisyourworldview.com. Students can get in touch at any time for extra assistance if and when the need arises.

Marking Policy

End of unit assessment grades will relate to the school's grading system of 'A-E' regarding the standard of work ('A' representing a very high standard) and 1-3 for effort ('1' representing a great deal of effort). For week to week marking of class and homework pieces, there is a simple grading system that enables students to achieve merit rewards.

Resources

Pupils will be using a variety of resources available in the classroom.

There is no set text-book for the course and therefore pupils will be using a variety of worksheets, pre-written tasks and set out project sheets.

Course Content / Skills

The course consists of 12 topics:

- Introduction to science and measuring
- Variation and classification 7D
- Environments and feeding relationships 7C
- Energy resources 7I
- Solids, liquids and gases 7G
- Acids and alkalis 7E
- Cells 7A
- Reproduction 7B
- Electrical circuits 7J
- Solutions and separating 7H
- Simple chemical reactions 7F
- The solar system and beyond 7L

Each topic lasts between 2-3 weeks and is practically based. During the course pupils will undertake investigations. These important activities require special effort in planning and reporting. Good laboratory practice is expected from all students at all times. Presentation of work is very important. Rulers and pencils should be used for all diagrams and tables.

A science based trip will take place at the end of the year.

Assessment Procedures

Each topic includes a short end of topic test. Teachers and pupils record all the topic test results, which are used for assessment purposes. The final end of year grades are based upon the summer examination result.

Homework

All year 7 pupils are set one piece of homework per week. Each homework should take approximately 40 minutes to complete. Most homework will be a written piece of work, but may also be a revision exercise, a piece of research or a learning homework.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Marking will usually consist of a written comment relating to the standard of work and improvements that can be made.

Text Books

The main text book used throughout the Year 7 course is "Scientifica 7" - L Ryan, D Sang, J Taylor (Nelson Thornes).

A useful reference book throughout KS3 (Years 7-9) is "Key Stage 3 Science - The revision guide" - P Gannon.

It is recommended that students have access to a variety of reference texts at home or through the school/public library.

The use of ICT educational software and web sites is encouraged bbc.co.uk/schools/revision/ks3bitesize being a useful one.

Equipment

A laboratory coat is required for science in year 7.

Students are expected to use an ink, roller or gel pen, not a biro!

Course Content / Skills

An introduction to the study of Spanish and Spanish culture to beginners. The following topics are covered during the course of the year:

- Greetings
- Classroom objects and instructions
- Alphabet
- Numbers
- Age and birthday
- Months and days of the week
- Where you live
- Nationalities and languages spoken
- Family
- Pets
- Colours

Assessment Procedures

Regular informal testing takes place in the form of vocabulary tests or simple writing tasks. Formal assessments are carried out on the completion of a topic to cover all four skills over the year.

A final exam is taken at the end of the year to test the year's work. Each skill is given equal weighting and the exam result is given as a percentage and grade. Levels of attainment for each skill area are recorded so that progress can be monitored by both student and teacher through Key Stage 3.

Homework

Homework is set most weeks and is usually in the form of learning vocabulary or a simple written task.

Marking Policy

This is in line with the department marking policy. Students are awarded a grade or mark for their work. 'Palo' are issued for good work or effort, which go towards the issue of merits.

Text Books

The textbook Mira Express 1 is followed, although the students do not have an individual copy. Pupils are issued with vocabulary sheets for each topic.

Equipment

Computer linked projector and whiteboard/interactive whiteboard

CD player

OHP

DVD player

Linguascope

Mira Express 1 active teach

Boardworks