



# READING SCHOOL



*Established 1125*

## CURRICULUM GUIDE KEY STAGE THREE

### YEARS 7 AND 8



Dear Parents,

In order to keep you fully informed about our curriculum, we have compiled a list of the topics which your son is expected to cover in each of his subjects in Years 7-8.

**Years 7-8** are a foundation upon which future academic excellence is built. The broad base provides ample opportunity to develop the necessary skills and appetite for GCSEs whilst simultaneously giving the space for enrichment both within and outside of academic subjects. A strong sense of community is built within form groups, and a healthy sense of competition encourages excellence.

The **academic curriculum** is of crucial significance because of the very nature of Reading School as an academically selective school. However, the **character curriculum** is equally important in order to produce active, responsible citizens through the nurturing of integrity, citizenship, bodily/mental health and leadership.

*Given the disruption of the COVID pandemic and our focus on effective student reintegration, we are still in the process of updating some details of the specific content within each subject's curriculum for 2020-21, although the following should act as an informative starting point, having been in place for 2019-20.*

Here are some of the ways in which you could help your son develop as a successful learner:

- Create a comfortable learning environment at home and establishing good working habits;
- Engage him in conversations about his progress at school and support him in overcoming obstacles to learning e.g. time management;
- Provide opportunities to question and try out new activities;
- Encourage him to read for a range of purposes.

We at Reading School passionately believe in **Academic Excellence and Building Good Men**, recognising that the two are inherently intertwined, and we trust you support your son and the school in achieving those two aims.

Yours faithfully,

Mr G Fairchild

Assistant Headteacher (Quality of Education)



The **graduate profile** below illustrates how the **intent of the Reading Way** is linked explicitly to the school values of Excellence, Integrity, Leadership and Community.

Via Redingensis	Our Graduates	
<p><b>Excellence</b>  <b>KS3 Imaginative:</b> What is possible for me this year?  <b>KS4 Accountable:</b> What do I feel is expected of me this year?  <b>KS5 Inquisitive:</b> What more do I hope to do this year?</p>	<p>Men of <b>excellence</b> who aim high and develop the ambitions that enable dreams to be achieved. They strive to achieve the best they can in all they do through curiosity, perseverance, and reflection, while their feet remain firmly on the ground.</p>	<ul style="list-style-type: none"> <li>• Reveal creativity and adaptability in exhibiting the competencies required to succeed in their global future</li> <li>• Strive for achievement based on talent, ambition &amp; curiosity in the academic sphere, cultural endeavours &amp; sport</li> <li>• Demonstrate sustained high performance accompanied by personal development such that academic excellence is married to well-being</li> <li>• Understand the importance of aspiring to the very best</li> <li>• Seek to hold themselves to account, and fulfil their potential for the benefit of others</li> </ul>
<p><b>Integrity</b>  <b>KS3 Honest:</b> Who do I hope to become this year?  <b>KS4 Positive:</b> What do I hope to achieve through my opportunities this year?  <b>KS5 Courageous:</b> What is my mission this year?</p>	<p>Men of <b>integrity</b> who are authentic and earn respect. They are true to themselves, they put their heart and soul into everything, and they can be trusted to do the right thing.</p>	<ul style="list-style-type: none"> <li>• Sustain a positive attitude throughout their endeavours</li> <li>• Become champions of character and champions of change               <ul style="list-style-type: none"> <li>• Demonstrate courage, self-discipline, and initiative                   <ul style="list-style-type: none"> <li>• Understand the importance of honesty</li> </ul> </li> </ul> </li> <li>• Seek to align their actions, words and goals with our shared values</li> </ul>
<p><b>Leadership</b>  <b>KS3 Collaborative:</b> How do I hope to fit in this year?  <b>KS4 Considerate:</b> How do I hope to care for others this year?  <b>KS5 Generous:</b> What can I give this year?</p>	<p>Men of <b>leadership</b> who collaborate for the common good and work to bring out the best in all of us. They show a spirit of commitment allied to a dynamic sense of purpose, and they are dedicated to working with and for others through teams and organisations.</p>	<ul style="list-style-type: none"> <li>• Trust in and enhance each other’s abilities and expertise               <ul style="list-style-type: none"> <li>• Focus on continuous improvement</li> </ul> </li> <li>• Demonstrate accountability complemented by a sense of compassion and generosity of spirit</li> <li>• Provide service that benefits the school, the community, and the world</li> </ul>
<p><b>Community</b>  <b>KS3 Receptive:</b> What do I hope to learn about myself this year?  <b>KS4 Open:</b> How will I show that I’m willing to share big ideas this year?  <b>KS5 Outward Facing:</b> What lies beyond for me this year?</p>	<p>Men of <b>community</b> who build a local body with an international heart that that nurtures social mobility, growth, and lifelong learning from the best possible sources of expertise and wisdom.</p>	<ul style="list-style-type: none"> <li>• Develop their experiences beyond the frontiers of their own context</li> <li>• Build a network of partnerships to drive best practice and develop deep pride in their school and broader community</li> <li>• Demonstrate an outward-facing and international outlook and understand the need to be committed to learning from others.</li> </ul>



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## Year 7 - Art

Topics
<ul style="list-style-type: none"><li>▪ Foundational project focusing on key skills plus 2 other projects.</li><li>▪ Content and timings will vary dependent on individual staff; skills will be refined throughout.</li></ul>
Skills and Knowledge
<ul style="list-style-type: none"><li>▪ Pupils are encouraged to explore a rich range of media, materials and techniques. They solve problems themselves, develop confidence and skills in investigation and experimentation, and develop ideas through handling and manipulating materials, media, tools and technologies.</li><li>▪ Emphasis is put on the process of making - the gaining of skills, knowledge and understanding - rather than purely on the outcome.</li><li>▪ Projects are scaffolded so that as learners become more confident and skillful, they are given more choices in terms of how they develop outcomes, or which artist/ maker/ designer they wish to explore further. This choice-based system becomes more evident towards the end of each key stage.</li><li>▪ Learners are supported to take creative risks and encounter challenge and indeed failure, so that they might learn coping strategies when not all goes well.</li></ul>
Content
<ul style="list-style-type: none"><li>▪ Painting – colour theory; primary, secondary and complementary colours; tints, shades and tones; warm and cold colours; families of colour; mixing from observation; imaginative and expressive composition.</li><li>▪ Drawing – imaginatively and from observation, including proportion and perspective, markmaking; design through pattern and texture; experimental techniques.</li><li>▪ Mixed media – explorative work looking at characteristics of different media.</li><li>▪ Three-dimensional work – to develop special awareness and explore the possibilities of 3D work through paper sculpture, wire, or other construction techniques.</li><li>▪ ICT – image manipulation and drawing using apps/free software, digital photography.</li><li>▪ Development of self-evaluation skills – through reflective analysis of projects.</li><li>▪ Planning and development – able to clearly communicate intent with regards outcomes.</li><li>▪ Development of critical analysis skills – using analytical frameworks to support.</li><li>▪ Critical and contextual references – used to inspire and provide modeling opportunities.</li></ul>
Assessment
<ul style="list-style-type: none"><li>▪ Pupils complete a baseline assessment at the start of the year, holistically looking at how well learners analyse the work of others, use and handle a range of media sensitively, record ideas and observations appropriately, and produce their own work taking inspiration from other artist/designer/makers.</li><li>▪ Critical dialogues between staff and pupils pitched at level appropriate to ability and understanding of individual pupil.</li><li>▪ Staff visually assess works in progress and provide diagnostic feedback.</li><li>▪ Individualised verbal or written feedback given to pupils on how they can improve their work, either on works in progress or as feedback on homeworks.</li></ul>
Additional Information
<ul style="list-style-type: none"><li>▪ Homework is set on a regular basis in forms that are appropriate to the project at hand; these could involve pupils making their own artworks, collecting materials, finishing off incomplete work, or researching critical references for further use in lessons.</li><li>▪ We encourage learners to regularly visit galleries and museums to see a broad range of art, craft and design in the wider world.</li><li>▪ The department and staff are also available/on hand for extra support and use of space.</li></ul>



## Year 8 - Art

Topics
<ul style="list-style-type: none"> <li>▪ Three plus projects, including a GCSE-styled project to help learners understand what opting for Art and Design at GCSE could be like.</li> <li>▪ Content and timings will vary dependent on individual staff; skills will be refined throughout.</li> </ul>
Skills and Knowledge
<ul style="list-style-type: none"> <li>▪ Pupils are encouraged to explore a rich range of media, materials and techniques. They solve problems themselves, develop confidence and skills in investigation and experimentation, and develop ideas through handling and manipulating materials, media, tools and technologies.</li> <li>▪ Emphasis is put on the process of making - the gaining of skills, knowledge and understanding - rather than purely on the outcome.</li> <li>▪ Projects are scaffolded so that as learners become more confident and skillful, they are given more choices in terms of how they develop outcomes, or which artist/ maker/ designer they wish to explore further. This choice-based system becomes more evident towards the end of each key stage.</li> <li>▪ Learners are supported to take creative risks and encounter challenge and indeed failure, so that they might learn coping strategies when not all goes well.</li> </ul>
Content
<ul style="list-style-type: none"> <li>▪ Painting – imaginative and expressive composition, a more complex understanding of colours and their relation to each other. Tone, shade, and tint and their practical application.</li> <li>▪ Drawing – imaginatively and from observation, including proportion and perspective, markmaking; design through pattern and texture; experimental techniques.</li> <li>▪ Mixed media – explorative work looking at characteristics of different media.</li> <li>▪ Three-dimensional work – to develop special awareness and explore the possibilities of 3D work through paper sculpture, wire, or other construction techniques.</li> <li>▪ ICT – image manipulation and drawing using apps/free software, digital photography.</li> <li>▪ Development of self-evaluation skills – through reflective analysis of projects.</li> <li>▪ Planning and development – able to clearly communicate intent with regards outcomes.</li> <li>▪ Development of critical analysis skills – using analytical frameworks to support.</li> <li>▪ Critical and contextual references – used to inspire and provide modeling opportunities.</li> </ul>
Assessment
<ul style="list-style-type: none"> <li>▪ Pupils complete a baseline assessment at the start of the year, holistically looking at how well learners record ideas and observations appropriately, and produce their own work in response to a given theme.</li> <li>▪ Critical dialogues between staff and pupils pitched at level appropriate to ability and understanding of individual pupil.</li> <li>▪ Staff visually assess works in progress and provide diagnostic feedback.</li> <li>▪ Individualised verbal or written feedback given to pupils on how they can improve their work, either on works in progress or as feedback on homeworks.</li> </ul>
Additional Information
<ul style="list-style-type: none"> <li>▪ Homework is set on a regular basis in forms that are appropriate to the project at hand; these could involve pupils making their own artworks, collecting materials, finishing off incomplete work, or researching critical references for further use in lessons.</li> <li>▪ We encourage learners to regularly visit galleries and museums to see a broad range of art, craft and design in the wider world.</li> <li>▪ The department and staff are also available/on hand for extra support and use of space.</li> </ul>



## Year 7 - Biology

Topic	Key concepts and knowledge	Skills	Assessment
<p><b>Cells, cell functions and the characteristics of living things</b></p> <p><b>Reproduction</b></p> <p><b>Variation, classification and keys</b></p> <p><b>Ecology</b></p>	<p><b>Cells</b></p> <ul style="list-style-type: none"> <li>the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively</li> <li>the functions of the parts of the cell</li> <li>the similarities and differences between plant and animal cells</li> <li>the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms</li> </ul> <p><b>Genetics and Homeostasis</b></p> <ul style="list-style-type: none"> <li>heredity as the process by which genetic information is transmitted from one generation to the next</li> <li>reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal</li> </ul> <p><b>Genetics and Biodiversity</b></p> <ul style="list-style-type: none"> <li>the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</li> <li>the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection</li> </ul> <p><b>Ecosystems and Biodiversity</b></p> <ul style="list-style-type: none"> <li>living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways</li> <li>living organisms are interdependent and show adaptations to their environment</li> <li>the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</li> <li>sampling of populations</li> </ul>	<ul style="list-style-type: none"> <li>Development of Scientific thinking</li> <li>Experimental skills and strategies</li> <li>Using scientific terminology</li> <li>Scientific literacy</li> <li>Applying mathematical skills</li> <li>Working safely</li> <li>Practical skill development</li> <li>Using a microscope</li> <li>Preparing slides</li> <li>Measuring under a microscope</li> <li>Table drawing</li> <li>Graph drawing</li> <li>Numeracy</li> <li>Understanding applications and implications of science</li> <li>Modelling</li> <li>Communicating and collaborating</li> <li>Planning and evaluating experiments</li> <li>Ethical use of living organisms</li> <li>Judging misrepresentation</li> </ul>	<p>Homework every topic</p> <p>Spelling tests of scientific words by topic</p> <p>Usually one or two graded pieces of work per topic</p> <p>End of topic test</p> <p>End of year assessment</p> <p>Practical skills are informally assessed with feedback given</p>





## Year 7 - Chemistry

Topic	Key knowledge
Working scientifically Including lab safety	<ul style="list-style-type: none"><li>• Describe how scientists develop an idea into a question that can be investigated</li><li>• Identify independent, dependent, and control variables</li></ul>
Separation Techniques	<ul style="list-style-type: none"><li>• Select appropriate separation techniques for different mixtures</li><li>• Use data to predict how much solute is dissolved in a solution or the mass of a solution</li><li>• Explain how distillation works</li><li>• Analyse chromatograms to identify substances in mixtures</li></ul>
Particle model and States of Matter	<ul style="list-style-type: none"><li>• Use the particle model to explain why different materials have different properties</li><li>• Use ideas about particles to explain the properties of a substance in its three states</li><li>• Discuss the change in particle movement during melting and freezing</li><li>• Use the particle model to explain diffusion</li></ul>
Elements, atoms, and compounds	<ul style="list-style-type: none"><li>• Compare the properties of one atom of an element to the properties of many atoms</li><li>• Explain why a compound has different properties to the elements in it</li><li>• Write and interpret chemical formulae</li></ul>
Acids and Alkalis	<ul style="list-style-type: none"><li>• Compare the properties of acids and alkalis</li><li>• Describe differences between concentrated and dilute solutions of an acid</li><li>• Describe how pH changes in neutralisation reactions</li><li>• Predict the salts formed when acids react with metals or bases</li></ul>
Periodic table	<ul style="list-style-type: none"><li>• State what observations are needed about materials to decide if they are metal or non-metal</li><li>• Compare patterns in properties in the groups and periods of the Periodic Table</li><li>• Describe the physical and chemical properties of the elements in groups 1,7 &amp; 0</li></ul>
<b>Skills</b> <ul style="list-style-type: none"><li>• Thinking scientifically</li><li>• Using models</li><li>• Drawing accurate diagrams</li><li>• Using scientific terminology</li><li>• Understanding the applications of science</li><li>• Further development of practical skills</li><li>• Working critically with evidence</li><li>• Collaborating and communicating</li></ul>	
<b>Assessment</b> <p>Assessment will be in the form of end of topic tests and written assessments completed during lessons. The student's ability to plan, carry out and evaluate practical work in safe and accurate manner will be also be assessed.</p>	



## Year 8 - Chemistry

Topic	Key knowledge
Chemical reactions	<ul style="list-style-type: none"><li>• Write word equations to represent chemical reactions</li><li>• Predict products of combustion reactions</li><li>• Use a pattern to predict products of decomposition reactions</li><li>• Explain conservation of mass in chemical reactions</li><li>• Describe the characteristics of exothermic and endothermic changes</li></ul>
Metals (and materials)	<ul style="list-style-type: none"><li>• Compare the reactions of different metals with oxygen</li><li>• Compare the reactions of metals with water</li><li>• Use the reactivity series to explain displacement reactions</li><li>• Use the reactivity series to decide which metals can be extracted from their ores by heating with carbon</li><li>• Interpret data on polymers to decide on the best polymer for a given purpose, justifying the choice</li></ul>
Rocks	<ul style="list-style-type: none"><li>• Describe properties of the different layers of the Earth's structure and the composition of the atmosphere</li><li>• Explain how sedimentary rocks are made</li><li>• Explain how igneous and metamorphic rocks form</li><li>• Use the rock cycle to explain how the material in rocks is recycled</li><li>• State the changes in levels of carbon dioxide over time (carbon cycle)</li><li>• Explain the causes of global warming and suggest way it impacts on the Earth</li></ul>
New Technology	<ul style="list-style-type: none"><li>• Explain how the properties of nanoparticles make them suitable for their uses</li><li>• Explain advantages and risks associated with the use of nanoparticles</li><li>• Describe the advantages and disadvantages of new vehicle fuels</li></ul>
Forensic science	<ul style="list-style-type: none"><li>• Describe different methods to separate the components in a mixture</li><li>• Plan an experiment to test whether unknown substances are acids or alkalis</li><li>• Suggest possible strengths and weaknesses of scientific evidence</li><li>• Suggest further questions that would need to be answered where scientific evidence is inconclusive</li></ul>
<b>Skills</b> <ul style="list-style-type: none"><li>• Thinking scientifically</li><li>• Using models</li><li>• Drawing accurate diagrams</li><li>• Using scientific terminology</li><li>• Understanding the applications of science</li><li>• Further development of practical skills</li><li>• Working critically with evidence</li><li>• Collaborating and communicating</li></ul>	
<b>Assessment</b> <p>Assessment will be in the form of end of topic tests and written assessments completed during lessons. The student's ability to plan, carry out and evaluate practical work in safe and accurate manner will be also be assessed.</p>	



## Year 7 - Classics

Topic	Skills	Assessment
<p>Chapter 1</p> <ul style="list-style-type: none"> <li>• Present tense <i>porto</i></li> <li>• First and Second declension nominative and accusative singular and plural</li> <li>• <i>sum</i></li> <li>• prepositions with accusative</li> <li>• Chapter 1 vocabulary</li> </ul> <p>Chapter 2</p> <ul style="list-style-type: none"> <li>• First and Second declension genitive, dative and ablative singular and plural</li> <li>• prepositions with ablative</li> <li>• More second declension nouns, including the neuter</li> <li>• Second, Third and Fourth conjugation verbs – present tense</li> <li>• The infinitive</li> <li>• Principal parts</li> <li>• Time expressions</li> <li>• Chapter 2 vocabulary</li> </ul> <p>Chapter 3</p> <ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• <i>possum</i></li> <li>• adjectives</li> <li>• imperative</li> <li>• vocative case</li> <li>• Time adverbs</li> <li>• Chapter 3 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new language</li> <li>• Learn and understand new elements of language (e.g. present tense, principal parts, noun cases)</li> <li>• Memory recall</li> <li>• Translation skills – application of knowledge; analysis; logic; sequencing</li> <li>• Expanding vocabulary – derivations; links with MFLs</li> <li>• Start to develop skills of analysis, interpretation and evaluation when reading/ discussing Classical Civilisation topics</li> <li>• Group / project work on Engineering and Roman Army</li> </ul>	<p>January</p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Latin to English sentences</li> <li>• Derivations</li> <li>• from Chapters 1-2</li> </ul> <p>Summer exam:</p> <ul style="list-style-type: none"> <li>• Pupils are examined on the language content of Chapters 1 – 3 (vocabulary from these chapters must be learnt for the summer exam).</li> <li>• Mythological on Olympian deities will also be tested</li> </ul>
<p style="text-align: center;"><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and grammar are regularly tested throughout the year.</li> <li>• Activity Day – Term 6 [Roman engineering and the Roman Army]</li> <li>• Mythology includes the creation myth, Jupiter, Neptune, Pluto, Juno, Ceres, Vesta, Mars, Minerva, Venus, Apollo, Vulcan, Diana, Theseus and the Minotaur, Perseus and Medusa, Jason and the Golden Fleece, 12 Labours of Hercules.</li> <li>• Roman background topics include: <ul style="list-style-type: none"> <li>➤ The Trojan War (The birth of Paris, The Judgement of Paris, The wrath of Achilles and the deaths of heroes, The Trojan Horse and the fall of Troy)</li> <li>➤ Aeneas and the origins of Rome (Prima Porta, Aeneas and Creusa, The Journey Begins, The Trojans depart from Crete, Two contrasting receptions, Scylla and Charybdis)</li> </ul> </li> </ul>		



## Year 8 - Classics

Topic	Skills & Assessment
<p>Chapter 4</p> <ul style="list-style-type: none"> <li>• Perfect tense</li> <li>• Principal parts (2)</li> <li>• Third declension nouns</li> <li>• Direct questions</li> <li>• Mixed conjugation verbs</li> <li>• Time expressions (2)</li> <li>• Personal pronouns and possessive adjectives (1)</li> <li>• Superlatives</li> <li>• Chapter 4 vocabulary</li> </ul> <p>Chapter 5</p> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Time adverbs</li> <li>• Linking sentences</li> <li>• Personal pronouns and possessive adjectives (2)</li> <li>• Adjectives (3)</li> <li>• Adverbs from adjectives</li> <li>• Third person pronouns (1): is, ea, id</li> <li>• Third person pronouns (2): se</li> <li>• Third person possessives: eius and suus</li> <li>• Chapter 5 vocabulary</li> </ul> <p>Chapter 6</p> <ul style="list-style-type: none"> <li>• Pluperfect tense</li> <li>• Because and although: quod and quamquam</li> <li>• The relative pronoun and relative clauses: qui, quae, quod</li> <li>• The interrogative pronoun: quis?, quid?</li> <li>• Numerals</li> <li>• Time expressions (3): 'time within which'</li> <li>• I go: eo</li> <li>• Prefixes and compounds</li> <li>• Time clauses: ubi and postquam</li> <li>• Chapter 6 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and understand more complicated and new elements of language (e.g. noun and adjective agreements; passives)</li> <li>• Memory recall</li> <li>• Translation skills – application of knowledge; analysis; logic; sequencing</li> <li>• Expanding vocabulary; derivations and grammar linked with MFLs (particularly French, German and Spanish)</li> </ul> <p>Start to develop skills of analysis, interpretation and evaluation when reading/ discussing Classical Civilisation topics</p> <p>Assessment s:</p> <p>Entry Level Latin exam (November and January)</p> <p>Summer exam, which requires knowledge of all language points covered this year</p> <p>Vocabulary and grammar tests given throughout the year.</p>
<p><b>Additional Information</b></p> <p>Additional Information</p> <p>Roman social topics include:</p> <ul style="list-style-type: none"> <li>➤ Slaves, Roman town house, patriarchal society, citizenship, leisure (baths, theatre, chariot races, gladiators), Project on Pompeii</li> </ul> <p>Roman background topics include:</p> <p>Aeneas and the origins of Rome continued (Danger in Sicily, Storm and Prophecy, Dido and Aeneas), Aeneas and the Roman 'future' (The Sibyl and the Underworld, The eating of tables, The future site of Rome, A final duel, From Aeneas to Romulus (Romulus and Remus, The foundation of Rome, The Sabine women, The ascension of Romulus, The early kings of Rome (The reluctant ruler; Numa, thunderbolts and fish; Servius Tullius: flaming child, Tarquinius seizes the throne; Tarquinius Superbus buys some odd books; Tarquinius Superbus gives some advice; Tarquinius Superbus sends his sons to Delphi; The birth of the Roman Republic</p>	



## Year 7 – Computer Science

Topic	Skills	Assessment
<p>Website development</p> <p>Programming with python</p> <p>Micro:bit programming with micro:python</p>	<p>Students focus on the core elements that websites contain; HTML tags and structure with CSS styling. They will consider key features that make them effective.</p> <p>A final project will provide the opportunity for students to create their own cross-curricula website, incorporating topical research with potential for skills extension.</p> <p>Students focus on the fundamental concepts of programming:</p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Selection</li> <li>• Iteration</li> <li>• Algorithms</li> </ul> <p>Students appreciate the importance of syntax, developing their computational thinking abilities</p> <p>Progressing further with python skills developed in the second term, students will be applying these to the BBC Microbit devices.</p> <p>They will focus on how they can make use of the Microbit functionality, which includes input/output pins and accelerometer to create more complex programs.</p>	<p>For all projects in year 7 students complete a blog detailing the progress they make within each lesson. The blog ensures the students develop their meta-cognition and reflect on their learning process.</p> <p>The blog will be assessed every half term with feedback.</p> <p>Homework will be set every two weeks with one homework per half-term being graded with teacher feedback provided. Additionally, a knowledge-based test will be set each half-term.</p>

### Additional Information

The curriculum is designed to initially develop students understanding and confidence in using the school network and cloud-based software tools. Building on the website technologies project, students' progress to develop their programming skills using Python. This along with year 8 curriculum is a foundation for the AQA (8525) GCSE in Computer Science qualification, which can be selected as an option for study at the end of year 8.

Students in year 7 will sit an end of year exam, covering any aspect of the projects in this current year. Assessment of key aspects will occur each half-term, with the inclusion of reflection and feedback from lesson progression, homework and topical tests.

Homework will be set every two weeks and will include research tasks, that feedback into lesson activities. A check is made on whether homework has been completed and on the quality of the work. This contributes to assessing the work ethic, enthusiasm, effort and organisation being shown by each student. Peer and self-evaluation may be used to extend and deepen an awareness of the content and purpose of learning.

Opportunities for all students to become involved in various clubs at lunchtime in E2 that develop their interest in technology are on offer, with teachers supporting any activity students would like to learn. It would be useful for students to have access to computing facilities at home although this is not a prerequisite and homework can be adjusted for students that do not have.



## Year 8 – Computer Science

Topic	Skills	Assessment
Python programming with a PyGame graphical user interface	<p>The provision of an advanced coding experience with Python is planned. A graphics display PyGame module is used with the development of specific algorithms to process the following:</p> <ul style="list-style-type: none"> <li>▪ Event handler</li> <li>▪ Logical conditions</li> <li>▪ Game loop processing</li> <li>▪ Graphical commands</li> </ul> <p>Students are scaffolded in extending their independence and skills in analysing and evaluating algorithms for the purpose of implementing a Snake game.</p>	<p>Students will be assessed on their reflection and evaluation of progress in each lesson by reporting in a Blog style PowerPoint. Homework will be set that incorporates research and set tasks.</p> <p>The blog and one homework will be formally assessed each half-term, with additional homework feeding backing into the coding project development and being assessed within the Blog.</p>
Computer Hardware research	<p>Students research and report on all the major components of a computer, including:</p> <p>CPU, Display, Power, Graphics and Storage</p>	<p>Feedback on homework and formative assessment within each lesson is finalised with an end of project grade and feedback. Homework will be focused on developing research skills and an in-depth knowledge of computer hardware.</p>
Python Programming with Turtle graphics	<p>This project further extends student abilities to code in Python. The inclusion of The Turtle drawing package library provides graphical visualisation of the use of mathematical theory in terms of coordinates, planes, vectors and angles.</p> <p>The use of more complex Python commands provides the opportunity for students to extend their abilities in coding with the use of conditions, functions and classes.</p>	<p>Formative assessment and regular feedback will be provided in this project. Homework will be graded and written feedback provided.</p>
<p style="text-align: center;"><b>Additional Information</b></p> <p>The curriculum is designed as a foundation for the AQA (8525) GCSE in Computer Science qualification. The aim is to give students a taste of the skills required at GCSE, which will enable them to make an informed decision when choosing their GCSE options towards the end of year 8.</p> <p>Students in year 8 will sit an end of year exam, covering any aspect of the projects in this current year. Assessment of key aspects will occur each half-term, with the inclusion of reflection and feedback from lesson progression, homework and topical tests.</p> <p>Homework will be set every two weeks and will include research tasks, that feedback into lesson activities. A check is made on whether homework has been completed and on the quality of the work. This contributes to assessing the work ethic, enthusiasm, effort and organisation being shown by each student. Peer and self-evaluation may be used to extend and deepen an awareness of the content and purpose of learning.</p> <p>Opportunities for all students to become involved in various clubs at lunchtime in E2 that develop their interest in technology are on offer, with teachers supporting any activity students would like to learn.</p> <p>It would be useful for students to have access to computing facilities at home although this is not a prerequisite and homework can be adjusted for students that do not have.</p>		



## Year 7 and 8 - Design and Technology

Aim: Provide logical, creative and practical opportunities for students to use the ‘*design-make-evaluate*’ process to solve real and relevant problems in a range of sectors, directly preparing them for a transferable future in the world of work, including engineering.

The Design & Technology curriculum is taught within the timetabled Floreat programme, as it aligns purposefully with the school values of Academic Excellence and Building Good Men: within D&T, students are encouraged to take risks, be resourceful, be innovative, enterprising and capable citizens that are aware of and account for the needs of others.

<p><u>Design-Make-Evaluate Topic #1</u></p> <p><b>Meal Time! Design, Make and Evaluate a Meal</b></p> <p>Consider user needs (to include multicultural, age, health issues and dietary requirements)</p> <p style="padding-left: 40px;">Create specification for successful product</p> <p style="padding-left: 40px;">Evaluate possible packaging designs and materials, given the nature of the food product</p> <p style="padding-left: 80px;">Design packaging with consideration of waste and durability (‘cradle to grave’)</p> <p>Evaluate existing utensil design, given user needs (disabled/elderly) and design improvement</p> <p style="padding-left: 40px;">Evaluate current methods for growing food, with particular reference to water use</p> <p>Analyse evolution of food production over time – to include mass production and application of Science</p> <p>Consider viability of using new/emerging technology (eg. Insects as protein / laboratory meat / micro-irrigation)</p>
<p><u>Design-Make-Evaluate Topic #2</u></p> <p><b>Independent Living! Design, Make and Evaluate a product to support disabled participation in sport</b></p> <p>Consider user needs of disabled teenagers (presentation from Get Berkshire Active)</p> <p style="padding-left: 40px;">Analyse existing options, considering their flaws and get feedback from users</p> <p style="padding-left: 80px;">Create specification for successful product</p> <p>Complete SWOT analysis of possible ideas (avoiding stereotyped solutions by using biomimicry)</p> <p style="padding-left: 40px;">Peer evaluative feedback on ideas against specification</p> <p style="padding-left: 40px;">Design final product using TinkerCAD (following training and practice)</p> <p style="padding-left: 80px;">Create prototype using recycled material</p>
<p><u>Design-Make-Evaluate Topic #3</u></p> <p><b>Get on your Bike! Design, Make and Evaluate an improvement to a bicycle for a specific user</b></p> <p>One group per small group of students – tools provided to disassemble and reassemble bicycle</p> <p>Explain mechanics of design: gearing, braking, wheel spokes/hub and frame shape – identify issues</p> <p>Consider the justification of its design in relation to user needs and context – what was the specification?</p> <p>Analyse how the product has evolved over time and why (compare Penny Farthing to current road bike)</p> <p style="padding-left: 40px;">Identify material choices and consider their justification relative to alternatives</p> <p style="padding-left: 40px;">Evaluate the material choices with particular reference to durability, waste and sourcing</p> <p style="padding-left: 80px;">Design additional product for bike using TinkerCAD</p> <p>Make prototype additional product for bike and evaluate against original specification/user needs</p>
<p>Assessment: online portfolio of annotated photos – self, peer and teacher assessed against specification at regular stages of the process (before next stage commences)</p>
<p>Enrichment Opportunities:</p> <ul style="list-style-type: none"> <li>- Visit to Reading College Construction &amp; Motor Vehicles workshops &amp; Visit to Prospect School Workshops</li> <li>- Visit to the Design Museum in Enrichment Week</li> <li>- Year 7: Designing medical instrument, build IKEA furniture, create complex shapes using plastic materials using Goleman’s Leadership Styles</li> <li>- LEGO Masters: national champions</li> <li>- Robotics Club</li> <li>- Circuits and basic electronics (KS3 Physics)</li> <li>- Year 8 Charity Challenge: critique of current charity campaigns, market research of reasons for (not) donating, evaluation of potential solutions, design of marketing materials, making of products to sell.</li> <li>- Raspberry Pi, Video Game Design &amp; Programming (KS3 Computer Science)</li> </ul>



## Year 7 - Drama

Topic	Skills	Assessment
1. Introduction to Drama	Use of voice to create character Use of mime to create objects Facial expression to communicate emotion/attitude Body language to communicate emotion/attitude All the above to create a character Collaboration and cooperation are central to this work.	Peer assessment by evaluating each other's performance  Teacher assessment in feedback following performance  Performance of polished improvisation graded using Drama levels as a baseline assessment
2. Non-naturalism	Body as prop Non-verbal communication Exaggerated performance style Soundscape Narration Spoken thought Direct address	Performance of devised scene incorporating all the elements, graded and Drama level awarded
3. 'Joe' – Drama structure	Role play Using given circumstances to create a plot	Devised story incorporating specific pieces of information, performed and graded using Drama levels
4. Use of space	Stage configurations Stage directions Blocking	Performance of scripted extract. Drama level assessment
<b>Additional Information</b>		
<p>Team work and problem solving form an integral part of most Drama lessons as the boys always work in groups, they rehearse scenarios and evaluate their own and other's performances regularly, learn from watching their peers and from feedback given and build confidence through assessment work.</p> <p>Extra- curricular Drama provision: lunchtime drama club, run by Head of Drama incorporating improvisation, scripted work and skills workshops. Berserk Productions after school drama club focusing on drama skills and LAMDA examination.</p>		



## Year 8 - Drama

Topic	Skills	Assessment
<p>1.Symbolism</p> <p>2.Scripted Assessment</p> <p>3. Puppetry</p> <p>4. Mask and mime/clowning ( This unit includes skills in devising)</p>	<ul style="list-style-type: none"> <li>• Exploring different aspects of symbolism and its use in performance</li> <li>• Working as an ensemble</li> <li>• Using movement sequences to communicate emotion</li> <li>• Understanding how the use of music can communicate a specific atmosphere, mood or location</li> <li>• Create and sustain a character</li> <li>• Work effectively in a group</li> <li>• Improve understanding of blocking</li> <li>• Use a variety of vocal tones: pitch, pace, pause, accent, volume to create a rounded character</li> <li>• Interpret a text for performance</li> <li>• Working as an ensemble to group puppeteer</li> <li>• Using creativity and innovation in design and realisation of character</li> <li>• Demonstrating relevant puppetry skills in performance</li> <li>• Focus and concentration</li> <li>• Exaggerated performance style</li> <li>• Development of skills: gait, posture, facial expressions, body language</li> </ul> <p>Creation of character</p>	<p>Each individual skill is peer assessed via devised group scenarios. Students write an evaluation of theirs and their peers' work.</p> <p>All the elements of the taught skills are combined at the end of the scheme of work in a devised group performance for assessment by the teacher. Students write an evaluation of their own performance.</p> <p>This culminates in a group performance of an extract from a play which is assessed by the teacher. Written evaluation by students.</p> <p>Peer assessment of group scenarios. Written evaluation by students.</p> <p>Individual skills peer assessed in group scenarios.</p>



### **Additional Information**

- Lunchtime drama club available, run by Year 11 drama students
- Extra-curricular drama club available, Berserk Productions
- Extra-curricular LAMDA training available- Berserk Productions
- Whole year group trip to see a live theatre performance

The curriculum has been designed as a foundation course for GCSE Drama, to give students a taste of the skills required at GCSE, which enables students to make an informed decision when choosing their GCSE options. A compulsory theatre trip forms an important element of this course and enables the boys to see professionals at work, as well as evaluate and analyse at a higher level.



## Year 7 - English

Topic	Skills	Assessment
All About Me	Mind Mapping Structuring effective paragraphs using topic sentences and connectives.	Spelling, Baseline writing test Essay: All About Me
Transition to Key Stage 3	Understanding how a writer constructs a character, plot and setting, use of metaphorical language. Close textual analysis.	
Introduction to Shakespeare	Shakespeare's use of language and stagecraft. Effective openings, setting & characters to engage.	Crafting a newspaper article for a chosen play. Creating a foul recipe inspired by 'Macbeth'.
Reading skills	Decoding questions, selecting and retrieving information and understanding meaning through a writer's choice of language.	Reading practice papers
Studying a whole text: 'A Christmas Carol'	Changes in language over time. Dickens' language choices to convey meaning. Constructing characters, setting and plot. Close textual analysis.	Analytical writing skills
Myths and Legends	Descriptive writing skills. Empathy writing skills.	Transforming a classical myth.
Studying a play: (for example, 'King of Shadows' or 'Rainbow's Ending')	Dramatic conventions. Use of language, structure and form to convey meaning.	Crafting an additional scene in the style of the writer. Speaking and listening
Poetry	Defining poetry and its conventions. The use of poetic language, structure and form. Textual analysis.	Poetry anthology. Using paintings as a stimulus for writing.
Media	Defining media. Use of codes and symbols. The use of USPs. Writing for a specific purpose and audience. Understanding persuasion and manipulative language.	Constructing an advertising campaign.
<b>Additional Information</b>		
<p>Opportunities for students to become involved in: reading clubs; Reading School Book Festival; visiting author workshops; visiting touring theatre groups; McIlroy extended writing competition.</p>		



## Year 8 - English

Topic	Skills	Assessment
Gothic genre	Defining gothic and its conventions Effective descriptive writing Textual analysis	Gothic descriptive writing to imagine, explore and entertain.
Poetry	Identifying and applying key poetic techniques using different poetic forms Understanding metre in a range of poems	Crafting simile & metaphor poems. Poetry anthology.
Media	Identifying types of newspaper, their purpose and audience The use of language, discern fact and opinion to inform and manipulate. Textual analysis	Crafting a newspaper to inform, explain and describe.
Detective fiction	Defining Detective fiction, its conventions and features Understand the construction of characters, plot and setting Textual analysis	Writing a detective narrative.
Non-Fiction	Defining non-fiction texts and their uses and applications Writing for a specific audience and purpose. Textual analysis	Instructional writing, review writing and informative writing.
Studying a whole text: 'Touching the Void'	How a writer constructs character, setting, plot and themes to convey meaning. Close textual analysis Identifying key dramatic conventions, construction of character, plot and theme. Use of language to convey meaning. Textual analysis	Analytical writing skills. Speaking and Listening: creating a news broadcast. Analytical essay writing.
Studying a Shakespearean play. For example: 'Macbeth', 'Romeo and Juliet', 'Richard III', 'Merchant of Venice', 'Julius Caesar'.	Decoding questions, selecting and retrieving information and understanding meaning through a writer's choice of language Studying the effectiveness and impact of the grammatical features of the texts; using appropriate language and terminology consciously in their writing and speech to achieve particular effects; exploring spoken and written language in different registers.	Reading skills practice papers. Writing and grammar skills practice papers.
Reading skills Grammar skills		

### Additional Information

Opportunities for all students to become involved in: BBC Young Reporter journalism project; Reading School Book Festival; visiting authors and writing workshops; visiting touring theatre groups; McIlroy extended writing competition.



## Year 7 – Floreat

Topic	Skills	Assessment
<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>
Teamwork	Tolerance Delegation Motivation Patience	Participation in co-curricular activities and seizing of opportunities to demonstrate leadership
Self-Awareness	Adaptability Intuition Independence	Feedback from staff and external partners
Accountability	Reliability Honesty Integrity Responsibility	Ongoing in-lesson written teacher assessment of reflective 'Virtual Leadership Folder'
Helping Others	Empathy Listening Generosity	Critical dialogue during scenario-based activities and debates
Communication	Positivity Confidence Inspiration	Formative tests on leadership theory and examples
Organisation & Planning	Resourcefulness Focus Problem-Solving	
Commitment	Resilience Ambition Target-setting	

### Additional information

Reading School's innovative Leadership Programme aims to foster the transferable skills necessary for sustained success both within and more importantly, beyond, Reading School. The programme is based on the two streams of 'Taught' and 'Caught' Leadership.

The former is one lesson per week of alternate scenario-based discussion and reflective work in a 'Virtual Leadership Portfolio'. The latter gathers evidence of leadership attributes demonstrated by the students in the wide range of existing co-curricular activities at Reading School.

Students are encouraged to participate and seek leadership opportunities within extra-curricular activities including sport, music, House Competitions, LRC, School Council, Careers, Drama Productions, CCF (Y9 upwards), Future Stories (Y9 upwards), Duke of Edinburgh (Y10 upwards) as well as drawing on activities outside of school.

Topical examples are used to enhance students' awareness of current affairs, whilst external speakers are regularly invited in to demonstrate the real world relevance of the Programme.



## Year 8 – Floreat

Topic	Skills	Assessment
<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>
Teamwork	Tolerance Delegation Motivation Patience	Participation in co-curricular activities and seizing of opportunities to demonstrate leadership
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Topical examples are used to enhance students' awareness of current affairs, whilst external speakers are regularly invited in to demonstrate the real world relevance of the Programme.



## Year 7 - French

Topic	Skills	Assessment
Term 1 : “Introduction” - Greetings - Days and birthdays - Classroom language - Where do you live? - Numbers -Family	Basic language, presentation, Alphabet/pronunciation Learning vocabulary	Speaking
Term 2 : “Parler de moi” - Likes and dislikes - Justifications - Physical description - Personality	Listening – gist and detail Speaking – social and classroom language Writing – building a paragraph, linking sentences. Grammar: all regular verbs -er in the present tense , avoir and être	Listening and Reading Writing
Term 3 : “Mon collègue” - School subjects - Using opinions - Telling the time - Culture: educational system in France	Listening – gist and detail Speaking – using intonation and tone, using social and classroom language Grammar: using the negative , making longer sentences	Speaking
Term 4 :“Mes passetemps” - Hobbies - New technologies - Sports - Leisure and activities - Revision of opinions	Speaking – using prompts Reading – main points and detail, looking at text features, dealing with unfamiliar language Listening – interpreting intonation and tone, identifying unfamiliar language, Grammar: irregular verbs "faire" and "aller"	Reading and Listening
Term 5 : “Revisions” - Revision of all topics - Building on my writing and speaking = improving my work	Writing – building text, different text types Grammar – consolidation of verbs, negative, syntax	
Term 6 : “Nourriture” - Food items - Ordering food - following a recipe	Grammar: using the infinitive, modals, near future, partitive article Speaking: asking and answering questions	-End of year exams (listening, reading and writing).

### Additional Information

Throughout the year, we teach and reinforce listening, reading, speaking and writing skills as well as transcription and translation to improve the commands of the language. We consider a range of strategies for learning vocabulary in particular the 'Look, say, cover, write, check' technique. The vocabulary needed is on the Year 7 French class on Quizlet. There are regular vocabulary and grammar tests in order to consolidate the work done in class. Students are recommended to use websites such as “[languagesonline.org](http://languagesonline.org)”, “[funwithlanguages.vacau.com](http://funwithlanguages.vacau.com)” and “[duolingo.com](http://duolingo.com)” to consolidate their learning. Wordreference is our recommended online dictionary.



## Year 8 - French

Topic	Skills	Assessment
Term 1 : Studio 2 Unit 1 "T'es branché"	<ul style="list-style-type: none"> <li>-revision of all verbs in the present tense (regular and irregular)</li> <li>-the negative form</li> <li>-expressing opinions and justifying them</li> <li>-perfect tense of regular -er verbs with 'avoir'</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Reading (module 1)</li> <li>- grammar test (present)</li> </ul>
Term 2 : Studio 2 Unit 2 "Paris, je t'adore!"	<ul style="list-style-type: none"> <li>-perfect tense of all verbs</li> <li>-opinions in the past</li> <li>-intensifiers</li> <li>-asking questions in the past</li> <li>-use a variety of persons (not only je)</li> </ul>	<ul style="list-style-type: none"> <li>-Writing a post card using the perfect tense</li> </ul>
Term 3 : Asterix and various authentic resources around French comics + Studio2 Unit 3	<ul style="list-style-type: none"> <li>-describe personality</li> <li>-reflexive verbs in the present</li> <li>-possessive adjectives</li> <li>-debating</li> <li>-clothes and colours</li> <li>-the near future tense</li> <li>-using the three tenses at the same time</li> </ul>	<ul style="list-style-type: none"> <li>-Speaking- describing characters from Asterix and using the near future tense</li> </ul>
Term 4 : Studio 2 Unit 4 "Chez moi, chez toi"	<ul style="list-style-type: none"> <li>-irregular adjectives</li> <li>-the comparative</li> <li>- house and prepositions of place</li> <li>-food and partitive articles</li> <li>-quantities and opinions on food</li> <li>-talking about an event</li> </ul>	<ul style="list-style-type: none"> <li>-Reading and Listening</li> </ul>
Term 5: Studio 2 Unit 5 "Quel talent!"	<ul style="list-style-type: none"> <li>-modal verbs present tense</li> <li>-the imperative</li> <li>-the superlative</li> <li>-extending writing: use of a range of tenses and complex structures</li> </ul>	<ul style="list-style-type: none"> <li>-End of year exams (listening / reading and writing Modules 1 to 5)</li> </ul>
Term 6 : Studio 2 Unit 6 "Studio découverte Cross-curricular projects (Geography, History)	<ul style="list-style-type: none"> <li>-working out the meaning of words</li> <li>- developing a personal response to a text</li> </ul>	
<b>Additional Information</b>		
<p>Throughout the year, we teach and reinforce listening, reading, speaking and writing skills as well as transcription and translation to improve the commands of the language. We consider a range of strategies for learning vocabulary and encourage the pupils to use "This is Language" to develop their range of vocabulary and listening skills. The use of other websites such as "quizlet" is recommended too. There are Mary Glasgow magazines available in the LRC and on SharePoint; We aim at a spontaneous and natural use of the target language and as a consequence we regularly invent role plays or re-enact dialogues from authentic materials or films. The students film themselves and can then reflect on their fluency, their pronunciation and overall ability to juggle with tense and manipulate the grammatical structures studied in class.</p>		



## Year 7 - Geography

Topic & Knowledge	Disciplinary Skills, Key Concepts & Assessment
<p>1. Amazing Places            Brasilia: Difficulties of new urban environments;            Venice: Factors affecting population decline &amp; impacts of climate change on urban areas;            Grand Canyon: Tensions between nature, culture &amp; economy;            Dubai: factors affecting sustainability and reasons for migration            Chernobyl: social and environmental impacts of nuclear energy;</p> <p>2. Restless Earth            Structure &amp; characteristics of layers of the Earth, including oceanic vs continental plates.            Evidence for Wegener's Plate Tectonic Theory, including convection currents            Characteristics of different tectonic plate boundaries            Features, impacts and responses to the Nepalese earthquake            Causes and impacts of tsunami, with reference to different stakeholders            Impacts of (super)volcanic eruption and factors affecting extent of hazard</p> <p>3. Map Skills            Critique of usefulness of different map representations            OS Map symbols and usefulness of sketch maps            Use of 4 and 6 figure grid references on OS maps            Calculating distance using scale and bearings using compass directions            Identify and evaluate different representations of relief on maps            Recognising longitude and latitude and their relevance for time differences</p> <p>4. Extreme Weather            Identifying the difference between weather and climate &amp; comparing weather            The role of air masses and wind in determining UK weather            Climate factors: Distance from Sea, Ocean Currents, Urbanisation, Latitude, Altitude            Formation/identification of clouds and 3 types of rainfall: relief, convectional &amp; frontal            Formation/identification of depressions and anticyclones – pressure differentials            Resilience and responses to extreme weather</p> <p>5. Africa            Identify and locate key physical features of Africa            Explaining implications of extreme seasonality within a continent            Evaluating the usefulness of photos as representations of place            Investigating root causes and social impacts of civil conflict in Sudan            Conflicting views over elephant hunting in Zimbabwe            Questioning the role of China in Africa's development</p> <p>6. Adopt a Grid Square Project            Making linkages and inferences between different data sets about your local place            Applying map knowledge to make inferences about population and land use            The skill of using annotated photographs to show significant geography            Use of GIS web sources to consider flood risk, geology, deprivation &amp; employment</p>	<p>Considering views of stakeholders, Decision-making, Causality, Recognising diverse impacts</p> <p><i>Written researched amazing place (explanation focus)</i></p> <p>Decision-making            Physical process explanation            Disciplinary evaluation            Linkages, Vulnerability</p> <p><i>Process knowledge test</i></p> <p>Representation critique            Real-world applications            Numerical manipulation</p> <p><i>Creation of treasure map to assess application of skills</i></p> <p>Use of key terminology            Process and causality            Inequality and equilibrium            Resilience and vulnerability</p> <p><i>Assessed weather forecast</i></p> <p>Applying prior knowledge            Questioning stereotypes            Interdependence            Representation critique            Causality &amp; Development</p> <p><i>Presentation on country</i></p>
<p>Students are expected to improve their work using the '5 Rs of Action Feedback' (Redraft, repeat, revisit, re-learn or research) as directed by their teacher.</p> <p>Curricular enrichment opportunities include Orienteering competition, Gelfie competition (Geography Selfie!), participation in the GA Quiz to represent the school, fortnightly Geography Club and local fieldwork in school time.</p>	



## Year 8 - Geography

Topic	Skills & Assessment
<p>We will cover 6 topics, each lasting a half term.</p> <ol style="list-style-type: none"> <li>1. Impossible places Dubai and Qatar: Resource exploitation, sustainability, migration, population dynamics Carteret Islands: Climate Change, forced migration, coastal landscapes and anthropogenic impacts. California: Climate Change, overpopulation, resource exploitation, weather and climate.</li> <li>2. Rivers Hydrological cycle, river processes, drainage basins, landforms, flood defences, nature vs human activity</li> <li>3. Development Indicators of development, inequality, aid, poverty in the UK, Transnational Corporations (TNCs), power of money vs natural resources.</li> <li>4. Cold environments Adaptions made by humans, plants and animals, humans impact, conflict over territories, international relations.</li> <li>5. Natural resources Distribution vs consumption, power of TNCs, oil, Russia, pollution, sustainability.</li> <li>6. Geography of Crime and Piracy Map skills and map interpretation, distribution, indicators and instigators, resources analysis, research process.</li> </ol>	<p>Geography covers a wide range of skills which are developed from the early years at Reading, through to GCSE and A Level.</p> <p>These skills include the reflection of their own work and recognition of how to improve. Students are encouraged to explore the world around them, using independent and group research and analysis skills. Using a range of resources, students will be able to identify a wide range of issues and interact with the information to form a balanced, justified opinion, while showing respect and sensitivity to others.</p> <p>Assessments are undertaken at the end of every half term to coincide with the end of each topic. Assessment will take the form of one of the following:</p> <ul style="list-style-type: none"> <li>- End of topic test</li> <li>- Written essay</li> <li>- Decision making exercise</li> <li>- Fieldwork write up</li> <li>- Presentations</li> </ul>
<p><b>Additional Information</b></p> <p>All lessons are located on SharePoint for reference and in case any students miss a lesson, they are expected to catch up during their own time and prior to the next lesson. A level will be awarded at the end of each topic, which your son will record on his student tracker in the front of his book. The levels throughout the year will consist of end of topic tests, essays, decision making exercises, presentations and field work write up activities. To help support and engage your son please discuss current affairs related to the topics he is studying.</p>	



Topic	Skills	Assessment
Term 1 : Zoom 1 Days and birthdays, numbers, countries Introducing yourself	Basic language, presentation, Alphabet /pronunciation Learning vocabulary	
Term 2 : Area you live in Houses with rooms and furniture	Articles and accusative	Reading
Term 3 : Family, pets, describing people	Verb endings	
Term 4 : Hobbies, opinions	Word order Conditional	Speaking
Term 5 : Food German towns	Conditional, modals	
Term 6 : Projects Holidays, German speaking towns	Future	-End of year exams: listening, reading, speaking and writing

**Additional Information**

Throughout the year, we teach **and reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic German texts/ books/ poems/ songs.** To learn vocabulary effectively, pupils should firstly revise from German to English, test themselves by covering and revise those still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to German (sets of 3 or 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise those items that were incorrect and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check. We encourage our pupils to use QUIZLET to provide an interactive way for vocab revision.



## Year 8 - German

Topic	Skills	Assessment
Term 1 : Zoom 1 Food and health Illnesses Typical German foods	Revision verbs, modals, word order	Reading, listening    speaking    -End of year exams: listening, reading, speaking and writing
Term 2 : Zoom 2 Daily routine Clothes	Verb endings Separable verbs	
Term 3 : Media: music, film and hobbies	Modals, past	
Term 4 : Transport directions	imperative	
Term 5 : School, subjects opinions	verb 2 <sup>nd</sup>	
Term 6 : Projects Holiday destinations	revision of all tenses	

### Additional Information

Throughout the year, we teach and **reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic German texts/ books/ poems/ songs**. To learn vocabulary effectively, pupils should firstly revise from German to English, test themselves by covering and revise those still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to German (sets of 3 or 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise those items that were incorrect and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check. We encourage our pupils to use QUIZLET to provide an interactive way for vocab revision.



## Year 7 - History

Topic
<p><b>1. The Norman Conquest</b> Looking into the elements of medieval warfare but also how battle was not the only way to control a kingdom. Ranging from Castles to the Feudal system. Looking at how the last successful invasion of England played out and how it had a far reaching impact – even on us today!</p> <p><b>2. Personal Investigation</b> On opportunity for pupils to delve deep into their own assumptions of History. Through research and guidance, they will unravel what they think they know about history and see how accurate they were based on available evidence.</p> <p><b>3. The Middle Ages</b> Where does the power really lie in the Middle ages? With the King? The Church? Or the people themselves? Through a range of events pupils will consider the broader concepts of power from studying things such as the Black Death and the Crusades to the Magna Carta and the murder of Thomas Becket.</p> <p><b>4. Dictatorships through time</b> Using the modern examples of North Korea today pupils will look at the historical origins of dictatorships. They will look at how the idea of a dictator has changed over time and how advancements in technology and society have had an impact on the idea of dictatorships themselves.</p> <p><b>5. Tudors and Stuarts</b> The study of some of the most famous royal families in History. Looking at what was so significant about what Henry VIII did (other than marry 6 wives), to how Bloody Mary got her name and how Queen Elizabeth I was a remarkable woman. To the ideas of the divine right of kings and the bloody English Civil War –pupils will see how far the ideas of monarchy have come from the medieval period.</p>
Key Concepts
<p><b>Causation</b> Not only looking into why do things happen? But also what are the most important causes of events, how there can be more than one and the different types of causes.</p> <p><b>Process of research</b> Learning a number of different research skills, be it working in groups or as an individual and looking at a number of different resources – ranging from sources, books in the LRC and online research.</p> <p><b>Significance</b> Looking into specific events and criteria and assessing why they are important but also assessing the different criteria we can assess them against be it scale, cost, impact or even how an event is remembered.</p> <p><b>Similarity and difference</b> Looking across time periods and continents how can similar events happen across the globe and how things within the same country can happen very differently depending on the context of time.</p> <p><b>Change and continuity</b> How things change is an easy thing to identify but real historians look into the underlying continuities throughout a period as well. How people have been treated over centuries can teach us about the views of the ruling classes.</p>
Assessment
<p>Assessments take many shapes and size but ultimately they are to see how pupils are progressing be it through their content knowledge or skills we are developing. With this in mind boys will be assessed in number of different ways from extended writing essays and presentations to role plays and source analysis.</p>
Additional Information
<p>The History department aims to develop a passion and enthusiasm for the subject and an awareness of its importance in understanding the world today. We achieve this through studying contemporary issues through history, taking philosophical approaches to big issues, providing extra-curricular opportunities and always trying to include European and World events as part of our studies.</p>



## Year 8- History

<b>Topic</b>
<p><b>1. Britain and the world 1750-1900</b> Slavery, democracy, empire and Industrial Revolution are the key components of this topic. Looking at the treatment of people by the British across the globe both positive and negative. This leads into the exploitation of native Africans through slavery looking at treatment, transport and abolition. How people in Britain were treated differently and how they fought for the vote. IR and the movement of people from the towns and villages to the cities to work in factories. An exciting period but a dangerous one as children are made to work down the mines and can lose limbs cleaning machinery.</p> <p><b>2. Warfare</b> Looking at how warfare advances the 20<sup>th</sup> Century from the trenches and the introduction of tanks to the advances in aviation technology that allowed the Blitz. Pupils will also look at the political situations pre and post wars and the incredibly significant decisions on how best to move on from a world war.</p> <p><b>3. Holocaust</b> A horrific period in human history but one that is so incredibly important and a story that needs to be told. Pupils will be told the events of the Holocaust and how the Jewish populations under Nazi control were persecuted in a number of ways. Pupils will also focus on the stories of resistance, the heroes of this period who fought against the persecution and the importance of remembrance of such an event.</p> <p><b>4. Protests</b> A thematic study of protests through history. With activities campaigning and protesting for climate change in the news regularly we use this to engage students, to look back at some of the most significant protest movements our planet has seen. Black rights, Gay Rights and Women's Rights protests to name just a few that have shaped the world we live in today.</p>
<b>Key Concepts</b>
<p><b>Using sources</b> - To gain a better understanding of the periods being studied the pupils will start developing their source analysis more. Looking at the content, origin and purpose of the sources being produced but then with their own knowledge putting them into the context of the period. They will also compare different sources to see different perspectives and interpretations of the same events. How do generals find the war compared to the soldiers on the front line?</p> <p><b>Causation</b> - This advances from last year looking at multi-causal events. Yes, the assassination of Franz Ferdinand kick started WW1 but there were numerous reasons why the war started but is one more important than another? And how do they link together to even create a world war?</p> <p><b>Significance</b> - Looking into specific events and criteria and assessing why they are important but also assessing the different criteria we can assess them against be it scale, cost, impact or even how an event is remembered.</p> <p><b>Change and continuity</b> - How things change is an easy thing to identify but real historians look into the underlying continuities throughout a period as well. How people have been treated over centuries can teach us about the views of the ruling classes and how people in Britain had to fight for their rights to vote.</p>
<b>Assessment</b>
<p>Assessments in year 8 build on the skills that have been developed through the year and those that have been taught in year 7. We aim to push the boys further. As their skills and knowledge become more advanced and developed so do the assessments. The format will be very similar as to year 7 with extended writing and source analysis but the outcomes that the boys produce will be significantly more developed from those they were capable in year 7, such as a more detailed analysis of satirical cartoons about the wars.</p>
<b>Additional Information</b>
<p>The history department aims to develop a passion and enthusiasm for the subject and an awareness of its importance in understanding the world today. We achieve this through studying contemporary issues through history, taking philosophical approaches to big issues, providing extra-curricular opportunities and always trying to include European and World events as part of our studies.</p>



## Year 7 – Mathematics

Topic	Skills	Assessment
<p><b>Number</b>            Number skills revision            BODMAS            Fractions            Decimals            Percentages            Ratio            Directed Numbers            Approximations (rounding)</p> <p><b>Algebra</b>            Manipulating and simplifying expressions and formulae            Solving linear and simultaneous equations            Using coordinates            Equation of a straight line            Solving inequalities            Finding nth term of a sequence</p> <p><b>Geometry and Measures</b>            Angle properties of parallel and intersecting lines and triangles            Properties of polygons            Perimeter            Area            Volume            Compass points and bearing            Construction            Loci            Pythagoras theorem</p> <p><b>Handling Data</b>            Statistics revision            Averages and range            Stem and leaf diagrams            Scatter graphs            Surveys            Probability</p>	<p>Confidence in using basic number skills in a variety of subjects and contexts.</p> <p>Developing the ability to handle abstract concepts and to recognise and use patterns.            Developing approaches to problem solving.</p> <p>To develop practical accurate measuring and drawing skills.</p> <p>The ability to collect, display and interpret data. To start to develop a critical awareness of limitations of statistics used in the media. To start to develop an understanding of chance.</p> <p><b>Ready For Learning</b>            Resilience – perseverance in solving problems.</p> <p>Resourcefulness – questioning is an integral part of each lesson.            Boys are encouraged not simply to accept answers or methods but to suggest alternatives and to think more deeply about problems.            - appreciating connections between topics is developed.</p> <p>Reflection – looking to apply what has been learnt is a key skill in mathematics.</p> <p>Reciprocity – giving and taking feedback is encouraged.</p>	<p>Assessment in Mathematics is on-going and takes a variety of forms. These include regular homework, tests and teacher assessment of student interaction, discussion and responses to open-ended questioning.</p> <p>Homework is set every lesson and may include written exercises, online homeworks, learning for tests and research. This is to enable students to reflect on their own learning and to practise applying Mathematics in both familiar and unfamiliar contexts, as well as for teachers to assess progress.</p> <p>There are end of year examinations.</p>
<p style="text-align: center;"><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• In year 7 boys are taught in their tutor groups.</li> <li>• Boys are entered for UKMT Junior Maths Challenge.</li> <li>• Investigational/open-ended work is embedded in the syllabus.</li> <li>• MIG maths club to stretch able students</li> <li>• Maths clinic twice a week.</li> </ul>		



## Year 8 – Mathematics

Topic	Skills	Assessment
<p><b>Number</b> Ratios including map scales and sharing in a given ratio Approximation and estimation Percentages, including repeated proportional change and 'reverse' percentages. Fractions Standard Index Form</p> <p><b>Algebra</b> Using formulae Changing subject of formulae Solving linear, simultaneous and quadratic equations Graphing linear inequalities Finding nth term of linear and quadratic sequences Graphs of straight lines, quadratic and cubic functions Indices</p> <p><b>Geometry and Measures</b> Metric and Imperial units Compound measures Similar Shapes (2D and 3D) Pythagoras theorem Trigonometry, including applications to navigation and surveying Circle properties</p> <p><b>Handling Data</b> Cumulative frequency graphs Interquartile range Boxplots Probability, including tree diagrams</p>	<p>Confidence in using basic number skills in a variety of subjects and contexts</p> <p>Developing the ability to handle increasingly abstract concepts and to recognise and use patterns. Developing approaches to problem solving</p> <p>To use trigonometry in practical applications</p> <p>The ability to collect, display and interpret data. To start to develop a critical awareness of limitations of statistics used in the media. To start to develop an understanding of chance</p> <p><b>Ready For Learning</b> Resilience – perseverance in solving problems</p> <p>Resourcefulness – questioning is an integral part of each lesson. Boys are encouraged not simply to accept answers or methods but to suggest alternatives and to think more deeply about problems. - appreciating connections between topics is developed</p> <p>Reflection – looking to apply what has been learnt is a key skill in mathematics</p> <p>Reciprocity – giving and taking feedback is encouraged</p>	<p>Assessment in Mathematics is on-going and takes a variety of forms. These include regular homework, tests and teacher assessment of student interaction, discussion and responses to open-ended questioning.</p> <p>Homework is set every lesson and may include written exercises, online homeworks, learning for tests and research. This is to enable students to reflect on their own learning and to practise applying Mathematics in both familiar and unfamiliar contexts, as well as for teachers to assess progress.</p> <p>There are end of year examinations.</p>
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## Year 7 – Music

<b>Instruments of The Orchestra</b>
<p>This unit develops pupils' understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres of different orchestral instruments using Benjamin Britten's <i>"Young Person's Guide to the Orchestra"</i> to enhance their learning. Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbres. This unit is brought to life by pupil's experiencing actual orchestral instruments (where possible) and pupils join together to play a class orchestra piece to gain and understanding of what it's like to perform as part of a larger group and the role of individual parts to the overall texture of the music.</p>
<b>Building Bricks of Music</b>
<p>Building Bricks has been designed as a unit of work which can be used to allow pupils the opportunity to engage in active music making. Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. This unit will develop understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p>
<b>Year 7 Concert</b>
<p>Ensemble singing of <i>Y7 Anthem</i> and <i>Rooster Rag</i> for public performance. Solo vocal roles as well as narration roles. Solo instrumental performances.</p>
<b>Rhythm and Pulse</b>
<p>This unit introduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces. Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.</p> <p>Accents are introduced as an articulation marking providing variety to a regular pulse along with how pulse patterns can be grouped into two, three and four-beat patterns forming a basis of time signatures, bars and bar lines and conducting patterns in 2/4, 3/4 and 4/4 times. The characteristic 2/4 pulse pattern can be explored in the genre of the March and the 3/4 pulse pattern in the Waltz.</p>
<b>Form and Structure</b>
<p>This unit begins by establishing what is "Form and Structure" in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.</p> <p>Pupils begin with an exploration into Question and Answer phrases as one of the simplest types of musical structures, relating this to Call and Response singing and how musical Question and Answer phrases <i>balance</i> with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between "A" and "B" sections revising the Elements of Music. Rondo Form is explored as a type of recurring musical structure with pupils adding pentatonic improvisations as "Episodes" between a whole-class "A" section.</p> <p>Throughout the unit, pupils listen to examples of music based on Binary, Ternary and Rondo Forms and emphasis is placed on revising treble clef staff notation.</p>

**All students complete a Baseline Assessment at the start of Y7. This is then re-taken towards the end of the year to record development.**



## Year 8 – Music

<b>Ladders</b>
This unit is all about Scales! Pupils begin with the Pentatonic scale and learn and explore this through integrated activities of listening, performing, composing and improvising. Pupils move onto the Chromatic scale and learn about tones and semitones before exploring and identifying the difference between major and minor scales. Pupils learn about the whole tone scale and how the composer Debussy used this in impressionist music and the connection between impressionist art and music.
<b>Jazz Improvisation</b>
This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music. Pupils are introduced to seventh chords and how these are formed, and their characteristic sound used in jazz and blues music. Pupils examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers. Finally, pupils explore Ragtime Music as a type of jazz examining how chords have been used differently in a "vamp" style.
<b>African Music</b>
This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils learn to perform different drum strokes on a drum before composing, performing and improvising simple rhythms, turning these into cyclic rhythms. These are then combined to form a polyrhythmic texture, characteristic of much African music. Pupils explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music, improvising, composing and performing their own call and response rhythms. Pupils look briefly at African musical instruments before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece.
<b>Indian Music</b>
In this unit, pupils will examine how music is used and performed in a non-Western culture (India). They will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks and develop their knowledge and skills in areas such as scales, improvisation and notation. Pupils will become aware of the terms raga and tala and know how these are constructed, composing and performing their own. Pupils discriminate between Indian and other ethnic music and learn the names of common Indian musical instruments.
<b>Y8s Got Talent</b>
This is a small-scale version of our annual House Music Competition wherein the Y8 cohort compete against each other. The 'final' is adjudicated by a visiting expert from the professional musical world; previous judges have included the composer Simon May ( <i>Eastenders</i> ) and Tony nominated composer Alex Baranowski.



## Year 7 – Physical Education

Topic	Skills	Assessment
<p><b>The purpose of PE at Reading School is Building Good Men through Sport and PE.</b></p> <p><b>Healthy Active Students:</b> The overall philosophy of the department is to ensure full <b>participation</b> of students in sport and physical activity and to support them in leading, and taking responsibility for their own healthy active lifestyles</p> <p>Extensive participation and engagement in lessons and beyond will ensure <b>progress</b>.</p> <p><b>Performance</b> - the structure of lessons and the curriculum are created by assigned expert Head coaches to lead and guide the department.</p> <p><b>Michaelmas Term:</b> Essential Movement Skills</p> <p>Gymnastics</p> <p>Rugby</p> <p><b>Lent Term:</b> Dance</p> <p>Healthy and Active Lifestyles</p> <p>Football</p> <p><b>Summer Term:</b> Athletics</p> <p>Cricket</p>	<p>We aim to achieve this by focusing on delivery through <b>participation, progress and performance</b>. Within this structure we focus on four learning domains; the physical, cognitive, social and affective.</p> <p>Physical: Motor competence</p> <p>Cognitive: Knowledge and Understanding</p> <p>Social: Interacting with others</p> <p>Affective: Personal behaviours and <b>character</b>.</p> <p>Physical: Push Pull, Hinge, Squat, Lunge, Twist, Pull</p> <p>Physical: Balance, control and body tension</p> <p>Cognitive: Rules and Tactics Social: Working well with others</p> <p>Physical: Controlled movement Social: Designing a sequence with a partner</p> <p>Cognitive: Understand the benefits of a healthy and active lifestyle</p> <p>Cognitive: Rules and Tactics Social: Working well with others</p> <p>Physical: Sprint, run, jump and throw Cognitive: Rules and Tactics Social: Working well with others</p>	<p>A varied approach to assessment but mainly focused on co-construction of targets in the physical, cognitive, social and affective learning domains.</p> <p>Teacher assessment on effort, willingness to have a go, compassionate interaction with other students and quality practice.</p> <p>There are no grades for Curriculum PE, however we focus pupils to reflect on their learning, skill acquisition and self-improvement.</p>
<p><b>Additional Information</b></p> <p>All boys will represent their house in rugby, football and cricket over the course of the year. If they are in school but unable to take a physical part they still require kit as they will take on the role of coach, official or captain with lessons. There are no non-doers within PE. Be prepared for all activities</p>		



## Year 8 – Physical Education

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<p><b>Additional Information</b></p> <p>All boys will represent their house in rugby, football and cricket over the course of the year. If they are in school but unable to take a physical part they still require kit as they will take on the role of coach, official or captain with lessons. There are no non-doers within PE.</p> <p>Be prepared for all activities</p>		



## Year 7 – Physics

Topic	Skills	Assessment
Measurements Forces Waves and Sound Space Mechanics <i>(not on end of year examination)</i>	<ul style="list-style-type: none"> <li>• Thinking Scientifically and creatively</li> <li>• Using Physics and Engineering terminology</li> <li>• Literacy exercise and learning technical vocabulary</li> <li>• Practical skills for experimentation and Engineering</li> <li>• Understanding history of Physics and Engineering</li> <li>• Research skills</li> <li>• Graph drawing</li> <li>• Working as a team.</li> <li>• Communicating and collaborating</li> <li>• Using investigative and explorative approaches</li> <li>• Understanding the application and implications of Physics &amp; Engineering</li> <li>• Working critically with evidence</li> </ul>	Homework every week  End of topic tests every 5-7 weeks.  End of year examination
<p style="text-align: center;"><b>Additional Information</b></p> <p>The KS3 Physics course works to build the basic building blocks required for further study in Physics and Engineering. Emphasis is placed on developing skills to observe phenomena and independently develop ideas surrounding them.</p>		



## Year 8 – Physics

Topic	Skills	Assessment
Waves and Sound	<ul style="list-style-type: none"> <li>Thinking Scientifically and creatively</li> </ul>	Homework every week
Thermal Physics	<ul style="list-style-type: none"> <li>Using Physics and Engineering terminology</li> </ul>	End of topic tests every 5-7 weeks
Light and Vision	<ul style="list-style-type: none"> <li>Literacy exercise and learning technical vocabulary</li> </ul>	End of year examination
Mechanics	<ul style="list-style-type: none"> <li>Practical skills for experimentation and Engineering</li> </ul>	
Magnetism	<ul style="list-style-type: none"> <li>Understanding history of Physics and Engineering</li> </ul>	
Energy Sources <i>(not on end of year examination)</i>	<ul style="list-style-type: none"> <li>Research skills</li> <li>Graph drawing</li> <li>Working as a team.</li> <li>Communicating and collaborating</li> <li>Using investigative and explorative approaches</li> <li>Understanding the application and implications of Physics &amp; Engineering</li> <li>Working critically with evidence</li> </ul>	
<p style="text-align: center;"><b>Additional Information</b></p> <p>The KS3 Physics course works to build the basic building blocks required for further study in Physics and Engineering. Around 65% of all Year 8 Physics lessons will be practical based with emphasis put on creativity as well as experimentation.</p>		



## Year 7 - PSHE

Topic	Skills	Assessment
1. Introductory module	This module will focus upon developing students' understanding of the importance of good communications skills, alongside the positive behaviours of social interactions, with both peers and adults, required at secondary school.	There is no formal assessment for Y7 PSHE.
2. Promoting positivity	This topic will explore the new pressures and expectations which students hold for themselves and others with a specific focus on how to adjust and cope with these emotions in the Reading School environment.	
3. E-safety	This topic will educate students about the risks and benefits of social media, providing guidance of how to operate safely online.	
4. Relationships	This module will focus upon equipping students with the necessary interpersonal skills to recognise the value of building and maintaining positive relations with peers; with an emphasis on conflict resolution and problem solving.	
5. Exam preparation	The term leading up to end of year exams will impart the importance of, and methods to develop, the growth mind set, alongside revision techniques and how to manage stress.	
6. Health	The final term of PSHE will focus upon the importance of health; including diet, hygiene and puberty.	

### Additional Information

There is no formal assessment for PSHE in Y7 as the aim of this subject is to equip students with the necessary skills and awareness of society beyond academia to help facilitate a smooth transition into secondary school.

The PSHE curriculum is also focused upon Reading School's ethos of *Building good men* by helping students to develop values of integrity and resilience.

The curriculum will remain fluid in relation to current affairs in order to help prepare and educate students about society beyond Reading School.

Standard homework will not necessarily be awarded a mark but will form an important component of facilitating meaningful discussions to advance students' understanding of certain topics.



## Year 8 - PSHE

Topic	Skills/Content	Assessment
1. Inclusion	Students will gain a wider awareness of diversity between different cultures in Britain and of diversity within the school community. Key topics include	No formal assessment.
2. Mental Health	immigration and radicalisation with a link to British Values.	No formal assessment.
3. Finance	This topic will focus on positive self-behaviours to promote both mental and physical wellbeing.	Formal assessment at the end of the topic with a pass mark.
4. Social pressures	This one term scheme of work is designed to equip students with the necessary skills to achieve greater financial literacy. With a focus on the relationship between borrowers (debtors) and savers (creditors).	No formal assessment.
5. Relationships	<p>This topic will highlight the pressures that students are currently facing at this stage of their development. Lessons will explore ways to overcome these, identify symptoms and associated risks, and support one another.</p> <p>This topic will enable students to recognise the components of positive healthy relationships. Part of this will entail exploring gender equality and sexuality with a link to History of misogyny.</p>	No formal assessment.
<p style="text-align: center;"><b>Additional Information</b></p> <p>The current PSHE curriculum is focused upon Reading School's ethos of <i>Building Good Men</i> by helping students to develop values of integrity and resilience.</p> <p>The curriculum will remain fluid in relation to current affairs in order to help prepare and educate students about society beyond Reading School.</p> <p>Standard homework will not necessarily be awarded a mark but will form an important component of facilitating meaningful discussions to advance students' understanding of certain topics.</p>		



## Year 7 – Religious Studies

Topic	Skills	Assessment
Worldviews	Comprehension Understanding Analysing and evaluating different worldviews.	Knowledge-based and extended writing.
World Religions	A survey of the major world religions Developing empathy Defining key terms & exploring philosophical concepts Curiosity Open-mindedness Mutual Respect/tolerance	Knowledge-based assessment. Poster on the positive effects of religion in a society.
Divine Revelation	Comparing and contrasting different claims. Investigating and exploring religious texts, e.g. Bible and the Qur'an Appreciation and tolerance for religious beliefs different than their own.	Report on a religious text and how it is relevant in modern society.
Jesus-His life, death and resurrection; miracles and parables.	Historical investigation Report-writing Evaluating claims from Jesus, His followers and counter-claims from His opponents.	Investigative newspaper report



## Year 8 – Religious Studies

Topic	Skills	Assessment
<p>This year’s studies begin with a philosophical and ethical look at the <b>problem of evil and suffering</b>. This will include different theodicies (defences) for why God may allow evil and suffering.</p> <p>This is followed by a unit on different <b>ethical theories</b> from both a religious and secular nature.</p> <p>Students then explore a unit of study on Religious response to ethical and moral dilemmas including reference to some of the following:</p> <p><b>1. The Right to Life</b> Views on the sanctity and quality of life and how these influence attitudes to abortion and euthanasia.</p> <p><b>2. The Use of Medical Technology</b> Views on the sanctity of life and cloning.</p> <p><b>3. Personal Responsibility</b> Views on what it means to be human and on the importance of commitment and responsibility influence attitudes and personal lifestyle in relation to sexual relationships and the use of drugs.</p> <p><b>4. Social Responsibility</b> Views on the importance of commitment, responsibility, equality and justice influence attitudes to marriage, and prejudice and discrimination.</p> <p><b>5. Global Concerns</b> Views on the world as God’s creation, stewardship, justice and respect for life influence attitudes to the world and its inhabitants.</p> <p><b>6. Conflict</b> Views on crime and punishment and especially the death penalty.</p>	<p>This course helps students develop their interest in, and enthusiasm for, the study of Religion and its relation to the wider world.</p> <p>Students will develop their literacy and listening skills as well as analytical research ability.</p> <p>They will be encouraged to develop empathy and respond respectfully to a range of views with their own personal opinions.</p> <p>They will develop informed insight on fundamental questions about:</p> <p>identity belonging meaning purpose truth values Commitments.</p> <p>This curriculum prepares the students for the challenges and the material which will be encountered during Years 9-11 (AS-level religious Studies) and also in general for studies in Law, Medical Ethics, Psychology and Journalism.</p>	<p>Students are assessed through;</p> <ul style="list-style-type: none"> <li>• Essay-writing</li> <li>• Teacher moderation</li> <li>• Assessment of note taking;</li> <li>• Peer marking/ Self-assessment</li> <li>• Oral presentations in class</li> <li>• <b>End of year examination.</b></li> </ul>



## Year 7 –Spanish

Topic	Skills	Assessment
<b>Term 1: Zoom 1</b> Interesting facts about Spain Latin American countries Talking about yourself	<ul style="list-style-type: none"> <li>• Basic language, presentation</li> <li>• Alphabet/pronunciation</li> <li>• Learning vocabulary</li> <li>• Understand classroom instructions</li> <li>• Numbers 1-50</li> <li>• Articles</li> </ul>	Listening Writing  Speaking Writing
<b>Term 2: Zoom 1</b> Day of the Death Giving information about myself Family	<ul style="list-style-type: none"> <li>• Ages and birthdays</li> <li>• Days of the weeks, months, dates</li> <li>• Family and pets</li> <li>• The verb tener</li> </ul>	Reading Writing
<b>Term 3: Zoom 1</b> Where I come from Describing pets	<ul style="list-style-type: none"> <li>• The verb ser and the verb tener</li> <li>• Colours, nationalities and countries</li> <li>• Adjectives: grande and pequeno.</li> </ul>	Reading Writing  Listening Writing
<b>Term 4: Zoom 1</b> Describing people	<ul style="list-style-type: none"> <li>• Physical description and personality</li> <li>• Ser, estar, tener, llevar.</li> </ul>	Reading Writing
<b>Term 5: Zoom 1</b> School - comparing British and Spanish schools.	<ul style="list-style-type: none"> <li>• Subjects, the verb like, me gusta and the negative forms, adjectives of personality</li> </ul>	Speaking Writing
<b>Term 6: Zoom 1</b> My town and my house	<ul style="list-style-type: none"> <li>• Hay, no hay</li> <li>• Prepositions of place,</li> <li>• Estar, vivir</li> </ul>	
<p><b>Additional information</b></p> <p>Throughout the year, we teach and <b>reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic Spanish books/ poems/ songs.</b> To learn vocabulary effectively, pupils should firstly revise from Spanish to English; test themselves by covering up the translation, then revise those terms which are still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to Spanish (sets of 3 to 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise incorrect items and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check.</p> <p>We encourage our pupils to use <b>QUIZLET</b> and to provide an interactive way for vocabulary revision. As well as this, <b>DUOLINGO</b> must be used to improve grammar and translation, as it helps them increase their accuracy in Spanish.</p> <p>In order to improve speaking, we also encourage students to use <b>ROCKALINGUA</b>, where they can practise games and listen to songs to become better speakers and listeners.</p>		

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Topic	Skills	Assessment
<p><b>Term 1 : Zoom 1</b> Mi semana Talking weather Talking about freetime, my week and the weekend activities</p> <p><b>Term 2: Zoom 1</b> Me gusta comer Saying what you eat at different mealtimes Be aware of foods in different cultures Talking about healthy and unhealthy food</p> <p><b>Term 3: Zoom 1</b> Donde vivo yo Saying where you live Giving and understanding directions Describing your house Giving opinion of the region where you live</p> <p><b>Term 4: Zoom 1</b> Las vacaciones Talking about means of transport, accommodation and facilities Making a reservation Holiday activities</p> <p><b>Term 5: Zoom 1</b> ¿Adónde fuiste? Talking about events in the past Saying what can-can't be done in your region and why</p> <p><b>Term 6: Zoom 1</b> ¿Lo pasaste bien? Talk about free time activities in the past</p>	<ul style="list-style-type: none"> <li>• Recognise and use idioms with the verb “Hacer”</li> <li>• Learning vocabulary to talk about free time activities (sports and hobbies)</li> <li>• Use “gustar + verb” structure</li> <li>• Use reflexive verbs &amp; the radical-changing verbs</li> <li>• Use sequencing to add interest and cohesion for writing and speaking</li>   <li>• Use comparison structure “more than” and “less than”</li> <li>• Asking for food in cafes</li> <li>• Having a conversation – inviting people to go out for a meal</li> <li>• Ordering food and complain</li>   <li>• Differentiate between SER and ESTAR</li> <li>• Extend sentences using frequency adverbs</li> <li>• Improve your speaking and writing using adjectives</li> <li>• Use prepositions correctly</li>   <li>• Immediate future</li> <li>• More comparisons</li> <li>• Adverbs</li> <li>• Use formal and informal language correctly (tu and usted)</li> <li>• Be aware of cultural differences in the Spanish-speaking world</li>   <li>• Talking about the weather in the past tense</li> <li>• Use the verb “ir” correctly in the preterite</li> <li>• Link sentences to avoid repetition</li>   <li>• Give your views on a past holidays</li> <li>• Use the preterite of regular verbs correctly</li> </ul>	<p>Grammar Reading Listening</p> <p>Present a dialogue to invite someone to go out and order food at the restaurant</p> <p>Writing</p> <p>Speaking</p>
<p><b>Additional information</b></p> <p>Support and advice is as per the Year 7 – Spanish section</p>		