



READING SCHOOL



Established 1125

CURRICULUM GUIDE KEY STAGE THREE

YEAR 7



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 . In addition, during his lessons he has been introduced to certain principles which will develop and strengthen his capacity to learn. At Reading School we aim for all students to:

- Be resilient and rise to the challenges of learning and life;
- Be curious and balance logic with imagination;
- Be passionate and purposeful;
- Achieve excellence with integrity;
- Value learning for its own sake and for the benefit of others.

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.

Our aim is to inform you of what your son is doing in order to help him to fulfil his potential at school and in the world of the future.

Yours faithfully,

Rev'd Dr C J Evans

Deputy Headmaster



Year 7 -Art

Topic	Skills	Assessment
<p>Content and timings will vary dependent on individual staff and the needs of each class; the emphasis in Year 7 is on learning new techniques and becoming more confident artists; skills will be refined throughout.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Emphasis is put on the process of making - the gaining of skills, knowledge and understanding - rather than purely on the outcome. ▪ Projects are scaffolded so that as boys become more confident and skilful, 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. ▪ Boys are supported to take creative risks and encounter challenge and indeed failure, so that they might learn coping strategies when not all goes well. <p>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.</p> <p>Drawing – imaginatively and from observation, markmaking; design through pattern and texture; experimental techniques</p> <p>Mixed media – explorative work looking at characteristics of</p>	<ul style="list-style-type: none"> ▪ Pupils complete a baseline assessment at the start of the year, holistically looking at how well boys 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. ▪ Critical dialogues between staff and pupils pitched at level appropriate to ability and understanding of individual pupil. ▪ Staff visually assess works in progress and provide diagnostic feedback. ▪ DARE points are awarded for fully meeting task objectives, good effort or excellent work. ▪ 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.



Topic	Skills	Assessment
	<p>different media</p> <p>Three-dimensional work – to develop special awareness and explore the possibilities of 3D work through paper mache, paper sculpture or ceramics</p> <p>ICT – image manipulation and drawing using apps/free software, digital photography</p> <p>Development of self-evaluation skills – through reflective analysis of projects</p> <p>Development of critical analysis skills – using analytical frameworks to support</p>	
<p style="text-align: center;">Additional Information</p> <ul style="list-style-type: none"> ▪ 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. ▪ We encourage boys to regularly visit galleries and museums to see a broad range of art, craft and design in the wider world. ▪ The department and staff are also available/on hand for extra support and use of space at lunchtime. 		



Year 7 - Biology

Topic	Skills	Assessment
<p>Cells, cell functions and the characteristics of living things</p> <p>Reproduction</p> <p>Variation, classification and keys</p> <p>Ecology</p> <p><i>The order of the topics may vary.</i></p>	<ul style="list-style-type: none"> • Thinking Scientifically • Using scientific terminology • Scientific literacy • Self-evaluation • Working critically with evidence • Microscope use • Practical skill development • Understanding applications and implications of science • Creativity in investigations • Research • Using investigative approaches • Literacy • ICT skills (Excel, Word) • Graph drawing • Working as a team 	<p>Each topic: Homework every lesson including revision for end of topic tests. See additional information regarding homework. Usually an end of topic test. Graded tasks. End of year exam. Self-assessment, including practical checklists and tracking of progress in the front of books.</p>
<p>Additional Information</p> <p>Biology Homework is given per topic with a choice of activities to complete. It is also expect that students revise for end of topic tests. The rationale is to give students choice to explore areas of interest to them. Homework will also include rooted in writing tasks for literacy across the curriculum. Common marking criteria is applied across the year group to match the school grades i.e. 4 = high alongside an effort grade A =high. It is expected that each task takes longer than the homework allocation but that students work on the task over a number of weeks. Practical skills are taught throughout the course and informally assessed with feedback given.</p>		



Year 7 - Chemistry

Topic	Skills	Assessment
Safety in the Laboratory	<ul style="list-style-type: none"> Using scientific terminology Practical skill development Hazard awareness and risk assessment Graph and data handling skills Data recording and presentation skills 	Baseline test
Separation Techniques	<ul style="list-style-type: none"> Thinking scientifically Drawing accurate diagrams Using investigative approaches Working critically with evidence Creative problem solving 	End of topic test.
Particles and Their Behaviour	<ul style="list-style-type: none"> Thinking scientifically Using models Drawing accurate diagrams Using scientific terminology Working critically with evidence 	End of topic test.
Elements, Atoms, Compounds	<ul style="list-style-type: none"> Thinking scientifically Using scientific terminology Working critically with evidence Observation, recording and classification 	End of topic test.
Acids and Alkalis	<ul style="list-style-type: none"> Thinking scientifically Understanding the applications of science Further development of practical skills and safe working practice Hazard awareness Communicating and collaborating Using data-loggers and precision equipment Using investigative approaches 	Extended investigation and assessed practical End of topic test.
The Periodic Table	<ul style="list-style-type: none"> Working critically with evidence Modelling Extended research Literacy Understanding the applications of science Using scientific terminology Thinking scientifically 	End of year exam. End of topic test.
The order of the topics may vary		



Additional Information

Standard homework will not necessarily be awarded a mark and hence is a 'can do task'.

Homework is not set every lesson but will include research tasks.

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 and effort being shown by the student but also gives information on the organisational skills of the student. Peer and self-marking may be used.

Comments may be written to the student. Students have a place to make self-assessment comments at the front of the book. Key pieces of work are graded and this should be clear to the student. Tests are also graded.



Year 7 - Classics

Topic	Skills	Assessment
<p>Chapter 1</p> <ul style="list-style-type: none"> • Present tense <i>porto</i> • First and Second declension nominative and accusative singular and plural • <i>sum</i> • prepositions with accusative • Chapter 1 vocabulary <p>Chapter 2</p> <ul style="list-style-type: none"> • First and Second declension genitive, dative and ablative singular and plural • prepositions with ablative • More second declension nouns, including the neuter • Second, Third and Fourth conjugation verbs – present tense • The infinitive • Principal parts • Time expressions • Chapter 2 vocabulary <p>Chapter 3</p> <ul style="list-style-type: none"> • Imperfect tense • <i>possum</i> • adjectives • imperative • vocative case • Time adverbs • Chapter 3 vocabulary 	<ul style="list-style-type: none"> • Learn new language • Learn and understand new elements of language (e.g. present tense, principal parts, noun cases) • Memory recall • Translation skills – application of knowledge; analysis; logic; sequencing • Expanding vocabulary – derivations; links with MFLs • Start to develop skills of analysis, interpretation and evaluation when reading/ discussing Classical Civilisation topics • Group / project work on Engineering and Roman Army 	<p>January</p> <ul style="list-style-type: none"> • Grammar • Latin to English sentences • Derivations • from Chapters 1-2 <p>Summer exam:</p> <ul style="list-style-type: none"> • Pupils are examined on the language content of Chapters 1 – 3 (vocabulary from these chapters must be learnt for the summer exam). • Mythological or Olympian deities will also be tested
<p style="text-align: center;">Additional Information</p> <ul style="list-style-type: none"> • Vocabulary and grammar are regularly tested throughout the year. • Activity Day – Term 6 [Roman engineering and the Roman Army] • 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. • Roman background topics include: <ul style="list-style-type: none"> ➤ 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) ➤ 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) 		



Year 7 – Computer Science

Topic	Skills	Assessment
Website development	<p>Students will focus on core elements of HTML that will enable the creation of websites. They will utilise HTML tags to develop their understanding of the structure of a text based markup language. They will review current websites, considering key features that make them effective and the technology behind them.</p> <p>With the inclusion of CSS, students will focus on extending their HTML skills to build and style a website, presenting information from a cross curricula link with humanities.</p>	<p>Student will complete a blog detailing what they have done during each lesson; these will be assessed every half term.</p> <p>There will be a number of quizzes set on Edmodo to test student's technical understanding.</p>
Programming with Python	<p>Students will focus on the core concepts of programming in Python, developing their understanding of:</p> <ul style="list-style-type: none"> • Data types • Sequences • Selection • Iteration <p>They will start with the basic syntax of the Python language, building their skills through the project to eventually develop their own programs.</p>	
Micro:bit programming with micro:python	<p>Using the previously acquired core Python coding skills developed in the previous project, students individually program the miniature BBC Microbit computing device.</p> <p>Students will code various programs to utilise the Microbit's hardware, such as LEDs, input/output pins and the accelerometer. Students are encouraged to extend their</p>	



	<p>current knowledge by performing independent research and developing more complex programs.</p>	
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Additional Information:

Homework is set fortnightly and will be based on extending knowledge of the current lesson topic. The work will be reviewed to confirm the quality and to ensure completion; with the provision of written feedback for one homework each half-term. The homework aims to promote student curiosity and contribute to the students' curiosity, perseverance and reflection levels. Peer and self-marking may also be utilised for the purpose of reflection and deepening understanding.

Students will be set an end of year exam, which will involve multiple choice and long answer questions.



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	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 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
Additional Information		
<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 year 11 drama students, Berserk Productions after school drama club focusing on drama skills and LAMDA examination.</p>		



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:	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.
Additional Information		
Opportunities for students to become involved in: Year 7 reading club; Reading School Book Festival; visiting poets and poetry workshops; visiting touring theatre groups; Rooted In Writing project; McIlroy extended writing competition.		



Year 7 - French

Topic	Skills	Assessment
<p>Term 1 : "Introduction"</p> <ul style="list-style-type: none"> - Greetings - Days and birthdays - Classroom language - Where do you live? - Numbers -Family <p>Term 2 : "Parler de moi"</p> <ul style="list-style-type: none"> - Likes and dislikes - Justifications - Physical description - Personality 	<p>Basic language, presentation, Alphabet/pronunciation Learning vocabulary</p> <p>Listening – gist and detail Speaking – social and classroom language Writing – building a text Grammar: all regular verbs -er in the present tense , avoir and être</p>	<p>Writing</p> <p>Reading/Listening + Grammar (verbs)</p>
<p>Term 3 : "Mon college"</p> <ul style="list-style-type: none"> - School subjects - Using opinions - Telling the time - Culture: educational system in France 	<p>Listening – gist and detail Speaking – using intonation and tone, using social and classroom language Grammar: using the negative , making longer sentences</p>	<p>Speaking</p>
<p>Term 4 : "Mes passetemps"</p> <ul style="list-style-type: none"> - Hobbies - New technologies - Sports - Leisure and activities - Revision of opinions 	<p>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"</p>	<p>Reading and Listening</p>
<p>Term 5 : "Revisions"</p> <ul style="list-style-type: none"> - Revision of all topics - Building on my writing and speaking = improving my work 	<p>Writing – building text, different text types Speaking - working on pronunciation and pace, spontaneous speaking Grammar – consolidation of verbs, negative, syntax</p>	<p>-End of year exams (speaking and writing).</p>
<p>Term 6 : "Nourriture"</p> <ul style="list-style-type: none"> - Food items - Ordering food - following a recipe 	<p>Grammar: using the infinitive, modals, near future, partitive article Speaking: asking and answering questions</p>	



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”, “funwithlanguages.vacau.com” and “duolingo.com” to consolidate their learning. Wordreference is our recommended online dictionary.



Year 7 - Geography

Topic	Skills	Assessment
<p>We will cover 6 topics, each lasting a half term.</p> <ol style="list-style-type: none"> 1. Amazing Places 2. Restless Earth 3. Map Skills 4. Extreme Weather 5. Africa 6. Adopt a Grid Square Project 	<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 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.</p> <p>Assessment will take the form of one of the following:</p> <ul style="list-style-type: none"> - End of topic test - Written essay - Decision making exercise - Presentations
<p>Additional Information</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 and presentations. To help support and engage your son please discuss current affairs related to the topics he is studying.</p>		



Year 7 - German

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 7 - History

Topic	Conceptual focus for the assessment	Assessment
1. The Norman Conquest	Causation	
2. Personal Investigation	Process of research	
3. The Middle Ages	Significance	
4. Dictatorships through time	Similarity and difference	
5. Tudors and Stuarts	Change and continuity	
<p style="text-align: center;">Additional Information</p> <p>Assessments are undertaken at the end of each topic but there will be smaller basic assessments throughout the year.</p> <p>Assessment will take the form of one of the following:</p> <ul style="list-style-type: none">- End of topic test- Written essay- Presentations- Knowledge quizzes		



Year 7 – Mathematics

Topic	Skills	Assessment
<p>Number Number skills revision BODMAS Fractions Decimals Percentages Ratio Directed Numbers Approximations (rounding)</p> <p>Algebra 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>Geometry and Measures 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>Handling Data 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>Ready For Learning 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;">Additional Information</p> <ul style="list-style-type: none"> • In year 7 boys are taught in their tutor groups. • Boys are entered for UKMT Junior Maths Challenge. • Investigational/open-ended work is embedded in the syllabus. • MIG maths club to stretch able students • Maths clinic twice a week. 		



Year 7 – Music

Topic	Skills	Assessment
Module 1: Developing Rhythm	<ul style="list-style-type: none"> Performing rhythms fluently using dot & box notation; Talking and writing about music using the appropriate technical vocabulary; Investigating the Banda Linda Horns and how they relate to the practical work; Using basic rhythmic notation and convert between systems. 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Performing and composing from dot & box notation</p> <p>polyrhythm composition</p>
Module 2: Preparing a concert	<ul style="list-style-type: none"> Performing from stave notation; Recognising and using syncopation and dotted rhythms; Transposing stave notation up and down an octave; Playing as part of an orchestra; Responding to advice from teacher and peers; Singing music from memory. 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Performance in the Year 7 concert</p>
Module 3: Short composition task	<ul style="list-style-type: none"> Using what has been learnt in performance to improve composition; Bringing together different elements of theoretical and technical knowledge. 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Basic Theory Test</p> <p>Short composition task</p>
Module 4: Theme and Variations and Keyboard skills	<ul style="list-style-type: none"> Finding the way around a keyboard; Explaining and use correct keyboard technique; Identifying and composing variations; Identifying the primary triads 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Keyboard performance</p> <p>Variation composition</p>
Module 5: Pictures at an exhibition	<ul style="list-style-type: none"> Listening intelligently to music; Writing descriptions and explanations of music Composing music which communicates a particular character or mood; Identifying intervals by ear and in notation; 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Modal melody composition</p> <p>End of Year Listening Exam</p>
Module 6: Popular song before the pop charts	<ul style="list-style-type: none"> Using a keyboard as a compositional tool; Continuing accompaniment patterns; Demonstrating and improving research skills; Discussing the development of popular music. 	<p>Practical assessment in addition to the on-going theoretical and written tasks:</p> <p>Assessment of Song Composition</p>



Additional Information

- The Year 7 scheme of work is given to each Year 7 student in the form on Animando! the department's own textbook.
- The performance project of the second module involves group instrumental tuition being provided for all pupils who have no previous musical experience.



Year 7 – Physical Education

Topic	Skills	Assessment
<p>The purpose of PE at Reading School to make better movers and better people.</p> <p>The physically educated person is someone who has learned to arrange their lives in such a way that habitual movement they freely engage in makes a distinctive contribution to their wider flourishing.</p> <p>Michaelmas Term:</p> <p>Essential Movement Skills</p> <p>Gymnastics</p> <p>Rugby</p> <p>Lent Term:</p> <p>Dance</p> <p>Football</p> <p>Summer Term:</p> <p>Athletics</p> <p>Cricket</p>	<p>This is done by focusing on the 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</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 Social: Designing a sequence with a partner</p> <p>Physical: Sprint, run, jump and throw</p> <p>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 peers 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>Additional Information</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 in all weather.</p>		



Year 7 – Physics

Topic	Skills	Assessment
Measurement Electricity Forces n Energy Astrophysics and Cosmology	<ul style="list-style-type: none"> • Thinking Scientifically and creatively • Using Physics and Engineering terminology • Literacy exercise and learning technical vocabulary • Practical skills for experimentation and Engineering • Understanding history of Physics and Engineering • Research skills • Graph drawing • Working as a team. • Communicating and collaborating • Using investigative and explorative approaches • Understanding the application and implications of Physics & Engineering • Working critically with evidence 	Homework every lesson. End of topic tests every 6-7 weeks. End of year exam.
<p style="text-align: center;">Additional Information</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 7 Physics lessons will be practical based with emphasis put on creativity as well as experimentation.</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 7 –Spanish

Topic	Skills	Assessment
<p>Term 1: Zoom 1 Interesting facts about Spain Latin American countries Talking about yourself</p>	<ul style="list-style-type: none"> • Basic language, presentation • Alphabet/pronunciation • Learning vocabulary • Understand classroom instructions • Numbers 1-50 • Articles 	<p>Listening Writing</p>
<p>Term 2: Zoom 1 Day of the Death Giving information about myself Family</p>	<ul style="list-style-type: none"> • Ages and birthdays • Days of the weeks, months, dates • Family and pets • The verb tener 	<p>Speaking Writing</p>
<p>Term 3: Zoom 1 Where I come from Describing pets</p>	<ul style="list-style-type: none"> • The verb ser and the verb tener • Colours, nationalities and countries • Adjectives: grande and pequeno. 	<p>Reading Writing</p>
<p>Term 4: Zoom 1 Describing people</p>	<ul style="list-style-type: none"> • Physical description and personality • Ser, estar, tener, llevar. 	<p>Listening Writing</p>
<p>Term 5: Zoom 1 School - comparing British and Spanish schools.</p>	<ul style="list-style-type: none"> • Physical description and personality • Ser, estar, tener, llevar. 	<p>Reading Writing</p>
<p>Term 6: Zoom 1 My town and my house</p>	<ul style="list-style-type: none"> • Subjects, the verb like, me gusta and the negative forms, adjectives of personality • Hay, no hay • Prepositions of place, • Estar, vivir 	<p>Speaking Writing</p>
<p>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 Spanish books/ poems/ songs. To learn vocabulary effectively, pupils should firstly revise from Spanish to English; test themselves by covering up the</p>		



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.

We encourage our pupils to use **QUIZLET** and to provide an interactive way for vocabulary revision.

As well as this, **DUOLINGO** must be used to improve grammar and translation, as it helps them increase their accuracy in Spanish.

In order to improve speaking, we also encourage students to use **ROCKALINGUA**, where they can practise games and listen to songs to become better speakers and listeners.