

Bishop Heber High School

Year 7 Curriculum Information



2019-2020

RESPECT • OPPORTUNITY • ACHIEVEMENT

Year 7 Curriculum Information

In Year 7, all students study the National Curriculum subjects. This booklet has been produced to provide you with information about what your son/daughter is learning in School during the current academic year. We hope that the more information you have about what your son/daughter is learning, the more you will be able to support and enhance the learning. This may be through support with homework, discussion or identifying relevant books and websites.

Year 7 Subjects Studied

Year 7 Subject	Number of Periods (per fortnight)	Teaching Groups
English	6	Ability sets from Oct half term
Mathematics	6	Ability sets
Science	6	Mixed ability
Art and Design	2	Mixed ability
Computer Science	2	Mixed ability
Design and Technology	4	Mixed ability
Drama	1	Mixed ability
Geography	3	Mixed ability
History	3	Mixed ability
Languages	5 (Either German or Spanish)	Mixed ability
Music	2	Mixed ability
Physical Education	4	Ability sets (from Oct half term)
Religious Education	2	English ability sets
STEM	1	Mixed ability
Learning To Learn	1	Mixed ability

Assessment

In Year 7 we measure students' attainment in GCSE grades on a scale from 9 to 1 (with 9 being the highest grade achievable at GCSE.) These grades show the particular skills, knowledge and understanding which a student has reached in each subject. Teachers will regularly assess each student's progress and their attainment will be reported to you in their reports three times each year.

Homework

All staff set homework on a regular basis. To keep a record of homework set this is recorded on the Parent Portal (INSIGHT). In addition, students have a planner in which teachers may ask them to write down the homework and the date it is due in. All students will be issued with a homework timetable at the start of the year, which indicates which day homework should be set in each subject.

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English

Overview

Year 7 aims to build on and enhance skills learnt at KS2, as well as introducing skills needed to succeed in English Language and English Literature GCSEs. The programme of study offers opportunities for creativity and imaginative exploration of texts and ideas, as well as increasing students' awareness of how to explore layers of meaning and authorial techniques in various genres of literature. Essential skills in grammar and punctuation will be focused on in order to meet the rigours of GCSE study and a range of speaking and listening activities will promote further exploration and understanding of students' learning. In addition, all Y7 pupils will take part in the Accelerated Reader programme which is monitored by the English department and the Librarian.

Structure of Classes

Year 7 English classes are grouped into two bands of four or five parallel sets. Setting is initially based on KS2 SATs and teacher assessment data and is then reviewed following initial diagnostic tests in reading and writing in the first two weeks of term. Setting will then be reviewed on a termly basis.

Course Content

Throughout the year students will study a range of units focused on developing reading, writing and speaking and listening skills. In addition, the course will also prepare students for the content of English Language and English Literature by covering 19th century poetry and fiction, non-fiction transactional writing and Shakespeare.

Autumn – Exploring Literature

Half Term 1: Fairy Tales

This transitional unit provides students with the chance to read and explore a number of different fairy tales, including examples of 19th century texts. Through these, they will be introduced to the style of questions and approaches needed for the GCSE English Language exam. Pupils will also demonstrate an understanding of the conventions and language of fairy tales by writing an opening to their own original story.

Assessment: Reading assessment in the style of a GCSE English Language exam.

Half Term 2: Class Novel

Students will explore a novel differentiated for ability. This will provide a springboard for a range of activities that will develop students' ability to interpret information and ideas and analyse a writer's use of language for various purposes, as well as promoting reading for enjoyment.

Assessment 1: Reading assessment will assess skills using an unseen text.

Assessment 2: Transactional writing: students will produce a piece of non-fiction writing, appropriate to themes and issues raised in the novel studied.

Spring – Shakespeare and Poetry

Half Term 1: William Shakespeare’s A Midsummer Night’s Dream

Students will study A Midsummer Night’s Dream. A range of reading, writing and speaking and listening tasks will develop the students’ ability to analyse authorial technique, portrayal of character and interpret and sustain their own interpretations of key scenes.

Assessment 1: Reading assessment in the style of a GCSE English Literature will require students to analyse a key extract from the play.

Assessment 2: Transactional writing: students will write a review of the Mechanicals play.

Assessment 3: Speaking and listening: students will, in groups, learn and perform a scene from the play, demonstrating their ability to create and sustain character.

Half Term 2: Poetry Anthology

Students will study a number of poems, encompassing various genres and time periods, that are linked by subjects. They will compare writers’ ideas and perspectives, as well as how these are conveyed, and develop an understanding of the social and historical contexts in which the poets lived. This unit will provide an introduction to the Poetry Anthology component of the GCSE English Literature exam.

Assessment 1: Reading assessment in the style of a GCSE Literature exam will require students to revise key points and quotations to produce an extended piece of comparison.

Assessment 2: Speaking and listening: individually, students will present their findings about a poem of their choice.

Summer – Characters and Persuasion

Half Term 1: Victorian Literature

Students will read a range of extracts from 19th century writers Charles Dickens and Henry Mayhew. Through exploration of character descriptions, students will analyse how writers use language and structure to achieve effects and influence readers. They will then use their learning to create their own Dickensian character.

Assessment 1: Reading assessment in the style of a GCSE English Literature will require students to analyse what and how impressions of a character are created.

Assessment 2: Writing: students will create and describe their own character, considering vocabulary, structure and sentence construction.

Half Term 2 (2 Weeks): End of Year Exam

Assessment: Reading Exam: TBC
Writing Exam: TBC

Half Term 2 (4 Weeks): Great Day Out!

Students will study a range of persuasive language techniques and explore the effects that these devices can have on a reader. They will analyse a number of short extracts and focus on how a writer achieves specific effects. Students will then produce a persuasive leaflet or article that promotes a local area as a great place to visit.

Assessment 1: Writing: transactional writing: students will produce persuasive leaflet or article.

Assessment 2: Speaking and listening: students will take part in a formal debate.

Homework

Homework will be set once a week. This may be a skills based homework or it could relate to classwork. Homework can also include: research, drafting or revision.

Additional Information

<http://www.bbc.co.uk/bitesize/ks3/english/>
www.bbc.co.uk/skillswise/english
Particularly good for skills exercises.

<http://www.wjec.co.uk/englishgcse/>
Contains exam specifications, past papers and key dates.

<http://www.bbc.co.uk/schools/gcsebitesize/english/>
A useful site for all areas of the GCSE course.

<http://www.educationquizzes.com/gcse/english/ontains>

<http://www.englishbiz.co.uk/>
Offers help sheets for different types of writing and useful links.

Mathematics

Overview

Year 7 students start the KS3 National Curriculum, which builds on the knowledge and skills they developed during KS2. Students are placed in sets on entry to ensure that they all have the opportunity to make progress straight away.

Structure of Classes

Year 7 Maths classes are taught in two parallel bands, Band A and Band B. Each band is grouped into four sets according to ability. The initial setting is based on Teacher Assessments from Year 6 and KS2 results, where these are available. The setting will be reviewed following an internal test at the end of the first half term and then on a regular basis throughout the year.

Course Content

The content of the Maths course is split into four areas:

- Number
- Algebra
- Shape & Space
- Handling Data

There is a particular focus on problem solving, communicating mathematically and functional mathematics.

Objectives

Autumn Term

Half Term 1: Whole Numbers and Decimals

Mental Calculations

Measures, Perimeter and Area

Expressions and Formulae

Assessment to inform setting

Half Term 2: Fractions, Decimals and Percentages

Angles and Shapes

Graphs

Spring Term

Half Term 1: Transformations and Symmetry

Equations

Ratio and Proportion

Half Term 2: Written and Calculator Methods

Probability

Summer Term

Half Term 1: Collecting and Representing Data

Sequences

3D Shapes

Half Term 2: Constructions

Functional Maths

Problem Solving

End of Year 7 assessment

Homework

Homework will be set and marked by the class teacher once a week.

Additional Information

www.mymaths.co.uk

Students can use the school username and password to revise and practise topics.

Science

Overview

In Year 7, students are taught in mixed ability form groups. Students work towards attaining an end of year level based on all the work covered in Year 7.

Course Content

Autumn Term

Introduction to Science (6 Lessons): A summary of laboratory safety, standard equipment used and how to write up a practical. *Typical homework: Draw a graph of results collected and analyse what it shows.*

Particle Models and Solutions (15 Lessons): Understand how the particle model can be used to explain the different physical properties and behaviour of matter. *Typical homework: Describe the life of a snowflake using particle model theory.*

Forces & Magnets (13 Lessons) : Modelling situations using forces, and finding out how they can be measured in Newtons by using deformation of springs. Describing how magnetic materials give rise to non-contact forces in a magnetic field, like the one near the Earth, and discovering the important link between electricity and magnetism. *Typical homework: Making a newton meter to measure various forces in everyday life.*

Spring Term

Cells and Reproduction (15 Lessons): Identify the structure of a range of specialised cells at a microscopic level. Describe the stages of development, from fertilisation to pregnancy and puberty. *Typical homework: make a model animal cell.*

Atoms, Elements and Compounds (14 Lessons): identifying and classifying different materials, observing and explaining different chemical reactions. *Typical homework: modelling different substances as elements, mixtures and compounds.*

Summer Term

Ecology and Classification (9 Lessons): Describe how a variety of organisms live together and survive in a range of different conditions. *Typical homework: Identify a variety of organisms found in the garden and present them as an illustrated food web.*

Space Physics (8 Lessons) : Finding out how the force of gravity operates in the Sun-Earth-Moon system to cause tides and seasons, working out how much we should weigh on other planets in the Solar System, and learning about our star the Sun, its place within the Milky Way and about other galaxies. *Typical homework: Explaining why the moon changes shape in the sky in a monthly cycle.*

Investigations (5 lessons) : Using the practical skills learnt over the course of the year to plan, carry out and analyse new and interesting experiments. *Typical homework: plan a practical based on just a hypothesis from start to end.*

Assessment

December: End of Autumn Term Test

March: End of Spring Term Test

June: End of Year Science Test

In addition, over the course of the year, students will complete 20 mark multiple choice tests with a 6 mark extended writing question at the end of each topic. The grades achieved will contribute to the end of year grade.

Homework

Homework is set weekly and will cover a range of different tasks which will consolidate the work covered during lessons (see examples given on earlier page).

Additional Information

www.bbc.co.uk/bitesize/ks3/science

Art and Design

Overview

The schemes of work in KS3 cover the learning objectives and outcomes as specified in the National Curriculum. Students are assessed according to similar criteria and objectives outlined at GCSE level.

All schemes of work in KS3 are skills based, to ensure that our students have a shared experience and knowledge of using a variety of media and techniques. Students are introduced to artists and/or themes that will inspire each project and will be taught how to analyse and evaluate both their own work and that of others.

Course Content

Term One – Colour Theory, Control of Media, Presentation and Artist Analysis

Students will be introduced to a range of mark-making and manipulation exercises to gauge understanding and initial ability. These will include tonal drawing exercises, mark-making techniques and colour theory. They will be shown how to present their work with regard to balance and composition and be taught how to analyse and describe imagery in order to show understanding of context and meaning.

Term Two – Painting Project

Students will produce a painting inspired by a contemporary artist. Links and connections will be made with related artists or themes. Students will learn colour mixing and a variety of paint techniques in depth.

Term Three – Print Project

Students will learn about different forms of printmaking and the terminology/process associated with them. They will be taught the relevance and importance of printmaking in history. They will complete a printmaking project inspired by a particular type of printmaking and be introduced to artists/cultures associated with that style of work, being able to put it into context.

Homework

All homework will inform and build on the development of their work in class and will frequently include research and artist presentations.



Computer Science

Overview

Year 7 work is based around a project in which the students attempt to produce a series of products for a travel company. This includes a spreadsheet to calculate costs of chartering flight, a computer game for inflight entertainment, a database system to enter and search data and produce customised tickets for the flight and also a web-site to advertise the company.

Course Content

- E-safety, ensuring students stay safe on-line and know what to do in circumstances where they are bullied, or feel uncomfortable.
- Building a spreadsheet model to accomplish a real world goal. This includes creating a booking system for an aircraft or a coach and doing a cost analysis for pricing of tickets. This module also contains some aspects of how to search the web.
- Programming and computer logic using Scratch. An introduction to how computers can be programmed, and the logic of computers. Students will be expected to design and build their own computer games. This will be a game for inflight, or in-coach entertainment.
- Computer crime. How crime is committed using computers, including the use of malware. How to protect a computer from being hacked
- Smallbasic. An introduction to text-based programming.

Homework

Homework will be provided in the form of a single booklet, distributed at the beginning of the year. The students will be expected to do homework once a fortnight, which will be graded. The homework will relate to the work they have done in class.

Assessment

Assessment is through homework and analysis of work done in class, together with an end of year exam. There may be some small end of module tests during the year where this is appropriate.

Additional Information

[www.new.eheber.org.uk/ICT/Year 7](http://www.new.eheber.org.uk/ICT/Year%207)

Design and Technology

Overview

Design and Technology is an inspiring and rigorous practical subject delivering a modern and forward thinking curriculum across a wide range of focus areas, to enable students to use their imagination and creativity to design and make products that solve real and relevant problems. Students acquire a broad range of subject knowledge and draw upon disciplines such as mathematics, science, computing and art, learning how to take risks, become resourceful, innovative, enterprising and capable members of society. The subject develops independence and independent thinking through tackling challenging design tasks. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. The present industry requirement for design engineers and technicians needs addressing, Design and Technology places students in a favourable position to respond to this demand.

At Bishop Heber High School, Design and Technology is delivered by a dedicated, specialist team of professionals who endeavour to provide an inspiring and modern curriculum, where students are actively encouraged to work independently in a stimulating environment.

Course Content

During the course of Year 7 in Design and Technology students receive four, one hour lessons over the two week cycle in mixed ability groups. A strong emphasis is given to ensuring the groups do not contain more than 20 students, as recommended in BS 4163 2007. The subject content is delivered through a maximum of two different teachers who cover all aspects of the subject, including Product Design, Textiles Technology and Food Technology. Groups will rotate half way through the year.

Unit 1	<p>Product Design – including Graphical techniques, Materials and Design Matters.</p> <p>The students learn the importance of safe working practices and good organisation. The aims are to:</p> <ul style="list-style-type: none">• Introduce the students to the workshop• Recognise the need for rules to establish safe working practices• Emphasise the importance of good organisation• Students start to understand what it is to be a designer• Drawing and communications skills are developed• Students learn about the nature of the materials and the tools and equipment used in the subject
Unit 2a	<p>Textiles Technology</p> <p>Learn about natural and manmade fabrics, a range of machine skills and surface decorative skills. Students have the opportunity to be able to:</p> <ul style="list-style-type: none">• Recognise and understand the functions of a variety of fabrics• Recognise the correct equipment to use when working with textiles cooking• Plan and carry out a broad range of manufacturing skills safely• Choose the correct equipment from a range and use them to cook final products

Unit 2b	<p>Food Technology</p> <p>During the course of Year 7, students will have the opportunity to study a range of topics:</p> <p>1. Health and Safety This module focuses on safety, hygiene and organisation within the contexts of the home and school. Students have the opportunity to:</p> <ul style="list-style-type: none"> • Recognise the causes of accidents in the above contexts • Take steps to minimise accident risks • Recognise and apply hygiene rules • Develop sound working practices to aid organisational skills • Carry out a simple evaluation of their work <p>Focused tasks are used to achieve the above along with practical sessions, for example, making pasta salad, vegetable soup and bread.</p> <p>2. Healthy Eating The students learn the basics regarding nutrition, digestion and dietary requirements. They will also reflect on their own diets and gain an understanding of what the daily recommendations are regarding salts, sugar and fats. They will also explore what constitutes a healthy lifestyle with the aim of establishing lifelong healthy practises.</p>
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Assessment

Throughout the unit students will be introduced to the sub-skills of designing, which they will employ to solve the assessed design tasks. Each unit is individually assessed through teacher assessment and the final end of year level and report is based on all work completed.

Homework

Homework is issued in accordance with the School homework timetable and is relevant to the topic being covered.

Additional Information

www.technologystudent.com

www.mr-d-n-t.co.uk

www.dtwithinschools.com

www.design-technology.org

www.bbc.co.uk/schools/gcsebitesize/design

www.design-technology.info/home.htm

Drama

Overview

Drama in Year 7 helps students to develop the ability to engage and communicate with an audience by using dramatic presentation. Each topic we cover in Year 7 has been devised to teach students how to use different techniques. Assessment in Drama is divided equally between three areas: creating, performing and reflecting.

Course Content

Term 1- Introduction to Drama

In this unit students will be introduced to the rules and routines of Drama, they will participate in drama exercises that will develop the key skills and strategies required throughout KS3 and into KS4 and 5. They will practically understand how to use still image, thought tracking mine and voice control to explore ideas and create a short, clear linear performance that communicates effectively to the audience.

Term 2- Greek Theatre

Students will learn about history and conventions of Greek Theatre and how to use them in a performance. They will find out about the nature of comedy and tragedy in Greek myths and legends, followed by creating a contemporary interpretation of Greek Theatre using key features of the style.

Term 3- Exploration of a script- 'The Terrible Fate of Humpty Dumpty'

Students will use a range of drama techniques to explore a script. They will work collaboratively to communicate their understanding of the main themes, characters and playwright's intentions to an audience. They will develop a role and sustain it throughout a performance.

Assessment

Students will be formally assessed once a term. However, this will reflect their ability to create, perform and reflect throughout the term. Assessment is verbal feedback, forum theatre (self and peer assessment) and an end of year written paper. Practical skills are formally assessed using agreed grade descriptors adapted from 9-1 GCSE grade descriptors for Drama.

By the end of the year students should be able to:

Creating:

Work confidently in a group, taking part in a range of drama activities.
Explore problems in an imagined world and make up short plays from a stimulus.
Perform simple scenes, demonstrating an understanding of drama techniques.

Performing:

Stay in character for a sustained time, using movement and voice to create a character different to themselves.
Learn lines and refine work through the rehearsal process in light of feedback.

Reflecting:

Make connections between drama experienced and their own life.

Recognise when their own and work of others needs to be improved and can suggest improvements using key drama terminology.
Discuss basic themes and issues in drama watched.

Homework

Homework involves research, both practical and academic, learning lines and completing self and peer assessment sheets included in Drama Passport booklets that each student will receive at the start of the year.

Additional Information

Drama is extended via lunch-time and after school clubs. The nature of these varies throughout the year to fit in with seasonal concerts, exam preparation and assemblies.

www.ancientgreece.com/s/Theatre

Geography

Overview

In Year 7 students at Bishop Heber High School will commence their geographical journey.

Their journey will start with learning where we live in the world, learning important locations around the globe. Students will then develop their navigational skills around the globe before using map skills to help stranded passengers survive on a desert island and hopefully escape to freedom!

Once off the desert the island we turn down the heat and go back in time to study glacial environments, from the frozen land mass of Great Britain in the last Ice Age to the snow covered plateau of Antarctica. Students will dive into the mysterious world of Lake Ellsworth and reconstruct past weather events through paleoclimatology. We then fast forward to the present day and study the challenges that face Antarctica in a rapidly developing world.

In the spring term students study what fuels the rapid development and globalisation of our world; Industry. Students study the pros and cons of locating a new quarry in the local area, work as factory owners making trainers and assess the conflicts created by tourism in the UK's National Parks. Students will work as detectives to solve the mystery of a murder of a tourist in the Peak District National Park. Once the perpetrator has been found, students move their attentions to sustainability of our world's natural resources. Students will develop an understanding of how industry contributes to global warming and ways to reduce it.

In the Summer Term Students will study where we live, why we live there, and the impacts of an ever increasing urbanised planet. In 2008 the world reached a tipping point; more people now live in cities than in the countryside.

Course Content

Autumn Term – Geography Skills & Cold Environments

- Atlas / OS Map Skills
- What are Glaciers and the landforms created by them?
- Causes of the last Ice Age
- Study of Antarctica: Climate, landscape, food webs and pressures from development
- Conquering the Cold: students will investigate the mile stones of George Mallory and Captain Scott.

Spring Term - Making a Living

- What connects economic activity in the primary, secondary, tertiary and quaternary sectors?
- Conflicts caused between industries and the environment
- What is global warming; its impacts and what can be done to reduce it?

Summer Term - Urbanisation: A Place to Live

- Causes and impacts of urbanisation focusing on Shanghai (Asia)
- Eco Towns and Sustainability
- Local Fieldwork – Malpas (Village SOS)

Homework

Will be a variety of tasks from research, creative writing, posters, leaflets acrostic poems, online activities, storyboards, graph work, desktop publishing, creating PowerPoints.

Assessment

Pupils will be assessed once a half-term, either an extended writing piece, fieldwork investigation or multiple choice quiz.

Autumn Term

Map Skills

Research assignment on "Should we develop Antarctica?"

Spring Term

Cold environments multiple choice exam

Making a living: Who killed Jeremy Burns?

Summer Term

End of year written exam which will cover topics covered in Year 7.

Fieldwork assignment collecting data from Malpas to answer the question, "Is Malpas a sustainable village?"

Additional Information

www.mapzone.ordnancesurvey.co.uk/mapzone

www.geography.learnontheinternet.co.uk/topics/urbanisation.html

www.discoveringantarctica.org.uk/index.php

www.environment.nationalgeographic.com/environment/global-warming

History

Overview

The Year 7 History curriculum covers the period from the Battle of Hastings in 1066 until 1509, looking at developments in medieval times. Students begin the year looking at historical principles, techniques and skills and then apply these to a variety of political, social, economic and military developments and key events. Historical sources are gradually introduced and students are encouraged to cast a critical eye over evidence from the time and to begin to form their own judgements and conclusions on the period and its significance today.

Course Content

- What is History? Introductory Module
- The Norman Conquest of 1066
- The Feudal System
- The Magna Carta and the emergence of Parliament
- The importance of religion and the Crusades
- Medieval lifestyles of the rich and poor
- Chivalry and Knights
- Crime and Punishment
- Death and disease
- Relations between England, Wales and Scotland

Assessment

Students are assessed against different historical skills and the emphasis is always on quality over quantity. They will be expected to gradually develop their depth of understanding and analysis moving from simply describing events or sources, to explaining them and finally analysing/evaluating them in relation to other events or sources they have studied. This will include a range of tasks from essays, to short written responses to creative tasks such as designing a newspaper front page from a particular historical perspective, alongside verbal discussions and interaction in class. All students will complete an end of year exam.

Homework

Students will complete a number of assessments both in class and as homework which will test different historical skills including knowledge and understanding, source analysis and historical interpretations. Alongside these formal assessments, students will complete more creative tasks and more long term projects over the course of the year to support and extend their understanding of the topics they will study in class.

Additional Information

National Curriculum for History - <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

BBC Bitesize KS3 History - www.bbc.co.uk/bitesize/ks3/history

School History – Games and support for KS3 History - www.schoolhistory.co.uk
www.bbc.co.uk/bitesize/ks3/history

School History – Games and support for KS3 History - www.schoolhistory.co.uk

Modern Language - French

Overview

As a Department we believe it is important to provide students with the building blocks to enable them to become independent linguists. The teaching of grammar within a range of contexts is core to this principle.

In Year 7 students learn key points of grammar, such as the formation of the Present Tense of regular verbs and key irregular verbs. All selected points of grammar for Year 7 are reinforced throughout the year as each new theme is introduced and progression is both horizontal and vertical. The three broad themes for this year group are: *Self and Others*, *Shopping for Food / Eating Out*, and *Leisure*.

YEAR 7 FRENCH	THEMES
<p><u>Grammar to be covered this year:</u></p> <p>Pronunciation rules Grammatical terms + Dictionary skills</p> <p>Gender (Definite article / Indefinite article / Possessive adjectives)</p> <p>Plural forms of nouns</p> <p>Present tense of regular verbs (Mainly “er”, but also “ir” and “re” / Also - soft “g” in manger + “ç” in commencer)</p> <p>Present tense of 4 main irregular verbs (avoir / être / faire / aller)</p> <p>Recognition of the imperative form (Classroom instructions)</p> <p>Opinions phrases</p> <p>Adjectives (Word order and agreement)</p> <p>Basic connectives (et / mais / ou / car / parce que / tandis que)</p> <p>Basic negatives (ne ... pas / ne ... jamais / ne ... plus)</p>	<p><u>TERM 1</u></p> <p>Self and Others</p> <ul style="list-style-type: none"> • Greetings • Classroom objects / instructions • Alphabet + Spellings • Numbers 1-31 + Months • Basic details - Name, age + birthday • Self, Character + physical appearance • Pets + Colours • Description of physical appearance and character (Self and Family) <p style="text-align: right;">Listening Assessment</p> <p><u>TERM 2</u></p> <p>Shopping for Food / Eating Out</p> <ul style="list-style-type: none"> • Food Shops (Bakery / Butchers etc.) • Fruit and Vegetables + Quantities • Other types of food / Specialities • Likes and dislikes • Ordering food / Dealing with problems (il n’y a pas/plus de ...) <p style="text-align: right;">Speaking Assessment</p> <p><u>TERM 3</u></p> <p>Leisure</p> <ul style="list-style-type: none"> • Sports + Opinions

<p>Adverbial Phrases of frequency (e.g. - toujours / d'habitude / normalement / souvent / quelquefois / parfois / de temps en temps / rarement / ne ... jamais) (Also – une fois par semaine etc.)</p> <p>Depuis + present tense</p> <p>Basic question forms (Use of <i>Est-ce que + Inversion</i>)</p>	<ul style="list-style-type: none"> • Other hobbies (e.g. Musical instruments / Technology) + Opinions • When? Where? Who with? How often? • Weather (linked to leisure activities) • Arranging to go out <p style="text-align: center;">End of Year Reading Exam End of Year Writing Exam</p>
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Assessment

Students are formally assessed at the end of each term. Over the course of the year they complete assessments in all four skills: Listening (Term 1), Speaking (Term 2), Reading and Writing (Term 3). Students also sit a Grammar assessment in Term 1 and Term 2. In addition, at least one piece of work per half term is graded (from 5- up to 3=). For this assessed work, Departmental feedback sheets are provided and students are expected to comment on how they could improve further in the future.

Homework

Homework is set regularly and the following are some of the tasks students may be asked to complete: Revise key vocabulary, revise a grammar point, complete a grammar exercise, read a text in the target language and answer questions in English, read a text in the target language and answer questions in French, adapt a text to write about themselves, apply a point of grammar to write a short paragraph, act on teacher comments to improve a piece of work, learn oral responses to selected questions, learn a short presentation about themselves, carry out research linked to a point of cultural interest, look up additional vocabulary linked to a selected theme, write up the results of a class survey in the target language.

Additional Information

Useful websites for ML are: www.linguascope.com and www.languagesonline.co.uk

Music

Overview

Our rationale for music at Bishop Heber High School is to develop learners who are increasingly confident in the core skills of performing, composing and listening; specifically:

1. To develop as performers with:
 - Increasing confidence
 - An awareness of instrument specific techniques and posture
 - An awareness of accuracy and fluency
 - Developing expression
 - An awareness of other performers
2. To develop as composers with:
 - Skills in improvisation
 - An ability to refine ideas
 - An awareness of structures
3. To develop as listeners through:
 - Perceptive listening
 - An awareness of a broad range of styles and genres from Western and non-Western traditions
 - Use of a musically rich vocabulary within a good literacy framework
4. To have the opportunities to develop an individualised programme of study through:
 - A personalised curriculum
 - Self, peer and teacher assessment showing regular and sustained personal progress
 - Collaborative learning
 - Access to SEN strategies
 - Access to G&T and elite programmes
 - Access to Extra-curricular opportunities

As well as a regular classroom music lesson, there are opportunities for students to take part in a range of extra-curricular activities. These currently include: Concert Orchestra, Choir, Samba Band and the Whole School Musical Production. We also work in conjunction with *Music for Life* who provide weekly instrumental and vocal tuition from a visiting team of specialist musicians.

Course Content

Two lessons each fortnightly cycle. Year 7 focuses on developing performing skills and gradualism in composing through improvisation.

Autumn Term

Induction

Personalisation via skills profile, introduction to the Performing Arts department, peripatetic lessons & vocal work leading to Year 7 Music Day.

Pulse & Rhythm

Skills Focus:

- Developing Musical Pulse & Rhythm

Context:

- Percussion ensemble with opportunities for solo improvisation

Content:

- 4/4 rhythm work (*Simple Samba, All Stations to...*), Notation (Grid and note values)

Assessment Framework:

- Assessment of pulse, rhythm and improvisation within a group performance (two pieces)
- Assessment of notation understanding through class tests and homework
- Written evaluation of performances
- Listening activities

Spring Term

The Musical Elements

Skills Focus:

- Exploiting The Musical Elements

Context:

- Composing expressively to a visual/narrative stimulus through improvisation within a given structure

Content:

- The orchestra, Film Music, Graphic scores
- *The Haunted House*
- *Lord of The Rings*
- *Graphic Notation*

Assessment Framework:

- Assessment of role in group composition
- Homework Evaluations of composition
- Homework Graphic score
- Assessment of Elements literacy
- Listening activities

Summer Term (incorporating the end of Year 7 exams)

Melody Writing

Skills Focus:

- Melody Composition

Context:

The features of an effective melody through performing and composing using keyboards and percussion

Content:

- Staff notation exercises and keyboard skills via introductory keyboard tunes
- Analysis of *Love Me Tender* and other songs with clear structures (pop songs, musicals)
- AABA melody composing
- Staff notation
- Simple accompaniments

Assessment Framework:

- Melody writing in an AABA structure (notation)
- Performance of melody with appropriate accompaniment
- Written homework evaluation
- Listening activities

Additional Information

It is recommended that students enhance their music listening experiences by wider listening of the topic areas, styles and genres covered in class. YouTube in particular, can be a valuable and rich source of information and research as can the various music web pages produced by the BBC.

Physical Education

Overview

At Bishop Heber High School we encourage our students to understand how to learn in and through Physical Education and develop key skills that prepare them for being active, independent and responsible learners, who take part in physical activity regularly and understand the benefits of leading an active and healthy lifestyle. In order to encourage our students to become actively involved independent learners, we have a wide and varied Programme of Study which enables them to enjoy and achieve across a number of activities and sports throughout Key Stage 3, 4 and Sixth Form.

Key Stage 3 PE

All students in KS3 will be given opportunities to produce complete pieces of work involving the following key processes of:

- Making and applying decisions
- Developing their competence to excel in a broad range of physical activities
- Developing mental and physical capacity
- Evaluating and improving performance
- Making informed choices about healthy, active lifestyles

The PE programme of study for Key Stage 3 builds on the knowledge, skills and understanding students acquire at Key Stage 2. During the key stage, students become increasingly physically competent by:

- Improving their ability to use tactics and strategies to overcome opponents in direct competition through team and individual games
- Developing their technique and improve their performance in other competitive sports
- Taking part in OAA which present intellectual and physical challenges
- Performing dances using advanced dance techniques within a range of dance styles and forms
- Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best

Through the range of activities and variety of roles that students experience, they begin to make informed choices about their own commitment to leading a healthy, active life. They begin to identify the types of activities and roles they prefer and are best suited to. They become more regularly involved in physical activity, including sport and dance, both in extra-curricular provision and through clubs in the community.

Course Content

In Year 7 all students will follow a broad curriculum to introduce teaching the key processes and key concepts.

All students will begin Year 7 with a 6 week block of work of 'Invasion Games' to collect transition data and review progress from Year 6. All students will then be set and follow half termly blocks of work over the two week timetable.

Block	Boys	Girls
1 - Introduction (7 weeks)	Developing the Principles of Games Rugby/ football	Developing the Principles of Games Netball/hockey
2	Rugby / netball & X Country	Hockey/ X Country & girls football
3	Football/ basketball	Netball / Dance
4	Hockey / gymnastics	Football / gymnastics
5	Athletics / Cricket	Athletics / Rounders
6	Athletics / Tennis	Athletics / Tennis

Homework

At times students will be asked to research rules and regulations of the sports covered and look at the basic fundamentals of health and fitness.

Assessment

Teachers and students in the PE Department are continuously involved in assessment through appreciation, interpretation, analysis, judgement and evaluation of performance and understanding. These judgements will be used to inform on-going teaching and learning.

The basis for assessment in PE is the 'Assessment for Learning' model. Both staff and students are fully involved in the process. It has been implemented to help motivate pupils, to encourage students to take more responsibility for their own learning and actively involve students in setting their own individual targets.

Additional Information

All PE information is available on the website in relation to the PE curriculum timetable, PE Kit and procedures. All extracurricular sport is regularly updated on the weekly briefing sheet and the PE twitter account.

Religious Education

Overview

RE is a statutory subject in Government Maintained schools, though not part of the National Curriculum. Each Local Authority maintains an advisory council, which designs an 'Agreed Syllabus' for schools to follow, reflecting the cultures and communities represented within that Authority. At Bishop Heber we follow the Cheshire West and Chester Agreed Syllabus.

Course Content

The Year 7 course at Bishop Heber High School covers the following areas:

- Key historical and cultural facts
- Religious Artefacts; beliefs and values
- 'Heroes of the past' - Abraham, Moses, Buddha, Jesus, Muhammad
- 'Modern heroes' – Gandhi, Mother Theresa, Dalai Lama, Malala
- 'Special Places' – Church, Mosque, Synagogue, temples
- A Pilgrimage project across faiths

Assessment

Formal assessments will be conducted once per term. The first two assessments will be in the format of an open question, which they need to answer in essay-style. They will be based on the course content immediately preceding the assessment. The final assessment is their end of year exam. They will be given plenty of notice, advice on how to prepare and the level criteria that needs to be met. All students receive their end of KS3 forecast level at the start of the year, so that they know what they are working towards. They track their progress through a monitoring sheet in their books.

- Assessment 1 – 'Heroes of the Past', early November
- Assessment 2 – 'Modern Heroes', mid-March

Homework

Homework will be set once a fortnight. The type of task will vary, but include:

- Creative writing
- Research
- Diary entries
- Interviews

Additional Information

www.bbc.co.uk/religion Information on religions, as well as links to issues in the news around the world and interesting articles

www.rsrevision.com/contents/games.htm (Scroll down for KS3 games and quizzes)

www.religioustolerance.org