



Year 7 & 8 Curriculum Information

September 2021





Art & Design

	Year 7	Year 8
Term 1	Development of drawing skills, looking at a range of media such as pencil, chalk and charcoal and pastel. Focusing on artists such as Vincent Van Gogh.	Development of media skills, continuation from last year. Colour is a key theme of this work and using it with different media such as chalk pastels, acrylics, Photoshop etc.
Term 2	Further development of media techniques such as inks, oil pastel mono print, colour theory and poster paint.	Look at a theme to develop this understanding of colour. Could be cupcakes - looking at Wayne Theibaud and Pop Art, or landscape and Hundertwasser. Outcomes may be in paint or clay as appropriate.
Term 3	Ethnic art project - possibly Egyptian art, Aboriginal or North American. Revisiting media skills from first terms to develop ideas.	Investigation into the human form, focusing particularly on the portrait. Understanding of the compositional rules of portraiture. Working with photography and mono printing to develop ideas.
Term 4	Completion of project from term 3. Outcomes may be in clay, print, paint or sculpture.	Investigation of different portrait styles - Pop Art, Op Art, Fauve, Surrealism, cubism etc as appropriate leading to a painting or sculpture.
Term 5	Design based project. This may be looking at tunnel book construction but with different starting points. It might be issue based - the rainforest, local environment. This term focuses on the investigation and design.	Design or sculpture based project. This may look at sculptors such as Sarah Parker-Eaton and her 'fantastic' fish or comic book art 'manga'. This part of the term focuses on research and investigation.
Term 6	This term sees the completion of the final piece.	Completion of the design based project looking at design and realisation.

Students have one lesson of Art each week and are taught in tutor groups. Homework is generally set every other week, especially at the beginning of a project but may tail off as a project reaches realisation. It is usually a research type homework, observational to inform lesson work. Students need a sketch book which is generally provided by the school. They should also have basic art materials – pencils, rubber, sharpener and some sort of coloured media. At the beginning of the term students are given a baseline drawing test. This gives us a basic measure to predict levels of progress and assess if students are working on, above or below expectations. Comments, targets, house-points for effort are given as school work and homework is undertaken, and formal practical assessments are given at key assessment points throughout the year.'



Character & Values

	Year 7 & 8
Term 1	Modern Society Recognising and embodying the Park House School Values, through discussion and investigation. Students will engage with modern society and appreciate cultural diversification, whilst focusing on becoming constructive members of society, able to distinguish between right and wrong. Sessions will aim to build community spirit through tolerance, appreciation and acceptance of cultural diversification.
Term 2	Global Citizenship Understanding the impact of human activities on the environment, whilst discussing and considering sustainability and access to resources. Students will build knowledge of the roles of international organisations and voluntary groups whilst discussing global issues and current affairs. Overall students will develop a respect for different cultures, viewpoints and traditions.
Term 3	Personal Identity & Diversity Developing self-worth, resilience and independence through encouraging students to think about their own learning and exploring growth mind-set. Students are encouraged to take pride in personal and academic achievements, celebrate diversity and show respect for others by working together.
Term 4	Personal Wellbeing and Safety Making educated choices about a wide range of activities that impact health and wellbeing: including personal hygiene, diet, fitness, drugs and alcohol. Students will be able to understand and build healthy relationships, comprehend emotional and mental well-being with additional strategies to practice managing stress.
Term 5	Safeguarding Helping students to identify the signs of bullying, and ensuring that they understand how to report issues and incidences. Students will know how to stay safe in different situations and settings, including on-line, fire and road safety. Attention will be focused on the pressures of body image and social pressures, whilst also clarifying understanding on PREVENT.
Term 6	Religion Contribute dynamically by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues about right and wrong. Students will learn about and from different religions and world views. Through learning students will develop respect for different beliefs, teachings and practices as well as considering personal development and self-reflection.
Students have one lesson of Character and Values each week and are taught in multi-ability tutor groups. Character and Values covers a wide range of topics throughout the academic year which change alternate weekly. These are delivered through: discussion, group work and individual projects, self-evaluation and key speakers.	



Computer Science & Wellness Rotation

	Year 7	Year 8
Computer Science	<p>What's inside a computer? Explore the different components inside a computer and what to look for in terms of PC performance.</p> <p>Keeping Safe and Secure What does a secure password look like? What techniques are used to try and get my data and how can I prevent these?</p> <p>Thinking Like a Computer Writing instructions so that a computer would understand them. Developing skills in problem decomposition, and sequencing events.</p> <p>Programming Skills Using Scratch to program a computer – from shapes to games.</p>	<p>Data Representation It's all ones and zeros to me! What is binary and how is it used to represent images, sounds and everything we do on a computer.</p> <p>Computer Networks How computer networks and the internet works. What equipment is needed to make this happen? How do we measure network performance? What is data transmitted across a network?</p> <p>Operating Systems What do operating systems such as Windows 10 or Apple iOS do? How do they help make our interactions with computers easier and more user friendly?</p> <p>Programming Skills Introduction to programming in Python (a programming language used at GCSE – but also by Google, Spotify, Instagram etc.</p>
Wellness	<p>This is course for Year 7 and 8 pupils to promote physical, mental and social wellbeing. The course will lead pupils through the process of exploring a range of activities which can help them to make healthy choices which achieve physical vitality, social satisfaction, a sense of accomplishment and personal fulfilment. Students will experience a range of topics including fitness, nutrition, self-acceptance, personal growth, body image, positive emotions and mental health, all of which contribute to a fulfilling and meaningful lifestyle. Some lessons will be physically active, some discursive or creative and others will involve leadership skills, confidence building tasks and reflection on choices we make in our lives. All of these skills will aim to build awareness of how a person can improve their psychological and physical wellbeing, in order to live a happy, engaging and prosperous life.</p>	
<p>Students have one lesson of Computer Science or one lesson of Wellness each week. They are taught in small mixed ability groups with a maximum class size of 22 (the same classes as the Technology rotations). Each rotation lasts approximately ten weeks. Homework and assessment will vary depending on the rotation and topic.</p>		



Drama

	Year 7	Year 8
Term 1	<p>Introduction to drama skills</p> <p>Pupils will develop confidence working with their peers and performing their work. They will explore tableaux, freeze frame, mime, facial expressions, body language and gestures through workshop style practical lessons.</p>	<p>Physical Theatre</p> <p>Pupils will look at the work of Frantic Assembly, take part in workshops to develop an understanding of their devising techniques, and work with a range of different people in order to explore their style of physical theatre.</p>
Term 2	<p>Melodrama</p> <p>Pupils will explore this style of performance using stock characters, mime, exaggerated actions and music to communicate their stories.</p>	<p>Devising Physical Theatre</p> <p>Pupils will use the skills learnt in the previous unit in order to devise a piece of physical theatre based on a given stimulus.</p>
Term 3	<p>The Tempest</p> <p>Pupils will explore the opening scene of Shakespeare's play through physical theatre, chorus and ensemble work.</p>	<p>Macbeth</p> <p>Pupils will explore how to create atmosphere through performance skills and technical elements, using the witches' lines as a starting point.</p>
Term 4	<p>Improvisation Skills</p> <p>Pupils will take part in workshop style lessons to develop an understanding of improvisation, the skills needed to successfully improvise, and how to use improvisation as a starting point for devised work.</p>	<p>Producing a Scripted Performance</p> <p>Pupils will explore a piece of text and work in a group to produce all aspects of their performance, including directing, lighting, sound, costume, set and props.</p>
Term 5	<p>Introduction to Scripted Drama</p> <p>Pupils will explore short extracts of text, focusing on using stage directions, learning lines, and interpreting and communicating characters through the use of given circumstances.</p>	<p>Creative Adaptation</p> <p>Pupils will use drama skills to develop a performance based on a film, book or story. They will be required to work with growing independence, selecting appropriate styles and conventions to suit their performance.</p>
Term 6	<p>Interpreting a Play</p> <p>Pupils will be introduced to a play text and will work in groups in order to interpret and perform the piece with growing independence.</p>	<p>Stage Combat</p> <p>Pupils will take part in workshop style lesson in which they will explore how to safely create a choreographed combat scene.</p>
<p>Students have one lesson of Drama each week. Lessons are taught in tutor groups. Homework will be set only occasionally and when appropriate for the topic. It may include learning lines, rehearsing scenes and developing creative ideas in preparation for the following lesson. Pupils will be regularly assessed on their ability to work well with others, their performance skills and practical understanding of dramatic styles and conventions, and their ability to analyse and evaluate the work of others through verbal feedback.</p>		



English

	Year 7	Year 8
Term 1	Autobiography Roald Dahl's 'Boy'. Create a 'Museum of my Life' and write sections of your own autobiography	The Gothic Explore a variety of pre- and post-1914 texts from the gothic genre and create your own gothic story.
Term 2	The World of Non-Fiction Read, explore and analyse a range of non-fiction texts	The Poetry of WW1 Explore and analyse a variety of poems from this era.
Term 3	Detective Fiction Sherlock Holmes- A study of 19 th Century detective fiction	Shakespeare's Villains A scheme exploring Shakespeare's most famous villains
Term 4	History of the English Language - Introduction to Shakespeare Explore the main periods in literary history and a range of texts from those times e.g. Chaucer, Shakespeare and Victorian writer.	The Cruise Explore a range of non-fiction - travel writing and holiday brochure advertising and produce your own travel journal.
Term 5	Heroic Quest Study, through a range of texts, the concept of heroism and what constitutes a 'hero'. Create your own heroic quest story	The Novel Read either 'The Curious Incident of the Dog in the Night Time' or 'Face'.
Term 6	Shakespeare Students study either 'The Tempest', 'Macbeth', 'The Taming of the Shrew' or 'The Merchant of Venice'.	Drama Read either 'The Crucible', 'Private Peaceful' or 'Bugsy Malone'

Students have four lessons of English each week. Their reading age, spelling age and ability in writing are assessed in the first few weeks in Year 7 and they are then placed in classes before the first half term. Classes are reviewed after each assessment period and movements between groups may then take place. Homework is set weekly which will either be related to the current programme of study or personal reading.



French

	Year 7	Year 8
Term 1	Introduction to French Introduction to the need to develop skills of vocabulary, grammar and phonics when learning a language. Can you introduce yourself, say your age and when your birthday is?	Festivals What is your favourite celebration? Can you describe typical food for a particular celebration? Can you describe a visit you are going on?
Term 2	Family and Friends Can you talk about your family and animals and describe yourself and others?	Holidays Can you describe where you live and where you normally go on holiday? What you did and where you went on holiday recently?
Term 3	School Can you describe your lessons and your school day?	Hobbies Can you talk about your TV and cinema viewing habits? Can you talk about your hobbies and what you did recently, will do and normally do?
Term 4	Free time Can you describe what activities you do and sports you play in your spare time?	Where I live Can you describe where you live? What do you have to do to help at home and what is your routine?
Term 5	My town and my plans Can you describe your town, what you do at the weekend and your plans for the weekend?	My town and my region Can you describe the things you can do in your town and in your region?
Term 6	Project Paris Can you say what you are going to do this Summer and research a special weekend in Paris?	Project Francophonie Can you research a new area or aspect of the French speaking world?

Students have two lessons of French each week. Lessons are taught in tutor groups. Vocabulary, grammar and phonics are developed and given equal priority. Homework is set weekly either online or through quizzes, project work or occasional tasks. Both independent study and class teaching help to build a student's fluency, accuracy and spontaneity as well as a knowledge of French culture. Students will be assessed on listening, speaking, reading and writing and are generally assessed at the end of each unit based on the knowledge organiser that they are using. We recommend these websites for extra support: www.linguascope.com; www.languagesonline.org.uk; www.pearsonactivelearn.com; www.quizlet.com.



Geography

	Year 7	Year 8
Term 1	<p>Fantastic places</p> <p>An introduction to Geography – The wide variety of topics that are studied and the skills needed to succeed in the subject.</p> <p>Continents and Oceans. An Introduction to each continent</p> <p>Exploring the UK – An overview of the key physical and human factors that shape our nation.</p>	<p>Natural Hazards</p> <p>A physical geography topic focusing on the location of volcanoes, the processes leading to their eruption and the impacts that they have locally and globally. A focus on the where earthquakes are located, variations in magnitude and frequency, their primary and secondary impacts and our attempts to manage them successfully.</p> <p>The location, causes and impacts of tropical storms</p>
Term 2	<p>Navigation 101</p> <p>An introduction to essential map skills required for studying geography through their time at Park House – Compass direction, grid references, scale and map symbols.</p>	<p>Continued</p>
Term 3	<p>Cool, cold environments</p> <p>A focus on cold environments – Their location extreme climate, unique biodiversity, value to the world and the threats they are under from human development</p>	<p>Water everywhere</p> <p>A physical geography topic that looks at processes that shape rivers and the landforms created in their upper, middle and lower course.</p> <p>The causes of flooding, flooding case studies and responses to flooding</p>
Term 4	<p>Exploring ecosystems</p> <p>An introduction to ecosystems and the location of global biomes before a focus on the location, composition, function, value, use and sustainable management of tropical rainforests.</p>	<p>Continued to include rivers fieldwork</p>
Term 5	<p>To continue</p>	<p>Population</p> <p>A human geography topic that looks at global population growth, variations in birth rates and death rates, problems caused by too many or too few people and attempts to manage population changes.</p>
Term 6	<p>Geographical misconceptions</p> <p>Greenland isn't as big as Africa · Everest isn't the tallest mountain · The ozone hole isn't causing climate change and other common geographical misconceptions</p>	<p>Geographical issues</p> <p>The final term is devoted to current topical issues in geography. This is usually related to up to date geographical issues in the news such as natural hazards and global events such as the world cup or olympics.</p>
<p>Students have one lesson of Geography each week and are taught in tutor groups. Homework is generally set weekly. We attempt to undertake fieldwork in the local area and organise a visit to a location where we can experience the conditions of the rainforest environment. We assess at the end of each topic using a range of questions allowing students to apply knowledge or demonstrate their geographical skills and understanding. Some assessments are extended pieces of writing on a particular topic. We aid this process by attaching specific revision pages onto the show my homework site so that pupils can be directed to some focused revision time.</p>		



History

	Year 7	Year 8
Term 1	<p>What is History? - Chronology, Evidence & Sources and Anachronisms</p>	<p>Migration and Empire - 'Who are the British?' Challenging misconceptions around British identity</p> <p>This important unit explores the British identity and how we can challenge misconceptions about the past. From the Romans to modern day, we will study how there are many undiscovered aspects of Britain's past and present.</p>
Term 2	<p>Normans – How far did the Normans bring a truckload of trouble? Examining different interpretations of the Norman invasion and conquest</p>	<p>Migration and Empire - 'Who are the British?' Challenging misconceptions around British identity</p> <p>This important unit explores the British identity and how we can challenge misconceptions about the past. From the Romans to modern day, we will study how there are many undiscovered aspects of Britain's past and present.</p>
Term 3	<p>Elizabeth I – How far was Elizabeth responsible for the Spanish Armada? Examining the changes during the Elizabethan era and why there are different interpretations of the Spanish Armada.</p>	<p>A United Kingdom? - 'How secure is the union?' Examining the 'troubles' in Northern Ireland and the history of the independence movement in Scotland. Students will also discover Wales' role in the union, and consider how strong the union of the United Kingdom really is.</p>
Term 4	<p>Witchcraft – Why was belief in witchcraft so common in the seventeenth century? In this project we will explore who would have been accused of being a witch and why and considering the implications of widespread beliefs.</p>	<p>The Holocaust - 'How could the Holocaust have happened?' Examining the atrocities of the Holocaust, and considering how it could have happened and how the Holocaust could be remembered.</p>
Term 5	<p>Victorian Crime and Punishment - 'Were the Victorians lawless?' A thematic examination on how crime and punishment changed during the Victorian era.</p>	<p>The Holocaust - 'How could the Holocaust have happened?' Examining the atrocities of the Holocaust, and considering how it could have happened and how the Holocaust could be remembered.</p>
Term 6	<p>The Gunpowder Plot - Terrorist attack or government conspiracy? An investigation into the causes of the Gunpowder Plot and what could have happened if it had succeeded!</p>	<p>Civil Rights - 'Did MLK do more to achieve civil rights than any other individual or event?' This unit will look at the different protests of the Civil Rights movement and the contribution of Martin Luther King Jr.</p>

Students have one lesson of History each week and are taught in tutor groups. Homework is generally set weekly in the students' knowledge organiser booklet. Students are assessed regularly throughout the year with a focus on essay writing skills and source analysis skills. A useful website for Key Stage 3 History is www.bbc.co.uk/education/subjects/zk26n39



Mathematics

	Year 7	Year 8
Term 1	Sequences Holiday Project Types of Number Highest Common Factor/Lowest Common Multiple	Brackets and Solving equations Area Negative Numbers Probability and Venn diagrams
Term 2	Decimals & Fractions Solving Equations Brackets Probability & Venn Diagrams Angles	Sequences Highest Common Factor/ Lowest Common Multiple Types of Number and BIDMAS Use of calculator Rounding and estimating Indices and Standard Form Transformations
Term 3	Negative Numbers BIDMAS Conversions Ratio & Proportion Substitution	Averages Angles Decimals and Fractions
Term 4	Averages Two Way Tables and Frequency Trees Percentages Area	Similar Shapes Solving Equations, Rearranging Formula and Simultaneous Equations Percentages Two Way Tables and Frequency Trees
Term 5	Function machines Coordinates and Straight line graphs Rounding & Estimating Inequalities Money	Pythagoras Theorem Statistics Graphs Ratio and Proportion Substitution
Term 6	Statistics graphs Reciprocals and indices Vectors Construction Transformations	Coordinates and Straight Line Graphs Conversion Graphs and Distance Time Graphs Functions Volume and Surface Area

Students have four lessons of Maths each week. Their mathematical ability is assessed in the first few weeks in Year 7 and they are then placed in ability sets by the end of the first half term. Setting is reviewed after each assessment and movement between sets may then take place. Homework is set weekly which will either be a long extended piece of homework or two shorter pieces. This will either be related to the current programme of study or be a revision task.



Music

	Year 7	Year 8
Term 1	<p>Elements of Music</p> <p>Awareness and understanding of the elements of music. Working in groups and developing ensemble skills, developing a composition using the elements.</p>	<p>Fanfares – Performance</p> <p>To be able to perform a fanfare. Listening skills to identify elements of music. Performing techniques, working in pairs or individually. Revision of notation and rhythm work.</p>
Term 2	<p>Words and Music</p> <p>In groups to compose a piece of music using the elements of music, re telling the story of the Flannan Isle Lighthouse.</p>	<p>Fanfares - Composition</p> <p>To understand characteristics of a fanfare to compose using compositional devices. Listening skills to identify elements of music and compositional devices</p>
Term 3	<p>Rhythm</p> <p>Awareness and understanding of rhythm and notation. To create and notated rhythmic patterns, ensemble skills and rhythmical composition devices. Performance techniques through rhythm games.</p>	<p>Performance of Popular Music</p> <p>Looking at the concept that popular songs are made from 4 chords. To perform a piece of music demonstrating the primary and secondary chords. Development of performance skills on the keyboard or guitar (performing a melody against an accompaniment), Working in pairs or individually. Revision of notation and rhythm work.</p>
Term 4	<p>Notation</p> <p>Identifying the notes on the staff. How to find the notes on a keyboard. Compose a piece of music using the notes on the staff, revision of rhythm work.</p>	<p>Composition of Popular Music</p> <p>An understanding of popular music features developed through musical performance from the previous term. To compose a piece of music with 4 chords and melodies and development of aural analysis skills in recognising different styles of popular music. Notation and rhythm work revision.</p>
Term 5	<p>Keyboard Skills</p> <p>Perform a piece on the keyboard on your own or with a partner and prepare musical performances. Review of rhythm and the elements of music.</p>	<p>Reggae</p> <p>An understanding of Reggae Music and its characteristics, through aural skills and performance of a Reggae piece. Development of performance skills on the keyboard or guitar. Working in pairs or individually. Revision of notation and rhythm work.</p>
Term 6	<p>Danse Macabre</p> <p>Skill development of notation, rhythm and the elements of music skills. To compose a piece of music to the video of the Danse Macabre. Working in groups to create music to accompany the action on the screen. Notation, rhythm, elements of music skills revision. Communication, aural skills of working in a group,</p>	<p>Blues</p> <p>An understanding of Blues Music and its characteristics, through aural skills and performance of a Blues piece. Development of performance skills on the keyboard or guitar. Working in pairs or individually. Composition of a Blues piece in pairs or individually. Revision of notation and rhythm work.</p>

Students have one lesson of Music each week and are taught in tutor groups. Homework is set every 2 weeks. Students are assessed in all three aspect of the music curriculum (Performing, Composing, Listening and Appraising). There will be one main assessment for each topic at the end of the unit. This usually takes the form of a practical assessment in front of the class.



Physical Education

Year 7 & Year 8

Students are taught twelve different sports from the following blocks on a rotational basis throughout the years

<p>Assessment</p> <p>Begin Year 7 with a block of informal assessment - one lesson a week of various activities to assist us baselining your current attainment.</p>	<p>Dance</p> <p>Study a block of Dance to develop aesthetic and creative prowess. It is also a chance to get a good understanding of what GCSE Dance will entail ready for Year 8 option choices.</p>	<p>Rugby</p> <p>Both boys and girls learn rugby in Year 7 and Year 8. This will begin with core skills and develop into contact as students become ready.</p>
<p>Athletics</p> <p>Spend a block of lessons in the Summer covering a breadth of athletic events in pursuit of your Personal Bests.</p>	<p>Football</p> <p>Boys and Girls will complete a block of lessons in football in Year 7 and Year 8 and you will develop skills, tactics as well as social skills.</p>	<p>Striking & Fielding</p> <p>Learn basic striking and fielding skills through various sports such as Softball, Rounders and Cricket.</p>
<p>Badminton</p> <p>Badminton is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>	<p>Handball</p> <p>Handball is taught in either Year 7 or Year 8 and you learn the basic skills, rules and tactics of the game.</p>	<p>Table Tennis</p> <p>Table Tennis is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>
<p>Basketball</p> <p>Basketball is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>	<p>Hockey</p> <p>All boys and girls will learn Hockey in Year 7 and Year 8, familiarising yourself with key skills and tactics.</p>	<p>Tennis</p> <p>Tennis is taught in both Year 7 and Year 8 and you develop knowledge and understanding of the rules, skills and tactics.</p>
<p>Cricket</p> <p>Cricket is taught to both boys and girls and you develop basic knowledge and understanding of the game and its skills and tactics.</p>	<p>Netball</p> <p>Both Boys and Girls learn Netball in Year 7 and Year 8 learning basic skills and tactics and developing knowledge and understanding.</p>	<p>Trampolining</p> <p>Complete blocks of Trampolining in both Year 7 and Year 8 to developing your aesthetic and creative abilities.</p>

Students have two lessons of PE each week in multi-ability groups where focus is given to a wide range of valuable skills such as social and personal skills and not merely physical abilities. Assessment at the end of each block and based on GCSE grading for sports performance with an additional grades for students effort and social impact in lessons (such as coaching peers). There is no recommended textbook for KS3 PE but the viewing of professional competitions of the sports studied is encouraged to help contextualise learning.



Science

	Year 7	Year 8
Term 1	<p>Enquiry processes : teaching students the skills needed to carry out scientific investigations, including planning investigations, collecting and presenting data, and analysing results to draw conclusions. These skills will be embedded in each term.</p> <p>Matter I: describing the particle model and using it to explain changes of state and movement of particles.</p> <p>Forces I: introducing forces and their effect on the movement of objects.</p>	<p>Enquiry processes II: developing further skills needed to carry out scientific investigations, including preparing thorough risk assessments, evaluating data, criticizing methodology and communicating findings. These skills will be embedded in each term.</p> <p>Forces II: describing different types of forces such as friction, moments, spring extension and pressure.</p>
Term 2	<p>Matter II: using separation techniques to isolate substances in mixtures and in solution.</p> <p>Electromagnets I: making simple circuits and discovering the effects of changing potential difference and resistance on current.</p>	<p>Electromagnets II: discovering the effects of magnets and magnetic fields and how electromagnets can be made and used.</p> <p>Organisms II: developing a further understanding of how the respiratory system and the digestive system work.</p>
Term 3	<p>Reactions I: identifying acids and alkalis and carrying out neutralisation reactions.</p> <p>Organisms I: learning about the functioning of the respiratory and digestive system to develop an understanding of the importance of a healthy lifestyle.</p>	<p>Organisms II: investigating the importance of sensible lifestyle choices on health and well-being.</p> <p>Matter II: describing the structure of an atom and the differences between elements, compounds and mixtures, in addition to understanding how the structure of an atom determines its position in the periodic table and its properties.</p>
Term 4	<p>Reactions II: identifying patterns of reactivity of metals with other chemicals.</p> <p>Energy I: learning about energy resources and how their energy can be released and utilised.</p>	<p>Ecosystems II: developing an understanding of respiration in living organisms, including microorganisms, and photosynthesis in plants.</p> <p>Genes II: understanding the importance of genetic variation and how this leads to the evolution of new species and how the activities have humans have led to extinction and the need for conservation programmes.</p>
Term 5	<p>Earth I: learning about the structure of the Earth and discovering the wonders of space.</p> <p>Waves I: learning about sound and light and discovering how our ears and eyes detect sound and light respectively.</p>	<p>Waves II: developing an understanding of the properties of waves and how pieces of equipment such as microphones and loudspeakers work.</p> <p>Genes II: learning about the structure of DNA and the collaboration of scientists in the elucidation of its structure.</p>
Term 6	<p>Ecosystems I: understanding the complex relationships that exist between living organisms and their environment.</p> <p>Genes I: developing an understanding of inheritance and natural selection to explain the evolution of living organisms.</p>	<p>Reactions II: using particle diagrams to explain what happens in chemical reactions, including combustion and thermal decomposition and developing some understanding of energy changes.</p> <p>Earth II: looking at the use of the earth's resources and how they need to be managed for sustainability and avoidance of climate change.</p>

Students have four lessons of Science each week and are taught in higher, middle and foundation sets. Year 7s are set after the first assessment point which is usually towards the end of September. The setting uses the results of this assessment and their CATS scores. Students continue to be assessed regularly at the calendared tracking points. Year 8s are set at the beginning of the autumn term following an assessment. On average homework is set weekly, however students with two science teachers may occasionally be set two activities in one week. At the beginning of each academic year the students are given the opportunity to buy the 'CGP KS3 Science Revision Guide' through the department.



Spanish

	Year 7	Year 8
Term 1	Introduction to Spanish Introduce myself; say my age and when my birthday is. Learn the alphabet and spell my name and describe my pets.	Holidays Talk about a past holiday giving opinions and describing what I did
Term 2	My family and where I live Talk about my family and where I live.	Media Describe how I use electronic gadgets; my Music and TV likes and what I did yesterday
Term 3	My school Describe my school and give my opinions.	Eating at home and out Talk about the food I eat; order a meal and describe a recent party
Term 4	My free time Give my opinion about free time activities and the weather	Arranging to go out Describe what you do to get ready; what you wear and talk about events you have been to
Term 5	My town Describe my town and what I am going to do at the weekend.	Plans for the Summer Describe what you look for in a holiday and the activities you can do
Term 6	Proyecto Research a new aspect about the Spanish speaking world	Proyecto Research a new area to you of the Spanish speaking world

Students have two lessons of Spanish each week. Lessons are taught in tutor groups. Vocabulary, grammar and phonics are developed and given equal priority. Homework is set weekly either online or through quizzes, project work or occasional tasks. Both independent study and class teaching help to build a student's fluency, accuracy and spontaneity as well as a knowledge of Hispanic culture. Students will be assessed on listening, speaking, reading and writing and are generally assessed at the end of each unit based on the knowledge organiser they are using. We recommend these websites for extra support: www.linguascope.com; www.languagesonline.org.uk; www.pearsonactivelearn.com; www.quizlet.com.



Technology Rotations

	Year 7	Year 8
Design Technology 1	<p>Earphone Wrap and House Values Leaf</p> <p>Using the context Tangled to design and manufacture an earphone wrap, trialling a range of materials. Use of CAD/2D Design and CAM/laser cutter to produce a House Leaf for the House Values Tree.</p>	<p>Mood Lights</p> <p>Research into Design Movements to design and manufacture a Mood Light Cube, including use of 2D Design and Adobe Photoshop. An introduction to soldering to produce a colour changing light circuit.</p>
Design Technology 2	<p>Storage and Other Skills</p> <p>Using a variety of materials and workshop-based manufacturing methods to produce a personalised pencil tube, along with extension tasks to experience other manufacturing methods and drawing techniques.</p>	<p>Pods R U</p> <p>Use press forming and vacuum forming to manufacture a personalised pod design based on student's chosen theme. This can be used to store precious and easily broken personal items.</p>
Food & Nutrition	<p>Getting Started</p> <p>In Year 7 students learn to cook a range of predominantly savoury dishes, to develop basic knife skills, rubbing in, creation and thickening sauces using starch (gelatinisation), the creation and shaping of yeast-based doughs as well as using the creaming method. Through these practical sessions, students begin to gain an understanding of the key principles of nutrition and the scientific concepts which underpin the recipes.</p>	<p>Food Development</p> <p>Building on the basic skills learnt in year 7, students develop confidence in handling and cooking raw meat. They focus on minimising the risks of cross contamination, and the preventative steps that need to be taken in order to minimise the risk of food poisoning. In addition, students continue to develop a deeper understanding of nutrition and food science, exploring the impact that a wide range of social, moral, environmental and economic factors have on our food choices.</p>
Textiles	<p>Surface Patterns and pattern exploration</p> <p>Students are given the task of creating a personalised sketchbook cover inspired by Tilleke Schwarz and Julian Opie. Introducing students to sewing machine stitching and embroidery, layering, quilting, applique, fabric painting, printing and beading. Through trial and error students are exposed to the wonderful world of textiles and its many possibilities.</p>	<p>Material Exploration and Experimentation</p> <p>Building upon skills gained in year 7, students are tasked with creating a response that embodies the texturally exciting world that is 'beneath the blue' and every wonderful thing that includes. Students are going to explore, play and experiment with as many different textiles techniques and fabric manipulation as possible. Capturing images, texture, colour and pattern within fabric, students are encouraged to discover the magnificence of textile within their own investigations and trials.</p>

Students have two lessons of Technology each week and are taught in small mixed ability groups with a maximum class size of 22. Each rotation lasts approximately ten weeks. As projects progress into practical tasks, some break or lunchtime work may become necessary to keep on track. Homework will vary depending on the rotation, for example, DT and Textile tasks are likely to take the form of research/ideas generation and Food homework largely focuses on the weighing out and preparation of ingredients. Assessment takes a holistic approach focusing on the execution of skills, time management, independence alongside quality of written response and class participation. Recommended textbooks: KS3 Design & Technology Study Guide (CGP).