

**Blessed Hugh Faringdon  
Catholic School and Sixth  
Form Centre**



*'True Teaching'*

**YEAR 7  
2024 - 2025**

**Curriculum Booklet  
to assist Students and  
Parents**

*"Outstanding School"*  
Section 48 Inspection

# Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2024

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

In addition to the all-important one-to-one contact with the school, we also offer the following technologies:

- 1 Microsoft Teams
- 2 SIMS Parent App
- 3 Class Charts
- 4 GroupCall
- 5 School Website
- 6 Twitter
- 7 Instagram
- 8 Weekly Head's Up Newsletter

Details of the above may be found in the Parent Guide.

If you need clarification of any of these details, please contact the school to speak to the relevant Subject Leader or Head of Year.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'.

Dr Simon Uttley  
Headmaster

## 2024/2025

**Head of Year 7**

**Miss L Heaver** – [l.heaver@hughfaringdon.org](mailto:l.heaver@hughfaringdon.org)

**Tutors:**

<b>TutorGroup</b>	<b>Tutor</b>	<b>E-mail Address</b>
<b>7DB</b>	Miss Tighe	<a href="mailto:e.tighe@hughfaringdon.org">e.tighe@hughfaringdon.org</a>
<b>7MK</b>	Mr Hryniewicz	<a href="mailto:m.hryniewicz@hughfaringdon.org">m.hryniewicz@hughfaringdon.org</a>
<b>7ML</b>	Mr Platt	<a href="mailto:b.platt@hughfaringdon.org">b.platt@hughfaringdon.org</a>
<b>7MT</b>	Miss McEvoy	<a href="mailto:r.mcevoy@hughfaringdon.org">r.mcevoy@hughfaringdon.org</a>
<b>7OR</b>	Mr Clough	<a href="mailto:n.clough@hughfaringdon.org">n.clough@hughfaringdon.org</a>
<b>7BL</b>	Miss Wilmot	<a href="mailto:c.wilmot@hughfaringdon.org">c.wilmot@hughfaringdon.org</a>

# RELIGIOUS EDUCATION

Year 7 Programme of Study

Subject Leader, Mrs L Amieiro

**AUTUMN: Term 1      Creation and Covenant – The Wonderful world around us.**

**Core Skills:** Questions about why RE is a core subject and debates about why it is an important subject to study while at school. Knowledge about the creation stories and the catholic church's teachings on evolution and science. An introduction to catholic social teaching and environmental issues.

**AUTUMN: Term 2      Prophecy and Promise - Exploring the Bible as a sacred text.**

**Core Skills:** To develop a knowledge and understanding of the Bible as a sacred text.  
To explain the importance of scripture in a religious tradition.

**SPRING: Term 3      Galilee to Jerusalem –  
The identity of Jesus, his actions, titles ascribed to him, e.g., Messiah**

**Core Skills:** To develop a knowledge and understanding of Jesus through his teaching and actions.  
To understand the different names and titles Jesus has.

**SPRING: Term 4      Dessert to Garden - An understanding of the Eucharist**

**Core Skills:** To know and appreciate the significance of the catholic teachings of the eucharist. To also explore the catholic culture of eucharistic processions. Students will also explore the ethical issue of world hunger; this is linked with catholic social teachings especially preferential option for the poor.

**SUMMER: Term 5      To the ends of the earth – Pentecost: then and now**

**Core Skills:** Knowledge and understanding of Pentecost at the time of the disciples but also today through the sacrament of confirmation. Students will engage with cultural capital through an exploration of Pentecost celebrations around the world.

**SUMMER: Term 6      Dialogue and encounter – Christian communities**

**Core Skills:** Knowledge and understanding of the wider Christian community. To discover how denominations came to be and to better understand the communities of other Christian groups.

**Equipment:**

Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to Year 7s during the year.

**Homework:**

PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

**Assessment Schedule:**

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

### **Recommended Reading / Useful Websites:**

- [Home \(catholiceducation.org.uk\)](http://catholiceducation.org.uk) (Catholic Resource classroom resource material)
- [YOUCAT | Catechism for beginners](http://youcat.org) (for youth Catholic catechesis)
- [CAFOD education resources for primary and secondary schools](http://cafod.org.uk)  
(CAFOD Education resources – helpful for catholic social teachings)
- [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk) (Religious Studies on the web).
- [Resources - RE:quest \(request.org.uk\)](http://request.org.uk) (Religious Studies on the web).

### **Extra Resources for Gifted and Talented:**

- Extended vocabulary provided in glossary.
- [Additional](#) videos and discussion ideas can be found on the websites linked above.

### **Extra Resources for Basic Skills students:**

- Keywords provided on request or “Children’s Bible”.
- Sentence structure prompts given in lesson but can be sent home for Homework.

A collection of extracts, novels, poems and scripts to enthuse and challenge. All schemes of work merge key skills needed at KS3 – reading, writing and the spoken word.

**AUTUMN:** *Term 1*      **Transition and Adrian Mole**  
**There is a Writing assessment**

The wonderful world of autobiography, Students learn a variety of key skills:

Transition skills: inferences, critical reading, quotation, prediction, vocabulary, punctuation, sentence construction

**Writing:** Prediction, summary, autobiographical/recount writing, creative writing.

**Core Skills:** Comprehension, analytical skills, creativity, group work, fact versus fiction, recount and narrative writing, vocabulary, stylistic features.

**AUTUMN** *Term 2*      **Noughts and Crosses – the Drama**  
**This is a reading assessment based on character.**

A moving portrayal of the injustices of racism, the importance of identify and using your voice for good.

**Reading:** Empathy, setting, sequencing, narrative, dramatic techniques, structure, and analysis

**Speaking and Listening:** Characterisation, the use of voice for effect, movement, and proxemics.

**SPRING** *Term 3*      **A Monster Calls**  
**This is a reading assessment based on character**

The novel ‘*A Monster Calls*’ a beautiful and profound story of a young boy’s journey into adolescence, with a touch of magic and coming to terms with loss/tragedy. It contains many relevant and contemporary issues.

**Reading:** Character, group work, inferences, quote choices, analysis, evaluation, sequencing, comprehension, narrative, prediction, comparison.

**Core Skills:** Comparison, use of analytical writing essay style, character, plot, story-writing, personal response to literature, analysis, synthesis.

**SPRING** *Term 4*      **An introduction to the Victorian Canon of Literature with**  
**The Hound of the Baskervilles**

**This is a writing assessment on narrative and genre: write a detective story**

**Reading:** Decoding and comprehension of 19C texts and learning useful vocabulary from that period.

**Writing:** Writing a story using narrative features and components of the genre to facilitate authenticity.

**Speaking and Listening:** Class discussion

**Core Skills:** Writing narratives (story telling).

### **SUMMER** *Term 5* **Travel Writing**

An exploration of Wyrd Sisters that will use higher level comedy preparing students for some aspects of Literature at KS4.

**Writing:** Students will learn how to use writing to imagine and explore as they recount real or imagined travel experiences within this world or others.

**Speaking and Listening:** Drama readings and performance

### **SUMMER** *Term 6* **British Poetry and The Tempest** **This is a writing and SPL assessment**

The creation of poetry (riddles, kennings and limericks) alongside the study of different eras and styles of poetry. This is a writing section but will include reading skills.

**Reading:** Decoding and analysing the effect of dramatic language, devices, structure, and the impact of context.

Understanding the link between a variety of British culture and poetry including war poetry and BAME poetry.

**Writing:** The creation of their own poetry, consideration how to manipulate form and meaning.

**Core Skills:** Significance of context, language comprehension, creative writing, writing for effect, vocabulary, the significance of structure and the crafting of poetic devices.

#### **Equipment:**

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

#### **Homework:**

One piece of written homework per week via EL Menu

#### **Assessment Schedule:**

Baseline testing. Summative assessment of core skills.

Formative assessment throughout units and summative at the end of each.

#### **Recommended Reading:**

Jason Reynolds, Malorie Blackman, and as above.

Regular sustained practice of reading skills essential, including websites and newspapers and/or magazines.

#### **Extra Resources for Gifted and Talented:**

- [www.poetry.about.com](http://www.poetry.about.com)
- [www.homeworktips.about.com](http://www.homeworktips.about.com)

#### **Extra Resources for Basic Skills students:**

- [www.homeworktips.about.com](http://www.homeworktips.about.com)
- [www.Shakespeare.about.com](http://www.Shakespeare.about.com)

# MATHEMATICS

Year 7 Programme of Study

Subject Leader: Mrs J Hulin

<b>Introduction to Key Stage 3 Maths</b>	Using a Calculator, Compass Skills,
<b>Number 1</b>	Money, Time, Negatives Types of Number, Order of Operations.
<b>Algebra 1</b>	Expressions, Formulae.
<b>Ratio &amp; Proportion 1</b>	Fractions, Decimals, Percentages
<b>Geometry 1</b>	Unit Conversion, Two-dimensional shapes
<b>Probability 1</b>	Calculating Theoretical Probability, Experimental Probability.
<b>Geometry 2</b>	Drawing Accurately, Angle rules.
<b>Algebra 2</b>	Linear Sequences, Straight Line Graphs.
<b>Dinosaur Maths Project</b>	Enlargement, Measure, Using Ratio and Proportion.

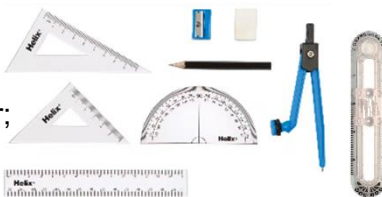
## Equipment:

Pen, pencil, eraser, and pencil sharpener

Casio Scientific Calculator: [FX-83GT CW](#), [FX-85GT CW](#) or [FX-991 CW](#)

Maths set to include:

- Ruler;
- 180 degree protractor;
- Pair of compasses or compass ruler;
- Set square.



Maths Sets and Calculators (Casio FX-83GT CW) are available on parent pay as a bundle.

## Homework:

1 hour per week set on SPARX maths.

SPARX maths is an AI generated homework that adjusts its difficulty to each individual students level. It is essential that students complete their homework independently to ensure that it remains at an appropriate level.

## Assessment Schedule:

Mini Assessments at the end of each unit.

Termly Assessments combining all prior learning.



### **Recommended Reading/Useful Websites:**

- [sparxmaths.com](http://sparxmaths.com)
- [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- KS3 Maths: Core Book 1, ISBN: 9781292280059
- Murderous Maths by Poskitt Kjartan
- The Phantom Tollbooth by Norton Juster

### **Extra Resources for Gifted and Talented:**

- <https://nrich.maths.org/>
- [Junior Mathematical Challenge archive | UK Mathematics Trust \(ukmt.org.uk\)](http://www.ukmt.org.uk)
- KS3 Maths: Depth Book 1, ISBN: 9781292280028
- Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart
- Professor Stewart's Casebook of Mathematical Mysteries Kindle by Ian Stewart

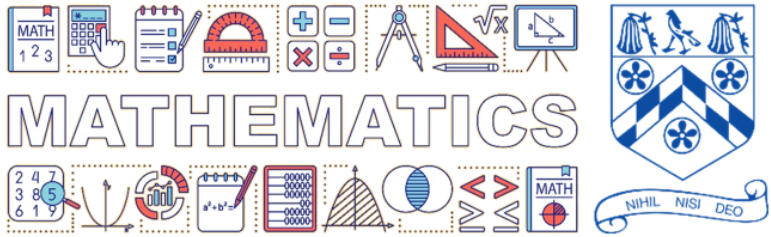
### **Extra Resources for Basic Skills students:**

- KS3 Maths: Support Book 1, ISBN: 9781292279961
- The Miscalculations of Lightning Girl by Stacy McAnulty

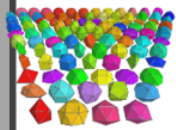
# SIXTH FORM

College

Apprenticeship



GCSE Mathematics - ALL students  
GCSE Statistics - SOME students



YEAR 10

YEAR 11

YEAR 9

YEAR 8

YEAR 7



# SCIENCE

Year 7 Programme of Study

Subject Leader, Miss M Dimbylow

**AUTUMN:** Term 1 **Chemistry**

- Scientific skills
- Particles
- Acids and Alkalis
- Metals and reactions

Term 2 **Physics**

- Earth and solar system
- Forces
- Motion

**SPRING:** Term 3 **Biology**

- Cells
- Respiration
- Body systems

Term 4 **Chemistry**

- Separating mixtures
- Structure of the earth

**SUMMER:** Term 5 **Physics**

- Waves basics
- Sound
- Light

Term 6 **Biology**

- Human reproduction
- Puberty
- Plants and photosynthesis

**Equipment:** Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue

**Homework:** A variety of tasks – written exercises, calculations, research, creative work and investigations.

**Assessment Schedule:** Termly assessment on content covered.

## Recommended Reading / Useful Websites:

- BBC Bitesize
- KS3 Science revision guide

## Extra Resources for Gifted and Talented:

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

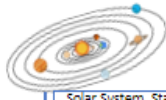
## Extra Resources for Basic Skills Students:

- Differentiated worksheets
- Support with practical's

# SIXTH FORM

College

Apprenticeship



Solar System, Star Life Cycles  
Red Shift  
**FORCES:**

Transformers & the National Grid  
Magnetism & Motor Effect  
**ELECTRICITY & MAGNETISM:**

Trophic Levels, Food Production  
Adaptations, Interdependence & Competition, Ecosystems, Biodiversity  
**INTERDEPENDENCE:**

Alkenes, Alcohols, Carboxylic Acids, Polymerisation  
Crude oil  
**EARTH:**

DNA, Cloning  
**GENETICS & EVOLUTION:**  
Reproduction, Variation & Evolution, Genetics & Evolution, Classification

**EARTH:**  
Earth's atmosphere, Greenhouse Gases, Climate Change, Pollutants, Potable Water, Life Cycle Assessments, Recycling  
Extracting Metals, Using Materials, The Haber Process

**QUANTITIES & EQUATIONS:**  
Purity, Formulations, Identification of unknown substances  
Identification of positive and negative ions

**WAVES:**  
Waves, EM Spectrum  
Sound waves, Lenses, Black Body Radiation

**YEAR 11**

Monoclonal Antibodies  
Plant Disease  
**MICROBES & HEALTH:**  
Communicable diseases, Defense against diseases, Drug development

Static Electricity  
Series and Parallel Circuits, Domestic Uses and Safety, Energy Transfers, National Grid  
**ELECTRICITY & MAGNETISM:**

Titration  
Reactivity of Metals, Extraction of Metals, Reactions of Acids, Acids and pH, Electrolysis  
**TREND & PATTERNS:**

The brain & Eye, Control of Body Processes, Infertility Treatments, Plant Hormones  
Homeostasis, Human Nervous System, Hormonal Coordination, Hormones & Reproduction  
**CELLS & SYSTEMS:**

**YEAR 10**

**QUANTITIES & EQUATIONS:**  
Chemical measurements, Using Amount of substance, Concentrations  
Yield & Atom Economy, Using Concentrations

**INTERDEPENDENCE:**  
Photosynthesis, Respiration, Metabolism

**ENERGY:**  
Isotopes, Atoms & Nuclear Radiation  
Hazards & uses, Fission & Fusion

**PHYSICAL CHEMISTRY:**  
Exothermic & Endothermic Reactions, Energy Changes, Rates of Reactions, Reversible Reactions  
Chemical Cells

**FORCES:**  
Forces & Interactions, Forces & Elasticity, Forces & Motion, Newton's Laws  
Moments, Levers & Gears, Fluid Pressure

Nanotechnology  
Ionic, Covalent and Metallic Bonding, Allotropes of Carbon  
**PARTICLES:**

Energy Stores and Systems, Energy Changes, National & Global Resources  
**ENERGY:**

Culturing Microorganisms  
Cell Structure, Cell Division, Transport in Cells  
**CELLS & SYSTEMS:**

Separate Science Content

**ENERGY:**  
Density, Internal and External Energy Transfers, Gases  
Gas Pressure

**CELLS & SYSTEMS:**  
Human organ and organ systems  
Plant organs and organ systems

**PARTICLES:**  
The atom, The Periodic Table, Group 1, 7 and 0  
Transition Metals

**YEAR 9**

What happens to the energy in the world?  
**ENERGY:**

Do all chemicals react the same?  
**PHYSICAL CHEMISTRY:**

Why do all living organisms depend on each other?  
**INTERDEPENDENCE:**

**YEAR 8**

**CELLS & SYSTEMS:**  
How do our bodies work?

**ELECTRICITY & MAGNETISM:**  
How does a lightbulb work? Why do I get a shock from a trampoline?

Can we help plants adapt?  
**GENETICS & EVOLUTION:**

Are humans causing the earth to change more quickly?  
**EARTH:**

Why are living things similar but different?  
**GENETICS & EVOLUTION:**

Why are substances different?  
**TRENDS & PATTERNS:**

What does it mean to be alive?  
**CELLS & SYSTEMS:**

What is everything made from?  
**PARTICLES:**

**YEAR 7**

How do we see and hear the world around us?  
**WAVES:**

Is the Earth changing?  
**EARTH:**

How do we fit into the universe around us?  
**FORCES**

**BEING A SCIENTIST**



**Year 7 Programme of Study**

Subject Leader, Miss J Greaves

**AUTUMN** *Term 1***Sketchbook Cover Design****Core Skills**

- Draw from observation
- Use research to support design development
- Develop analytical and communication skills through peer and self-assessment
- Develop pencil skills: tonal scales and blending techniques
- Identify and describe the visual elements

**SPRING** *Term 3***Crazy Characters****Core Skills**

- Develop ideas through experimentation
- Communicate mood and emotion through colour, gesture and expression
- Experiment with watercolour techniques
- Characterisation: emotion and story telling
- Apply basic colour theory
- Use aerial perspective to create depth
- Developing designs from direct observation

**SUMMER** *Term 5***Interiors and Exteriors****Core Skills**

- Draw forms and structures
- Use tone and contours to create the illusion of form
- Research contextual sources
- Use linear perspective to create the illusion of space and depth
- Identify different architectural styles

*Term 2***Illuminated Letter Relief Panel****Core Skills**

- Using colour schemes
- Experimenting with texture and pattern
- Mixing tints, shades and hues using paint

*Term 4***Spring Still Life****Core Skills**

- Contrast each visual element to change moods
- Explore composition (cropping and diptych)
- Blending techniques with oil pastel
- Explore texture and pattern
- Mixed-media techniques

*Term 6***Independent Challenge Project****Core Skills**

- Refine ideas as work progresses through experiments with materials and techniques
- Respond to thematic starting points
- Develop ideas through investigations informed by research
- Record ideas visually and through written annotation, using appropriate specialist vocabulary
- Realise personal intentions

**Equipment:** 2B pencil, eraser, writing pen, colouring pencils, sharpener, sketchbook

**Homework:**

Artist research (using internet), gathering resources for practical work, drawing from observation, and completing classwork.

**Assessment Schedule:**

- Summative assessment at end of each project
- Regular verbal feedback throughout the project with formative written feedback at key points
- Students will peer and self-assess regularly and complete an end of project evaluation

**Recommended Reading / Useful Websites:**

- [www.tate.org.uk/kids](http://www.tate.org.uk/kids)
- [www.jonburgerman.com](http://www.jonburgerman.com)
- [www.okeeffemuseum.org/](http://www.okeeffemuseum.org/)

Google search engine for research into famous artists and topic specific images

**Extra Resources for Gifted and Talented:**

- Art Club
- Extension activities within each project / opportunity to develop work in own direction
- Examples of high-level outcomes to provide challenge

**Extra Resources for Basic Skills Students:**

- Paired/group work opportunities
- Basic skills worksheets
- Scaffolded activities and close teacher guidance

# COMPUTER SCIENCE

Year 7 Programme of Study

Subject Leader, Mr J Swanepoel

## Objectives:

The Year 7 curriculum focuses on introducing students to computer science, its key principles, and the gives the opportunity to apply these to solve problems.

## Content comprises an introduction to the following topics:

**AUTUMN:** Term 1: Impact of Technology including E safety

Term 2: Modelling data using spreadsheets.

**SPRING:** Term 1: Networks from semaphores to the Internet

Term 2: Programming essentials using Scratch part 1

**SUMMER:** Term 1: Programming essential using Scratch part 2

Term 2: Using media, gaining support for a cause

**Equipment:** Standard school equipment

**Homework:** This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks.

**Assessment Schedule:** Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

# DESIGN AND TECHNOLOGY

Year 7 Programme of Study

Subject Leader, Mr J Swanepoel

The Year 7 curriculum consists of the following focus areas and is aimed at providing students with an opportunity to consolidate their prior learning of Design and Technology and to deliver key skills.

## **Food and Nutrition:**

Students are introduced to the subject, focusing on hygiene, safety, and the early skills of cookery. Students follow set recipes, providing them with a range of skills, helping them to expand their repertoire of cooking abilities. They are, also, introduced to underpinning knowledge of the macronutrients in the diet and the correct and safe usage of the kitchen equipment.

Students will take part in a variety of practical lessons and will learn about healthy eating. Students will cook a variety of different items whilst learning about traditional cuisines and local produce, including the following:

- Fruit smoothie
- Egg cookery (Omelette and Croque Monsieur)
- Fajitas
- Vegetable salad
- Local seasonal soup
- Fruit Crumble

These projects will form the platform for them to progress into subsequent applications confidently and safely.

## **Product Design - Desk Tidy:**

Students will design and make a desk tidy from wooden materials. They will be introduced to DT by familiarising themselves with the tools and equipment as well as the health and safety surrounding it. The exploration of materials and their properties, examining similar products and communication of design ideas will help the student in realising their desk tidy. The successful design will lead to measuring, marking out, cutting and assembly. Students will learn how to follow an iterative design process.

## **Product Design - Mini Torch Key Ring:**

This project introduces electronics and skills in designing and making with plastic. Students will apply their knowledge of design processes; use CAD and CAM to enhance quality and accuracy; and make links to industry practices. This project reinforces the skills learned in the previous project and encourages students to be more independent in their learning. The sides of the mini torch - as well as the components placed inside the foam insert - are machined using Computer Aided Manufacture (CAM).

## **Extra Resources – Extended Learning Booklet:**

The nature of tasks include researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Health and safety
- Target Market research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding specific design styles
- Students will also be able to view exemplar materials



### **Opportunities to develop learning further:**

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work
- Use of 3D modelling and 3D printing
- Designing for a specific user or target
- Developing a range of other products based on concept

### **What Equipment is needed:**

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil	Pencil sharpener
Black or blue pen	30cm ruler
Colouring pencils	Glue stick
Eraser	Small craft scissors

The following equipment is recommended to pupils as it will assist in the enhancement of presentation and with further achievement:

Black fine liner  
Range of lead pencils 2B-4H  
An image book, any size for storing images and inspiration  
Compass

### **Why are Extended Tasks important?**

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder or a self-choice project. Look at YouTube / TV programmes, e.g. 'How it's made'

For Food and Nutrition, it is recommended that students watch any related TV programmes such as "Master Chef" and "The Great British Bake-Off". YouTube also has some excellent demonstrations of cooking techniques.

### **Assessment Schedule:**

The duration of the focus areas is between 8 to 12 weeks (one double lesson or two single lessons per week). At the end of each rotation, students will be assessed on their current progress towards their KS4 target grade: 'Developing, Securing or Extending'.

### **Wider Reading and Useful Websites:**

Design and Technology is constantly evolving and is present in our everyday lives. The students are introduced to great pioneers such as James Dyson and Isambard Kingdom Brunel to understand how the discipline has evolved. The students are then encouraged to find out what inspires them.

### **Visit these websites for ideas to support the learning of Design and Technology /Food and Nutrition:**

- <https://www.jamesdysonfoundation.co.uk/>
- <https://www.stem.org.uk/home-learning/secondary-design-technology>
- [www.technologystudent.com](http://www.technologystudent.com)
- [www.foodfactoflife.org.uk/index.aspx](http://www.foodfactoflife.org.uk/index.aspx)

## Applications using smart phones and tablets:

There are a number of excellent apps that can act as inspiration and support students in design research. Pinterest and Flipboard are good initial sources.

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following websites to support learning, and if you find any others, please e-mail the D+T / Food + Nutrition teachers via the school.

### **Design Process:**

[www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.designinsite.dk/htmsider/home.htm](http://www.designinsite.dk/htmsider/home.htm)  
[www.dtonline.org/apps/menu/app?1&0](http://www.dtonline.org/apps/menu/app?1&0)  
[www.skyscrapers.com/english/index.html](http://www.skyscrapers.com/english/index.html)  
[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

### **Product Design:**

[www.howstuffworks.com](http://www.howstuffworks.com)  
[www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.dtonline.org](http://www.dtonline.org)  
[www.design-council.org.uk](http://www.design-council.org.uk)  
[www.cadinschools.org/showcase/default.asp](http://www.cadinschools.org/showcase/default.asp)  
[www.robots.net](http://www.robots.net)  
[www.plasticsresource.com](http://www.plasticsresource.com)

## **AUTUMN:** *Term 1*

### **Performance Skills**

#### **Core Skills:**

- To know the key skills needed for performance.
- To be able to apply physical and vocal skills to communicate emotions and character to the audience.
- To understand how to describe skills effectively to explain the success of a performance.

## *Term 2*

### **Creating a Character**

#### **Core Skills:**

- To be able to examine a text and identify the key features of a character through dialogue.
- To understand how to apply performance skills to express a character to the audience.
- To be able to articulate what a successful performance of a character looks like.

## **SPRING:** *Term 3 and 4*

### **Stage and Design**

#### **Core Skills:**

- To know the key skills needed to design for performance.
- To be able to apply design skills to create a desired mood and atmosphere.
- To understand how colour, texture, shape, etc. can be used to create a specific meaning for the audience.
- To be able to create a design concept based on a play.
- To know how to apply design skills to create a desired design outcome appropriate for a play

## **SUMMER:** *Term 5 and 6*

### **Conventions and Text**

#### **Core Skills:**

- To know the key conventions that can be used to make theatre more engaging.
- To be able to apply conventions accurately to convey a desired meaning for the audience.
- To understand how different conventions can be used to highlight themes to an audience.

**Equipment:** Pen / pencil and imagination

**Homework:** Complete work not finished in class

**Assessment Schedule:** Formative assessment at end of each term

# FRENCH

Year 7 Programme of Study

Subject Leader, Mrs E Hargreaves

<b>AUTUMN:</b> Term 1 and 2	<b>SPRING:</b> Term 3 and 4	<b>SUMMER:</b> Term 5 and 6
<p><b><u>Unit 1: La rentrée</u></b></p> <ul style="list-style-type: none"> <li>Meeting people</li> <li>Numbers</li> <li>Age</li> <li>Alphabet</li> <li>Days of the week</li> <li>Months of the year</li> <li>Birthdays</li> <li>Cultural knowledge: Christmas in France</li> <li>Unit 1 revision</li> <li>Unit 1 assessment</li> </ul>	<p><b><u>Unit 2: En classe</u></b></p> <ul style="list-style-type: none"> <li>What's in my classroom</li> <li>Colours</li> <li>Instructions</li> <li>Telling the time using the 24 hour clock</li> <li>School subjects</li> <li>Likes and dislikes using -er verbs</li> <li>Your school day</li> <li>Cultural knowledge: Learning about a typical French school</li> <li>Unit 2 revision</li> <li>Unit 2 assessment</li> </ul>	<p><b><u>Unit 3: Mon temps libre</u></b></p> <ul style="list-style-type: none"> <li>Weather and seasons</li> <li>Sports</li> <li>Activities you do</li> <li>Hobbies and opinions</li> <li>Talking about animals</li> <li>Describing family</li> <li>Describing yourself (physical attributes and personality)</li> <li>Cultural knowledge: learning about bank holidays in France</li> <li>Unit 3 revision</li> <li>Unit 3 assessment</li> </ul>

**Core Skills:**

- Developing vocabulary
- Memorising vocabulary
- Accurate pronunciation and intonation
- Reading aloud
- Working with a partner, asking and answering questions
- Recognising key vocabulary in listening and reading tasks
- Dictation and spelling
- Developing writing skills
- Applying grammar accurately
- Giving opinions
- Translating into English

**Equipment:**

Textbook Dynamo 1, Dynamo workbook, A4 blue exercise book, French-English/English-French dictionary

**Homework:**

As per homework timetable  
 Frequent learning of vocabulary / phrases  
 Reading and listening tasks  
 Writing tasks

**Assessment Schedule:**

End of unit assessments and regular vocabulary tests

### **Recommended Reading / Useful Websites:**

- [www.languagenut.com](http://www.languagenut.com) - Each student will be given login details to access this online platform
- <https://www.zut.org.uk>
- KS3 French - BBC Bitesize

### **Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

### **Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- Focus on core vocabulary.
- The use of writing frames
- Learning support in class

# SPANISH

Year 7 Programme of Study

Subject Leader, Mr Le Paih

<b>AUTUMN:</b> Term 1 and 2	<b>SPRING:</b> Term 3 and 4	<b>SUMMER:</b> Term 5 and 6
<p><b><u>Unit 1: Mi vida</u></b></p> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Talking about your personality</li> <li>• Days of the week</li> <li>• Age</li> <li>• Brothers and sisters</li> <li>• Birthdays, numbers and alphabet</li> <li>• Cultural knowledge: Christmas in Spain</li> <li>• Unit 1 revision</li> <li>• Unit 1 assessment</li> </ul>	<p><b><u>Unit 2: Mi tiempo libre</u></b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Giving opinion using <b>Me gusta</b></li> <li>• Activities during spare time</li> <li>• Using -ar verbs in the present tense</li> <li>• The weather</li> <li>• Using <b>cuando</b></li> <li>• Sports</li> <li>• Using <b>hacer</b> and <b>jugar</b></li> <li>• Taking part in a longer conversation using question words</li> <li>• Unit 2 revision</li> <li>• Unit 2 assessment</li> </ul>	<p><b><u>Unit 3: Mi insti</u></b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Opinions</li> <li>• Using <b>Me gusta el/la/los/las</b></li> <li>• Describing your school</li> <li>• Using the correct word for 'a, some and the'</li> <li>• Talking about break time</li> <li>• Using -er and -ir verbs</li> <li>• Understanding details about a school</li> <li>• Unit 3 revision</li> <li>• Unit 3 assessment</li> </ul>

**Core Skills:**

- Developing vocabulary
- Memorising vocabulary
- Accurate pronunciation and intonation
- Reading aloud
- Working with a partner, asking and answering questions
- Recognising key vocabulary in listening and reading tasks
- Dictation and spelling
- Developing writing skills
- Applying grammar accurately
- Giving opinions
- Translating into English

**Equipment:**

Textbook Viva 1, A4 yellow exercise book, Spanish-English/English-Spanish dictionary

**Homework:**

- As per homework timetable
- Frequent learning of vocabulary / phrases
- Reading and listening tasks
- Writing tasks

**Assessment Schedule:**

End of unit assessments and regular vocabulary tests

**Recommended Reading / Useful Websites:**

- [www.languagenut.com](http://www.languagenut.com) - Each student will be given login details to access this online platform
- KS3 Spanish - BBC Bitesize

**Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in Peru: San Juan Bosco
- Projects about Spanish culture

**Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

# GEOGRAPHY

Year 7 Programme of Study

Subject Leader, Mrs E Alexander

## **AUTUMN:** *Term 1*

### **Introduction to the UK**

- Four and six figure grid references
- Compass points and direction
- Photograph interpretation
- Contour lines

**Core Skills:** Map interpretation skills as above  
Literacy – descriptive and explanatory writing  
ICT – use of software to add understand of maps

## *Term 2*

### **Our Physical World**

- Earthquake hazards
- Volcanic hazards
- Introduction to Plate Tectonics
- Tsunami and their impacts

**Core Skills:** Map skills  
Maps / atlas work  
Internet research

## **SPRING:** *Term 3*

### **Coasts**

- Coastal erosion – causes
- Examples of erosion in the UK
- Managing coastal erosion – engineering
- Changing coastlines

**Core Skills:** Map work  
Annotated diagrams  
Photo interpretation

## *Term 4*

### **Brazil**

- Location
- Physical landscape
- Rural to urban migration
- Challenges for urban poor
- Amazon rainforest
- Deforestation

**Core Skills:** Space  
Place  
Human and physical processes  
Data interpretation  
Map skills



## **SUMMER:** *Term 5*

### **Globalisation and development**

- What is development?
- Barriers to development
- Does money equal happiness
- Gender inequality
- What is Globalisation?
- Fashion, globalisation and development

**Core Skills:** Space  
Place  
Human and physical processes  
Data interpretation  
Map skills

## *Term 6*

### **Weather and Climate**

- Weather maps and forecasting
- Factors affecting climate of UK
- World climatic zones
- Causes of rain

**Core Skills:** Map work skills  
Scale  
Independent research  
Graphicacy

### **Equipment:**

Standard – pen, pencil, rule and colouring pencils. It would also be useful to have access to an atlas at home.

### **Homework:**

Set termly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

### **Assessment Schedule:**

Modular, mid unit and end of unit assessment, with opportunities for peer / self-assessment

### **Fieldwork:**

A field trip to the coast in the summer term

### **Useful Websites:**

- KS3 – Geography BBC Bitesize      [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- Education quizzes      [www.educationquizzes.com](http://www.educationquizzes.com)

### **Extra Resources for Gifted and Talented:**

Gifted and talented pupils are:

- Encouraged to read more widely around the topic being covered
- Encouraged to attend Geography Club
- Provided with specialised tasks in lessons

# HISTORY

Year 7 Programme of Study

Subject Leader, Mr M Hryniewicz

**AUTUMN:** *Term 1*

## **The Norman Conquest**

What was England like before 1066?

### **Core Skills:**

Chronology  
Using evidence  
Causation

*Term 2*

## **Religion and Medieval England**

Why was the Church so important in people's lives?

### **Core Skills:**

Using evidence  
Analytical narrative

**SPRING:** *Term 3*

## **The Crusades**

Why was Jerusalem worth dying for?

### **Core Skills:**

Using evidence  
Change

*Term 4*

## **The Problems of Medieval Monarchs**

What happened to England's medieval monarchs?

### **Core Skills:**

Interpretations  
Causations

**SUMMER:** *Term 5*

## **The Black Death**

Was 1348 the end of the world?

### **Core Skills:**

Using Evidence  
Change

*Term 6*

## **Migration**

Who were the first English People?

### **Core Skills:**

Chronology  
Interpretations

In addition, we will be also studying the following topics:

Black History Week in October and The Holocaust in January

### **Equipment:**

Fully equipped pencil case. Exercise book

### **Homework:**

Research and enquiry.  
Communication of understanding: literacy skills  
Information recording. Using ICT. Model making

### **Assessment Schedule:**

Term 1	Source skills and knowledge test
Term 2	Source skills and knowledge test
Term 3	Source skills and knowledge test
Term 4	Source skills and knowledge test
Term 5	Source skills and knowledge test
Term 6	Source skills and knowledge test

### **Recommended Reading / Useful Websites:**

- Relevant "Horrible Histories" – Terry Deary
- BBC website: <http://www.bbc.co.uk/history/forkids/>
- Reading Museum, especially the Bayeux Tapestry copy and its website – <http://www.bayeuxtapestry.org.uk>

# MUSIC

Year 7 Programme of Study

Subject Leader, Mr P Windibank

## AUTUMN:

### Term 1

#### Introduction to Music

Introduction to keyboard and ukuleles

#### Core Skills:

Playing chords on Ukulele and Keyboards  
Group Performance

## SPRING:

### Term 3

#### Reggae Music

*'Buffalo Soldier'*

#### Core Skills:

Introduction to basic technical skills  
on a range of instruments  
Key characteristics of Reggae  
Off beat chords

## SUMMER:

### Term 5

#### Hooks and Riffs

*'My God is a Rock'*

#### Core Skills:

Identifying and performing  
Hooks and Riffs  
Key characteristics of Rock  
Introduction to basic drum beats

### Term 2

#### Playing and Making Melodies

*'Changing Places'*

#### Core Skills:

Performance / improvisation / keyboard skills

### Term 4

#### Focus on Pitch

*'Somebody I used to Know 'Gotye'*

#### Core Skills:

Learn a melody by ear  
Understanding melody and pitch  
Performing as a class

### Term 6

#### Introducing Syncopation

**Up Town Funk**

#### Core Skills:

Perform chords in syncopated patterns  
Learn chords Am and D  
Improvisation  
Performance

## Equipment:

Keyboards, glockenspiels, guitars, ukulele, guitars, drum kit (Supplied by the school).

## Homework:

When appropriate. Often listening tasks based around piece studied.

## Assessment Schedule:

End of each term

## Recommended Reading / Useful Websites:

- Recording of the piece: <https://www.youtube.com/watch?v=S5FCdx7Dn0o>
- The History behind the 'Buffalo Soldiers':  
<https://www.youtube.com/watch?v=8ol5dqpEcxc>
- Some key facts of Reggae music: <https://wiki.kidzsearch.com/wiki/Reggae>

# PHYSICAL EDUCATION

Year 7 Programme of Study

Subject Leader, Mr D Carter

Each tutor group will rotate around each sport throughout the term, so they gain a better understanding of rules and tactics within game play of the various sports.

## **AUTUMN: Term 1**

MT  
OR  
MK  
ML  
DB  
BL

Fitness Testing

## **Term 2**

Girls Table Tennis/  
Boys Badminton  
Mixed Football  
d Fitness/OAA

## **SPRING: Term 3**

Girls Netball  
Boys Football  
Mixed Basketball

## **Term 4**

Girls Netball  
Boys Table Tennis/ Badminton  
Mixed Football

## **SUMMER: Term 5**

Girls  
Boys  
Mixed

Athletics

## **Term 6**

Girls Athletics/OAA  
Boys Athletics/OAA  
Mixed Striking and Fielding

### **Equipment:**

**Compulsory:** Black shorts, black polo shirt, black t-shirt, black football socks, white trainer socks, football boots/moulds, indoor trainers, shin pads.

**(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)**

**Optional:** Black tracksuit, black jumper, plain black skins

### **Assessment Schedule:**

Practical assessment at the end of each unit of work. Our departmental focus is evaluating and improving performance in both skills and game play with tactical understanding.

### **Recommended Reading/Useful Websites:**

<a href="http://www.readingrockets.co.uk">www.readingrockets.co.uk</a>	<a href="http://www.berkshirehockey.org.uk">www.berkshirehockey.org.uk</a>
<a href="http://www.rfu.com">www.rfu.com</a>	<a href="http://www.bbc.co.uk/sport">www.bbc.co.uk/sport</a>
<a href="http://www.england-netball.co.uk">www.england-netball.co.uk</a>	<a href="http://www.readingac.com">www.readingac.com</a>
<a href="http://www.skysports.com">www.skysports.com</a>	<a href="http://www.youthsportstrust.org">www.youthsportstrust.org</a>
<a href="http://www.knowthegame.co.uk">www.knowthegame.co.uk</a>	<a href="http://www.readinggirlsfc.co.uk">www.readinggirlsfc.co.uk</a>

### **Extra Resources for Gifted and Talented:**

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day. Visiting star performers
- Opportunities to attend county and district trials in a range of sports

### **Extra Resources for Basic Skills students:**

- Use of a range of modified equipment to aid learning
- Close liaison with support staff to maximise pupil progress
- Activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership