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SCHOOL

Maiden Erlegh School  
**CURRICULUM BOOKLET**  
Key Stage 3

**Academic Year 2024 - 2025**

A. Morgan – DHT

September 2024

Review due: Sept 2025



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## Curriculum Intent

At Maiden Erlegh School we aim to deliver a high quality, rigorous and coherent curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

### Our curriculum Intent is based on:

- Rigour, high standards, coherence
- A core of essential knowledge and skills in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Carefully planned sequences of learning
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development

## Key Stage 3

All students follow a common curriculum which is designed by the curriculum leaders and their teams to best support the learning required in KS4.

<b>Core:</b>	English (combined Language and Literature) Maths
<b>EBACC:</b>	Combined Science Computer Science Geography History Modern Foreign Languages (French, German or Spanish)
<b>Extension:</b>	Art Drama Music Physical Education (PE) Personal Development Religion and Philosophy (RP) Technology

**Purple Pathway:** a bespoke pathway for students entering Year 7 with below 100 scaled score in reading and mathematics. Students use humanities and languages lessons in Years 7 and 8 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy (through using humanities topics as vehicles for project based learning). As part of the literacy element of the purple pathway, PIXL Code phonics course is used. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways in Year 9.

## Curriculum Allocation

Subject	Hours per week
English	4
Mathematics	4
Science	3
Modern Foreign Language	2
PE	2



Geography	1.5
History	1.5
Computing	1
Art	1
Drama	1
Music	1
RP	1
Technology	1
Personal Development	1
<b>TOTAL</b>	<b>25</b>

### Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum. Other strategies for literacy recovery are:




- Peer tuition (using students from Maiden Erlegh in the first instance).
- On-line courses.
- Small group work (usually with specialist HLTAs).
- Literacy/Numeracy breakfasts which also involve parents.
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

### Reading

At Maiden Erlegh School we have a robust reading strategy which is focused on the following aims:

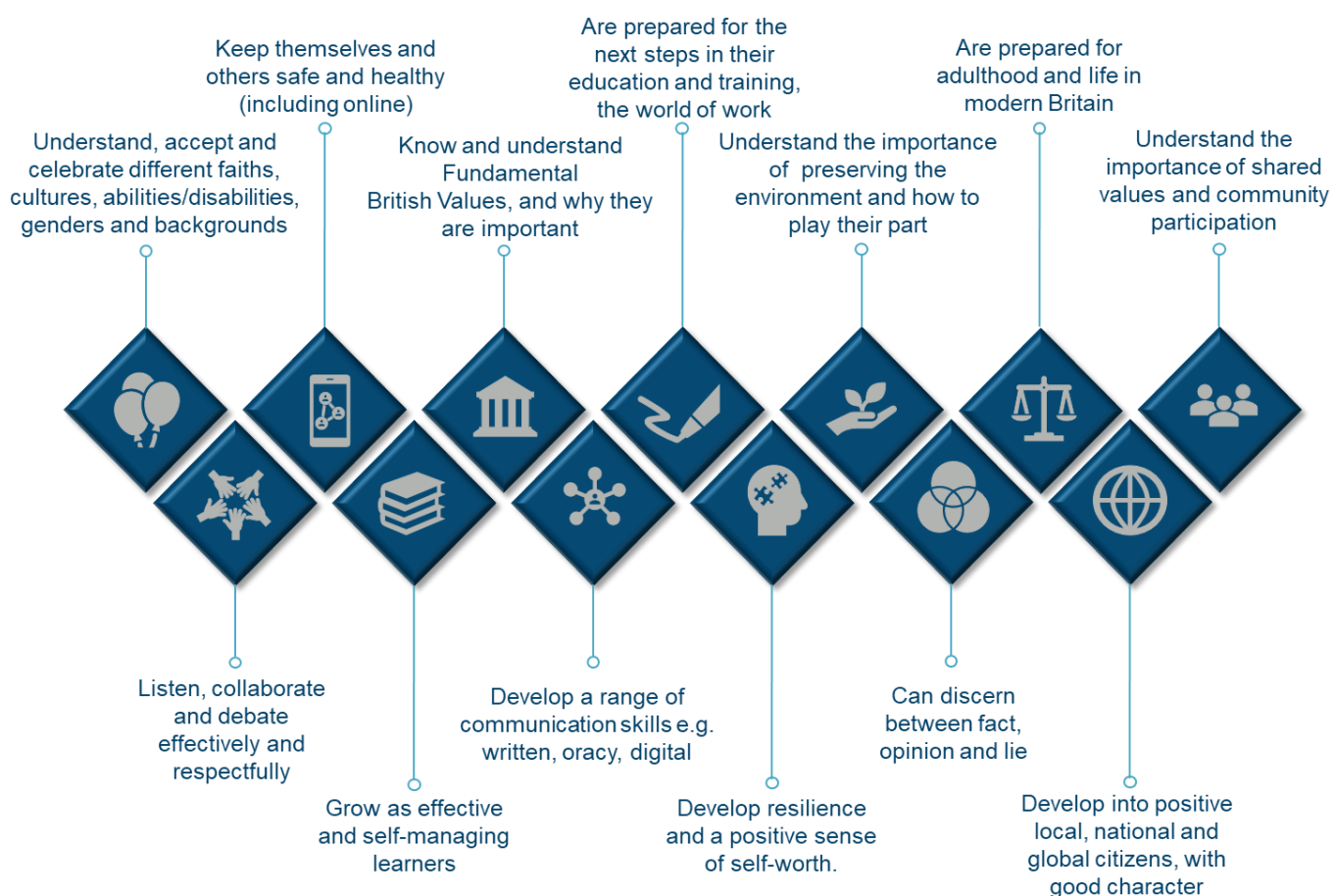
MET strand	Aims
 Learn to read	<ul style="list-style-type: none"><li>• Learners read at age-appropriate level.</li><li>• Learners are provided with appropriate support.</li><li>• Staff are trained to support reading.</li><li>• Schools provide training for all staff.</li></ul>
 Love to read	<ul style="list-style-type: none"><li>• Learners read for pleasure.</li><li>• Staff promote reading for pleasure.</li><li>• Schools involve parents to support the culture of reading.</li></ul>
 Read to achieve	<ul style="list-style-type: none"><li>• Learners can access all areas of the curriculum.</li><li>• Staff plan for and promote reading in the curriculum.</li><li>• Schools build time into the curriculum to support reading.</li></ul>

Full details of the reading strategy can be found on the website.



## Supporting Personal Development

Maiden Erlegh School recognises that Personal Development is a fundamental part of our curriculum. It is our aim that learners will gain knowledge, skills and understanding so that they:



All teachers are teachers of Personal Development, but occasionally expertise can be brought in from outside e.g. visiting speakers, drama companies. It is delivered primarily through timetabled Personal Development sessions, but also through (but not limited to):

- The subject curriculum,
- Assemblies,
- Extra-ordinary sessions for cohorts

In addition, there are opportunities for the curricular enrichment of Personal Development e.g. sports, performing and visual arts, debating, Young Magistrates, Duke of Edinburgh, work experience.

Furthermore, there are a range of pupil/student voice and leadership opportunities, which provides opportunities for democracy in practice and to develop soft-employability skills and self-esteem.

### Topics for learners are grouped into 6 core themes:

- Emotional Wellbeing
- Citizenship and Community
- Careers, Work Experience and Work-Related Learning
- Fundamental British Values
- Personal Health and Relationships (physical, mental, and sexual health)
- Risk and Safety

The full Key Stage 3 Personal Development Curriculum can be found here:



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<https://www.maidenerleghschool.co.uk/page/?title=Personal+Development&pid=91>

## Enrichment curriculum

Maiden Erlegh School offer a full extra curricular and educational visits programme.

All teachers contracted to work at Maiden Erlegh School will be encouraged to offer one after school/extra curricular activity. Students will be consulted by school leaders and clubs, and societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit. There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Silver Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Disabled sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

House champions monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

## ICT to support learning

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary - access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary - curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively -this will be part of ICT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students’ safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely - we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions. All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

## SEND provision

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

## More and Exceptionally Able provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.



- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

Our policy and provision for More and Exceptionally Able students are found in **Policy for More and Exceptionally Able Students**.

### **EAL provision**

Many of our strategies to support basic literacy, support EAL students. In addition, we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability.
- They sit next to students with a strong command of language.
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work.
- They are encouraged to research concepts in the target language if that helps while they are building up their language.
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one-to-one language acquisition interventions using TEFL trained member of staff,
- We teach academic literacy for the most able and EAL students.
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

### **How can parents support their child?**

Each subject has provided some ideas as to how parents can support their children at home. In addition parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.

**OVERVIEW**

Following a Key Stage 3 visual arts course encourages students to have personal ideas and express them using and experimenting with a variety of materials. It promotes cultural understanding by looking at a wide range of artwork and different cultural approaches to creating art and artefacts. Students are encouraged to risk take in imaginative ways in order to provide creative responses to our material, emotional, social and virtual worlds. The course encourages and challenges students to think outside the box. They will learn many new practical skills like, how to create and present a good sketchbook. We will equip students with the knowledge and skills to experiment, invent and create their own art, craft and design work which will be celebrated and presented in displays in the department and in the Peacock Gallery. Reflecting upon art work with your peers throughout the course will help develop your communication skills, understand the GCSE assessment criteria and put your work into a social and historical context.

Many of our students have gone on to have careers in the following areas; architecture; interior design; product design; theatre and set design; make up for television and film; film cameraman; film editors; special effects for film and television; animation; fashion design; fashion journalism; art historians; gallery directors; art directors in advertising; graphic designers; florists; store visualisation and merchandising; jewellers; community artists; art teachers; stained glass designers and many more exciting careers.

**ASSESSMENT OBJECTIVES**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**ASSESSMENT STRUCTURE**

Assessment will be completed on a regular basis. Peer, group and individual feedback will be given on a weekly basis. Written feedback will be given to students in their sketchbooks in-depth every half term.

**GROUPINGS**

In Art we have mixed ability groups of approximately 24 students per group in each year group.

**EXTENDED STUDY INFORMATION**

Using websites to conduct further research on artists to support ideas:

- [www.tate.org.uk](http://www.tate.org.uk)
- [www.vam.ac.uk](http://www.vam.ac.uk)
- [www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)
- [www.britishmuseum.org.uk](http://www.britishmuseum.org.uk)
- [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)
- Visit a gallery or museum with friends
- Create your own sculpture at home out of re-cycled materials
- Take photographs of subjects you have been set to draw
- Work on smartening up the presentation of your sketchbook
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/z6f3cdm>

**ENRICHMENT OPPORTUNITIES**

We will provide able student and achievement workshops with artists that visit after school. We have a Key Stage 3 art club that is held on Wednesdays after school for an hour. We enter art competitions on a regular basis. We create an exhibition in the Peacock gallery with Year 8 every February.

**EQUIPMENT NEEDED**

Every student at Key Stage 3 is asked to make a small annual contribution to enable us to provide the necessary equipment required to run the Art course. This provides for a compulsory sketchbook and the materials required for creating work in the lessons. A set of drawing pencils, coloured pencil crayons and a small set of watercolours might also support your child creating work at home.

**CONTACTS / ANY FURTHER INFORMATION**

Miss K. Wragg - Curriculum leader





TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Baseline Assessment Portraits/landscape/Still Life	Architecture, ancient, modern, local Reading "our Town", Structures, Global Issues/ Our World Recycling, endangered animals
<b>ASSESSMENT OPPORTUNITIES</b>	Mark-making and Texture Baseline Drawing assessment An exploration of drawing skills A milestone An introduction to how to write about Artists, their work and your own	Different styles and periods of architecture, classical, fronts and columns. Victorian, turrets, windows and the town hall, modern the Oracle Shopping Centre. Surrealism? An Exhibition in the Peacock Gallery
2	3D sculpture unit "Pods" an exploration of shape and making materials, application of colour/pattern	Other cultures, Ancient cultures, Islamic, Greek, Egyptian, Native American, African Aboriginal, Indian, Pattern and adornment
<b>ASSESSMENT OPPORTUNITIES</b>	Exploring 3 dimensional materials, such as; clay, (thumb pots) Wire and tissue construction, withies or recycled materials. 3D artists. A milestone	Printmaking mono prints, poly prints, repeat pattern printmaking, sculptural work, and collaborative work. Coil or slab pots and decorative relief, mask making. A milestone
3	Colour, the colour wheel, mixing and blending colour tone use of paint. "Food." Portraits  Looking at artists writing a response to the Art exhibitions	Image and Text exploration of text CUBISM, SURREALISM, FUTURISM "ISM Movements in Art". Looking at artwork, how to discuss and write about artwork from the GCSE and A level exhibitions.
<b>ASSESSMENT OPPORTUNITIES</b>	Paint techniques, watercolours, opaque, transparent, impasto. Mood, the fauvists, pop art. Computer generated portraits.  A milestone	An Exploration of different fonts using text as artwork, graffiti. Issue based, mixed media, combining student's interests with their artwork.  A milestone



## **COMPUTING** ([back to CONTENTS](#))

### **OVERVIEW**

At Key Stage 3, all students engage in a course of teaching to support the KS3 Programme of Study in Computing and to effectively support students in the Options process in Year 8. E-safety is taught throughout Key Stage 3.

### **ASSESSMENT OBJECTIVES**

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

### **ASSESSMENT STRUCTURE**

Year 7:

- Baseline test
- E-safety and Cyber Security
- Computational Thinking and Problem Solving
- LOGO Turtle
- Interactive Media

Year 8:

- Computer Systems & Networks
- Programming Basics with Small Basic
- Digital Graphics

### **GROUPINGS**

There are mixed ability groups of approximately 25 students across both Years 7 and 8.

### **EXTENDED STUDY INFORMATION**

Students should show an interest in Computing by listening to TED talks, reading technology articles and visiting museums.

### **ENRICHMENT OPPORTUNITIES**

Students will also be doing iDEA (Inspiring Digital Enterprise Award) which is an international programme that helps students develop digital, enterprise and employability skills for free. Through their series of online challenges, students can win career-enhancing badges, unlock new opportunities and, ultimately, gain industry-recognised certification awards.

### **EQUIPMENT NEEDED**

Standard school equipment, with the addition of earphones that will fit in their pencil case.

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs S Blight



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Basic skills in the use of software are reviewed and built upon from Primary School.	Students continue to develop their understanding of the programming constructs using Small Basic to solve problems.
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment task	Assessment task
2	Students develop their awareness of threats to use of computer systems and their digital presence. Effective e-safety skills are taught.	Students develop their Small Basic programming skills further.
<b>ASSESSMENT OPPORTUNITIES</b>	Cybersecurity Assessment and Project	Assessment task
3	Students learn about problem solving skills using Computational Thinking concepts, perseverance and growth mindset in order to solve real word problems, that can have many different solutions. Students are introduced to text-based programming languages and learn programming constructs with use of geometrical shapes and artistic patterns.	Students learn about internal system components of computer systems, with special focus on networks & desktop PCs.
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment task	Assessment task
4	Logo/Small Basic Programming Students developing their learning from Unit 1 into programming. The focus is on sequence, selection and iteration.	Students develop their understanding of computer networks and how they function, using the correct terminology
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment task	Assessment task
5	Students develop learn about conveying messages digitally, brand awareness and consistency and producing a logo	Students develop their skills in graphic design and are able to create and format digital images using industry standard software.
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment task	Assessment task
6	Using a variety of different tools to create digital graphics based on a theme	Graphics task
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment task	Assessment task



## **DESIGN AND TECHNOLOGY: DESIGN** ([back to CONTENTS](#))

### **OVERVIEW**

Design and technology is purposeful, as well as being fun and exciting! Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The study of design and technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

### **ASSESSMENT OBJECTIVES**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

### **ASSESSMENT STRUCTURE**

Assessment through the designing and making process that includes verbal and creative contributions. Peer, group and teacher assessments of developmental, final and concept ideas. Final assessment at the end of each project. Student evaluation and, where relevant, client evaluation / feedback of outcomes.

### **GROUPINGS**

Year 7 and 8 split into two halves, mixed ability, each class of approx. 20 students undertake one lesson of design and technology once a week for half the academic year, then swap over to food technology.

### **EXTENDED STUDY INFORMATION**

The school website has extended learning opportunities – design and technology is everywhere! Students could undertake a range of learning centred around design trips, independent learning of CAD (computer rendering and drawing skills) via YouTube, download free software (Google SketchUp) and contributing to extra-curricular workshops.

### **ENRICHMENT OPPORTUNITIES**

Extra-curricular learning and collaborative projects. Independent design and 3D printing resource in school.

### **EQUIPMENT NEEDED**

Pencil case with drawing and writing equipment, including 30cm clear ruler, range of colouring pencils, black fine liner and compass.

### **CONTACTS / ANY FURTHER INFORMATION**

Miss K Sales and Miss Sunthareswaran



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	This unit is about developing students' product design skills through making a woods, metals and plastics with differentiated joints.	This unit is about developing students' product design skills through making a lamp.
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline assessment.	Design skills assessed.
2	All students will be given opportunity to use woods, metals and plastics. Students will get their first chance to work in a workshop with machines and tools.	Students continue to create their lamp, learning about soldering and electronic components.
<b>ASSESSMENT OPPORTUNITIES</b>	Design booklet assessment and evaluation of final product.	Books are assessed and the final object is marked.
3	Students will be encouraged to use inspiration and product analysis to help with designing.	All students will learn about forces and moments, creates a catapult that can propel a ping pong ball.
<b>ASSESSMENT OPPORTUNITIES</b>	Use and development of CAD/CAM in the development of the desk tidy solution.	Use and development of CAD/CAM in the development of projects.



## **DESIGN AND TECHNOLOGY: FOOD** ([back to](#)

### **CONTENTS**

#### **OVERVIEW**

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. It is intended that the subject instils a love of cooking in pupils which will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, both now and in later life. There are many career pathways available both in the hospitality Industry as well as Food Science and Product Development.

#### **ASSESSMENT OBJECTIVES**

##### **Pupils are taught to:**

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients.

#### **ASSESSMENT STRUCTURE**

By the end of Key Stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the subject content.

#### **GROUPINGS**

Year groups 7 and 8 are split into two halves, each mixed ability class of approx. 24 students undertakes one lesson of Food once a week for half the academic year.

#### **EXTENDED STUDY INFORMATION**

Students are encouraged to research recipe variations, and watch cookery programmes,

#### **ENRICHMENT OPPORTUNITIES**

Master chef competition

#### **EQUIPMENT NEEDED**

Students are expected to purchase a blue school apron (please ensure it is clearly named) and will be required to bring ingredients every other week. They will also need a named leak proof container. A set of accurate weighing scales at home is advisable.

#### **CONTACTS / ANY FURTHER INFORMATION**

Miss Sales and Miss Sunthareswaran



**DRAMA** ([back to CONTENTS](#))

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Introduction to Personal and Kitchen safety and hygiene The Eat well Guide and Health Eating The 5 main nutrients- Macronutrients Parts of the cooker Safe handling of high risk foods Focused practical tasks	(For current year only) Recap of Personal and Kitchen Hygiene and Safety Food provenance Carbohydrates Fats and oils Focused practical tasks
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline test Practical tasks will be either self, peer or teacher assessed	Baseline test Practical tasks will be either self, peer or teacher assessed
2	Function of ingredients-scones/bread Primary processing- wheat into flour Micro nutrients Focused practical tasks	Protein Vitamins- Minerals Focused practical tasks
<b>ASSESSMENT OPPORTUNITIES</b>	Practical tasks will be either self, peer or teacher assessed Nutrients based milestone	Practical tasks will be either self, peer or teacher assessed Milestone task- vitamins and minerals
3	Design and make task Party food for children	Design and make task Multicultural dishes
<b>ASSESSMENT OPPORTUNITIES</b>	All aspects of research, planning, making and evaluating will be assessed	All aspects of research, planning, making and evaluating will be assessed

**OVERVIEW**

Drama at Maiden Erlegh School is about developing the pupils as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.

Every topic will include tuition on the following skills:

- Creating and Responding
- Performing a role
- Elements of staging
- Drama strategies and techniques

**ASSESSMENT OBJECTIVES**

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

**ASSESSMENT STRUCTURE**

Covering the 4 Assessment Objectives – that could be 2 or more per half term. Assessments will follow the GCSE exams criteria but adapted according to students' learning and needs.

**GROUPINGS**

Mixed ability, approximate group size: 20, number of groups: 8

**EXTENDED STUDY INFORMATION**

Students should ensure that they know lines as appropriate or otherwise prepare for lessons. Students are encouraged to research and read around the content studied in class. Students are encouraged to watch and take part in live theatre performances to enrich their understanding of the subject.



**ENRICHMENT OPPORTUNITIES**

Opportunities may arise to bring in a visiting theatre company. Students will be able to access a weekly Drama club on Mondays and Wednesdays at 8am, and performance opportunities will arise throughout the year including at the termly performing arts concerts and the annual school musical.

**EQUIPMENT NEEDED**

Drama socks (Slipper socks/ socks with grips)

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr J Whorriskey





TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<b>Elements of Drama 1</b> Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks.	<b>Technical Marvel</b> Students will learn about the four main technical areas of the theatre: Lighting, costume, set and sound design.
ASSESSMENT OPPORTUNITIES	Test on key concepts	Formative assessment of written work
2	<b>Elements of Drama 2</b> Students will explore and develop Key Stage 3 skills adding improvising and other techniques to develop their performances	<b>Blood Brothers</b> This unit focuses on characterisation and status. Students will experiment with posture, accent and 'centre of leading'.
ASSESSMENT OPPORTUNITIES	Formative assessment on practical work	Practical Assessment: Students will learn a scene from the play, conveying their interpretation of the character in performance. Written Assessment- students will evaluate the success of their characterisation
3	<b>Mime</b> Students will learn to communicate through their bodies and learn the techniques linear mime, manipulation mime and mime concrete	<b>Theatre In Education</b> Students will look at the use of black comedy, parody and song to educate an audience. Work will involve student research and will be modelled on 'Horrible Histories'
ASSESSMENT OPPORTUNITIES	Students create and perform pieces for formative assessment	Formative assessment of practical work
4	<b>The Actor's Voice:</b> Students focus on learning a range of vocal skills and developing their voice in practice	<b>Commedia Dell'Arte</b> Students will learn about the theatre style Commedia Dell'Arte and its importance in the evolution of theatre,
ASSESSMENT OPPORTUNITIES	Ongoing formative assessment in class and testing knowledge of key concepts	Students will perform short, devised piece and evaluate how successful they were at delivering the style of the performance
5	<b>Working with Scripts</b> Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'.	<b>Investigating through Drama: WW2</b> This unit explores experiences during WW2. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank's Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques.
ASSESSMENT OPPORTUNITIES	Formative assessment of practical work	Students will create devised pieces and evaluate how successful they were at delivering their aims
6	<b>Puppetry</b> Students will learn about different forms of puppetry and will have hands on experience creating their own puppets and using them in performance	<b>Human Rights and Epic Theatre</b> Students will learn about the theatre practitioner Bertoldt Brecht and his Epic Theatre style, whilst applying this to the topic of human rights.
ASSESSMENT OPPORTUNITIES	Formative assessment of practical work	Students will perform their piece to an audience and reflect on their individual contribution.



## **ENGLISH** ([back to CONTENTS](#))

### **OVERVIEW**

English is a core subject for any student and affects their ability to access the rest of the school curriculum. Employers value accurate writing skills and make it clear that an articulate candidate is likely to do better at interview for any job. In Key Stage 3 we focus on the ability to independently produce written work of a high quality with the introduction of descriptive and rhetorical techniques to enhance the impact of the work. For reading, we focus on developing analytical and inferential skills and raising pupils' ability to access more complex texts. We provide opportunities in Key Stage 3 for pupils to practise speaking in front of others with expression and confidence. Our curriculum is built around a selection of high quality texts with Year 7 focusing on the presentation of character and Year 8 focusing on the writer's use of setting(s).

### **ASSESSMENT OBJECTIVES**

**Reading:** Information retrieval and use of quotations, Interpretative Skills, Analytical Skills (Structure and Language), Writer's Purpose and Viewpoint, Context.

**Writing:** Syntax and Grammar, Text Organisation, Task and Audience, Spelling and Vocabulary, Handwriting

### **ASSESSMENT STRUCTURE**

Assessments will have a clear focus on particular skills but will always be assessed for accurate English. We structure our schemes of assessment to support students in developing an increasingly mature and extended response. After each assessment, students are provided with clear targets and some form of Dedicated Improvement and Reflection Time (DIRT) task is completed.

### **GROUPINGS**

Classes are numbered from 1-5 and are of mixed ability with the exception of Purple Pathway classes.

### **HOMEWORK INFORMATION**

Students could be set up to an hour of English homework a week which may be split over two pieces. In most cases it will be set via Google Classroom and may involve reading, research, revision or recall activities.

### **ENRICHMENT OPPORTUNITIES**

We offer a creative writing club and fortnightly library trolleys. We also offer poetry writing, a reading challenge, a spelling bee and writing competitions as house events. We regularly offer an opportunity for Year 7 students to visit *The Guardian* newspaper and have a visit from an author for Year 8 students.

### **EQUIPMENT NEEDED**

Pupils should always have a pencil case with:

- Black, blue and purple writing pens (more than one in case it runs out)
- A ruler (preferably long)
- A selection of colouring pens or pencils and highlighters
- Glue stick and scissors

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Encourage wide reading of different genres, different authors and different periods. Talk about the books they have read with them.
- Encourage curiosity about words, looking up words and trying to use new vocabulary
- Take them to the theatre or cinema and share opinions about how characters were presented or setting was used.
- Talk about the historical events/time periods and current events to expand their cultural capital and the world around them. This increases their understanding of the world around them and helps students to understand or access more texts or understand more references within texts.

### **CONTACTS / ANY FURTHER INFORMATION**

Ms K Terry - Key Stage 3 English Curriculum Leader

**N.B. ASSESSMENT OPPORTUNITIES** = Formative activities



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p><b>Non-Fiction and Autobiography</b> Class reader either Boy or Anne Frank. Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Inference</li> <li>• Spelling, punctuation and grammar.</li> <li>• Descriptive techniques.</li> <li>• Formal presentation.</li> </ul>	<p><b>Detective Fiction</b> A selection of Sherlock Holmes texts and The Maltese Falcon. Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar.</li> <li>• Varied paragraph length.</li> <li>• Pathetic fallacy.</li> <li>• Sensory description.</li> </ul> <p>Form: sensational newspaper writing, novel setting and dialogue.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline writing assessment Creative writing assessment S&L – presentational skills	Creative Writing assessment
2	<p><b>War Poetry</b> Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Identify poetic techniques (language and structure).</li> <li>• Writer's purpose.</li> <li>• Inference.</li> <li>• Embedding quotations.</li> </ul>	<p><b>Class Novel</b> (Texts will vary by class) Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Embedding quotations.</li> <li>• Starting to link and compare.</li> <li>• Evaluations.</li> <li>• Detailed inference.</li> <li>• Linking structural/language devices to purpose.</li> <li>• Writer's intention with use of setting.</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Reading Assessment Test poetic technique knowledge.	Reading assessment.
3	<p><b>Literary Heroes</b> Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Literature through the ages (classical, Anglo-Saxon etc).</li> <li>• Character conventions.</li> <li>• Cultural capital of famous literary figures.</li> </ul>	<p><b>Dystopian</b> Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar.</li> <li>• Varied paragraph length.</li> <li>• Pathetic fallacy.</li> <li>• Sensory description.</li> </ul> <p>Context: socialism, anti-colonialism (and British Empire).</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Reading Assessment S&L.	Writing Assessment
4	<p><b>The novel</b> Texts will vary by class Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Use of quotations</li> <li>• Inference</li> <li>• Identification of structural and language devices</li> <li>• Connotations of single words</li> <li>• Writer's viewpoint</li> <li>• Context or genre.</li> </ul>	<p><b>Midsummer Night's Dream</b> Knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Development of argument by linking ideas and writing introduction</li> <li>• Development of more detailed answers</li> <li>• Linking several techniques used in same</li> <li>• Quotation and linking quotations</li> <li>• Comparison of speeches to identify differences and changes</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment – analytical reading Tests on language/structural devices.	Reading Assessment S&L



<p><b>5-6</b></p>	<p>Shakespeare – Introduction Knowledge and skills:</p> <ul style="list-style-type: none"><li>• Spelling, punctuation and grammar.</li><li>• Sensory description.</li><li>• Context of Shakespeare’s times and theatre.</li></ul>	<p><b>Poetry of Place</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"><li>• Link and compare evaluations</li><li>• Poetic techniques – form, structure and language</li><li>• Linking structural/language devices to purpose</li><li>• Writer’s viewpoint</li><li>• Romanticism</li><li>• Pastoral</li></ul>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Assessment – creative writing ‘A Visit to the Globe’ (imaginative). Y7 Assessment Week – analytical reading skills.</p>	<p>Reading assessment. Creative Writing. S&amp;L.</p>

**OVERVIEW**

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world. France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business.

**ASSESSMENT OBJECTIVES**

We aim to assess all 4 skills in listening/ speaking/ reading and writing. Students need to demonstrate they can understand key points in extracts of spoken and written French and communicate on GCSE sub themes such as Me, Myself and Friends, Home, Town, Neighbourhood and Region, Free time activities, My Studies.

**ASSESSMENT STRUCTURE**

Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

**GROUPINGS**

Students are taught in mixed ability groups of about 27 students. There are 4 groups in Year 7 and 4 in Year 8.

**EXTENDED STUDY INFORMATION**

Use vocabulary revision and practice websites. -

- <https://www.memrise.com/courses/english/french/>
- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://fr.duolingo.com/>
- Read about French / Francophone culture using English or French websites.
- Watch suitable French films or cartoons
- Visit France and do all the transactions

**ENRICHMENT OPPORTUNITIES**

Various opportunities to celebrate languages take place throughout the year- eg European Day of Languages, Christmas cake competition, Spelling Bee.

**EQUIPMENT NEEDED**

Standard school equipment, including glue and rough books.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss C. Brayle



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Greetings and classroom rules Classroom language Talk about you want to/ are going to do Classroom objects The alphabet</p>	<p>School subjects and opinions What do we do in school Telling the time Describing my timetable My favourite teacher Daily routine Present/ past (introduce "je" form)  Reflexive verbs</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.</p>	<p>Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.</p>
2	<p>Days of the week Likes and dislikes + hobbies Opinions Numbers Age, months, birthdays Colours</p>	<p>The weather + hobbies My family My friends and I Making plans to go out Making excuses What I wear At the clothes shops Past (introduce "je" "il/elle" form), present tense, modal verbs, gender agreements</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.</p>	<p>Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.</p>
3	<p>Physical descriptions Personality Family and friends Animals Avoir and être</p>	<p>My new year's resolutions  What I did last night  What I did at the weekend  Perfect tense être and avoir, future</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.</p>	<p>Yr8 assessment week</p>



<b>ASSESSMENT OPPORTUNITIES</b>	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
5	My house My bedroom What I do at home	Where I live- what you can do Shops & areas of interest
<b>ASSESSMENT OPPORTUNITIES</b>	Year 7 assessment week	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
6	Where I go Future plans Ordering snacks and drinks Asking for prices	Countries Holidays Revision of 3 tenses
<b>ASSESSMENT OPPORTUNITIES</b>	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.





## **GEOGRAPHY** ([back to CONTENTS](#))

### **OVERVIEW**

"We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world. It draws on personal experience, to help us better understand the places we live in, why they matter and how they are connected to a globalised world. Geography draws from across the physical, cultural, economic and political spheres to illuminate key issues for the present and the future, explored at all scales from the personal to the local and the global. Through geography we learn to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject resource for 21<sup>st</sup> century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. Geography is studied through enquiry, this requires the formulation of effective questions. Fieldwork and outdoor education are essential to geography. The subject helps develop significant elements of the skills framework, with a strong emphasis on utilising maps and visual images as well as new technologies including Geographical Information Systems." QCA quote.

### **ASSESSMENT OBJECTIVES**

Each student is given a personalised learning checklist (PLC) for each module outlining the assessment objectives.

### **ASSESSMENT STRUCTURE**

Year 7

- 1 = Volcanoes assessment.
- 2 = Map skills assessment.
- 3 = Our island nation assessment.
- 4 = Ecosystems and tropical rainforest issue evaluation task
- 5 = Atmospheric hazards assessment.

Year 7 assessments will be a series of multiple choice recall questions out of 11 marks and a 9 mark extended writing question. Within each module there will also be assessment questions to help students progress with their academic writing style in geography and to work on their Point, Explanation, Evidence and Link writing structure.

Year 8

- 1 = World cities assessment.
- 2 = Earthquakes assessment
- 3 = Rivers and Flooding assessment.
- 4 = Development and Africa assessment
- 5 = Iceland assessment

Year 8 assessments will be a series of multiple choice recall questions out of 11 marks and a 9 mark extended writing question. Within each module there will also be assessment questions to help students progress with their academic writing style in geography and to work on their Point, Explanation, Evidence and Link writing structure.

### **GROUPINGS**

Mixed ability groups of approximately 28 students in each class. We have 10 teaching groups in Year 7 and 10 in Year 8.

### **EXTENDED STUDY INFORMATION**

<http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=910590>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://www.gatm.org.uk/>

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://www.radicalgeography.co.uk/KeyStage3.html>

<http://www.lizardpoint.com/fun/geoquiz/>

<http://www.metoffice.gov.uk/education/kids/>

Explore these websites to extend your knowledge and learning of Geography

### **ENRICHMENT OPPORTUNITIES**

Relaunching Environment/Geography club this September which is jointly run with 6<sup>th</sup> Form students.

### **EQUIPMENT NEEDED**

Standard school equipment.

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr T Hutchinson





TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Plate theory & Volcanoes	World Cities
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment based on an issue from that module or an end of module test out of 20 marks with an extended writing question, which is levelled using a marking grid.
2	Geographical skills	Earthquakes & Tsunamis
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.
3	Our Island Nation	River Flooding
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.
4	Our Island Nation / Ecosystems + Tropical Rainforests	River Flooding / Iceland
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing..
5	Ecosystems + Tropical Rainforests	Iceland
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.
6	Atmospheric hazards	Development & Africa
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing.	GCSE style questions, mainly interpretation and analysis from a resource E.g. map, photo, graph. Assessment will be 11 marks of recall questions with a 9 mark extended writing question with a marking grid to help students progress in their writing..



## **GERMAN** ([back to CONTENTS](#))

### **OVERVIEW**

German is the most widely spoken language in Europe which comes as no surprise considering Germany's 83 million inhabitants which makes it the most populous European nation. But not only the residents of Germany speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. And it is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe. Germany has the strongest economy in Europe and is also the number 1 export nation in Europe. Clearly, if you can speak German and compete with other people from around the world who often speak multiple languages, you will be very employable. German companies such as BMW, Daimler, Siemens, Lufthansa and Bosch certainly like to employ candidates with good language skills. German is also an asset to careers in Law, Journalism, Tourism, Translating and many more.

German is a fun language to learn. It is distinct and clear to understand once you have learnt the vocabulary, which often sounds similar to English. Here is an example: "Meine Schwester hat braune Haare. Sie ist intelligent. Sie studiert Medizin in Berlin. Sie kann gut singen." If you like the sound of the language, why not learn it?

### **ASSESSMENT OBJECTIVES**

We aim to assess all 4 skills in listening/ speaking/ reading and writing. Students need to demonstrate they can understand key points in extracts of spoken and written German and communicate on GCSE sub themes such as Me, Myself and Friends/ Home, Town, Neighbourhood and Region/ Free time activities/ My studies.

### **ASSESSMENT STRUCTURE**

Students will be assessed each half term in 1 - 2 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessment tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

### **GROUPINGS**

Students are taught in mixed ability groups of about 27 students.

### **EXTENDED STUDY INFORMATION**

Use vocabulary revision and practice websites. -

- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://de.duolingo.com/>
- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- Read about German/Austrian/Swiss culture using English or German websites.
- Watch suitable German films or cartoons. Visit a German-speaking country and do all the transactions.

### **ENRICHMENT OPPORTUNITIES**

A residential visit to Germany may be offered in Year 8. Various opportunities to celebrate languages take place throughout the year- eg European Day of Languages, Christmas cake competition, Spelling Bee.

### **EQUIPMENT NEEDED**

Standard school equipment including glue and rough books.

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs E Peduru



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Introducing yourself Classroom instructions and Student classroom expressions Leisure Time School stationery Alphabet Colours	Classroom instructions and Student classroom expressions Weather 'Wenn' Phrases Holidays – Present Tense & Perfect Tense Television Programmes
<b>ASSESSMENT OPPORTUNITIES</b>	Listening and Translation Test Speaking Test	Reading and Translation Test Writing Test
2	Family, pets and friends Present Tense School subjects Telling the time Food Clothes	What you do at different times of day Describing a hobby in depth Modal Verbs Word Order
<b>ASSESSMENT OPPORTUNITIES</b>	Speaking Test Reading and Translation Test Writing and Translation Test	Year 8 Assessment Week Reading, Writing, Speaking and Listening.
3	Saying what you like doing Time Phrases Modal Verbs Looking at authentic German texts for children Future Tense House and Home	Future Tense House Home Bedroom 'Zauberlehrling' Project Topical Sporting Events
<b>ASSESSMENT OPPORTUNITIES</b>	<u>Year 7 Assessment Week – End of May</u> Listening and Translation Test Speaking Test	Writing Test on the Future Tense and Modal Verbs



## **HISTORY** ([back to CONTENTS](#))

### **OVERVIEW**

The discipline of history and a knowledge and understanding of the past will help students to understand their own identity and significant aspects of the world in which they live. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

The skills learnt in History are linked to a variety of careers from Law and the Police Force by supporting an argument and reaching judgements with evidence, to Politics, Media, Public Relations and Sales through learning how to argue and convince using research and critical thinking.

History is enjoyable and teaching is based on a number of different learning strategies, including: independent work; collaborative work; debates; note taking; discussion work and others.

### **ASSESSMENT OBJECTIVES**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### **ASSESSMENT STRUCTURE**

There is an assessment for each topic focused on an enquiry question.

#### Year 7

1. Why was William able to gain and maintain control over England following the Battle of Hastings?
2. Did the Black Death cause a 'catastrophe' or a 'real improvement'?
3. Why did the English fight the English in 1642?
4. To what extent was WW1 caused by the assassination of Archduke Franz Ferdinand?
5. What makes an effective historical story about life in a medieval village?

Thematic topic: 'The way in which the authorities have dealt with crime over the last 1000 years has changed dramatically' How far do you agree with this statement?

#### Year 8

1. Did WW1 help women get the vote more than women themselves?
2. What was life like for Jewish people under Nazi rule?
3. How successfully have equal rights been fought for in the UK?
4. Why did the Qing Dynasty collapse?
5. What was life like in Victorian Britain?

Thematic topic: 'The way in which the authorities have dealt with crime over the last 1000 years has changed dramatically' How far do you agree with this statement?

### **GROUPINGS**

Mixed ability groups of approximately 28 students in each class. We have 10 teaching groups in year 7 and 8.

### **EXTENDED STUDY INFORMATION**

- Guide them towards additional reading or research

<https://schoolhistory.co.uk>

<http://spartacus-educational.com/>

<http://www.bbc.co.uk/history>



<http://www.bbc.co.uk/schools/gcsebitesize/history/>

<http://www.johndclare.net/>

<https://revisionworld.com/a2-level-level-revision/history-gcse-level>

<http://www.historylearningsite.co.uk/>

<https://quizlet.com/subject/history/>

- Encourage them to read about the books about history or historic novels.
- Get them interested in wider History by watching television series, films based on history. Maybe even watch some of the many documentaries on TV
- Go to museums and historical sites of interest.
- Research your family history.

**ENRICHMENT OPPORTUNITIES**

Potential Hampton Court Palace trip.

History Club.

**EQUIPMENT NEEDED**

Pens, pencil, glue stick, scissors, highlighters, sticky back plastic to cover exercise book, \*coloured pencils.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr T Stewart



## **MATHEMATICS** ([back to CONTENTS](#))

### **OVERVIEW**

Our aims are that all students will make strong progress in Mathematics, will enjoy Mathematics learning and be confident with using their mathematical skills to solve problems.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The program of study for Key Stage 3 is based on the key stage 3 national curriculum, building on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems, giving a solid mathematical base for the Key Stage 4 curriculum.

Students will be given opportunities to have exposure to enrichment activities. There are clear routines/expectations in place for student's presentation of work, teacher feedback and DIRT and selecting and using resources independently. Lessons will use regular recall which will help students secure their mathematical knowledge and regular homework will be used to consolidate and extend knowledge and skills.

### **ASSESSMENT OBJECTIVES**

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	The Norman Conquest.	Struggle for Women's Suffrage
<b>ASSESSMENT OPPORTUNITIES</b>	Why was William able to gain and maintain control over England following the Battle of Hastings?	Did WW1 help women get the vote more than women themselves?
2	The Black Death	The Holocaust
<b>ASSESSMENT OPPORTUNITIES</b>	Did the Black Death cause a 'catastrophe' or a 'real improvement'?	What was life like for Jewish people under Nazi rule?
3	English Civil War	British Civil Rights
<b>ASSESSMENT OPPORTUNITIES</b>	Why did the English fight the English in 1642?	How successfully have equal rights been fought for in the UK?
4	Causes of WW1	China: the Qing Dynasty
<b>ASSESSMENT OPPORTUNITIES</b>	To what extent was WW1 caused by the assassination of Archduke Franz Ferdinand?	Why did the Qing Dynasty collapse?
5	Historical fiction	The Victorians
<b>ASSESSMENT OPPORTUNITIES</b>	What makes an effective historical story about life in a medieval village?	What was life like in Victorian Britain?
	Thematic topic	Thematic topic
<b>ASSESSMENT OPPORTUNITIES</b>	'The way in which the authorities have dealt with crime over the last 1000 years has changed dramatically' How far do you agree with this statement?	'The way in which the authorities have dealt with crime over the last 1000 years has changed dramatically' How far do you agree with this statement?



- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## **ASSESSMENT STRUCTURE**

All Key Stage 3 students complete a written assessment at two points during the academic year under examination conditions. The assessments will be appropriate for their level of mathematics and will assess their ability to recall and use mathematical facts and skills, as well as to problem solve. The questions will relate to topics that have been taught during that year or during Key Stage 3. Teachers will also formatively assess the students throughout the year on a continuous basis.

## **GROUPINGS**

Students are placed in sets most suitable for their ability. Year 7 students will be placed into a mathematics set upon entry using their Key Stage 2 data and any other information from Primary Schools. Pupils in lower ability groups are taught in smaller class sizes, hence allowing for greater support to be available to them. At various points during the year, the Head of Key Stage 3 Maths, in collaboration with all relevant teaching staff, will review current data and may decide on appropriate set moves to be actioned where it is felt that a student will benefit in a positive way.

## **EXTENDED STUDY INFORMATION**

There are a variety of resources available for students to continue their studies outside of classroom time.

- MyMaths booster pack activities [www.mymaths.co.uk](http://www.mymaths.co.uk)
- Optional challenge/extension questions at end of homework activities and enrichment homeworks
- Nrich problem solving activities <https://nrich.maths.org/secondary>
- UK Maths challenge for gifted and talented mathematics students
- Puzzle of the Week [www.puzzleoftheweek.com](http://www.puzzleoftheweek.com)
- Functional Maths: open ended investigations

## **ENRICHMENT OPPORTUNITIES**

Within the classroom, teachers will be providing students with opportunities to use their mathematical skills to complete a range of problem solving tasks that demonstrate how mathematics relates to the real world. In addition to this, more able mathematicians will be able to take advantage of further opportunities. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians. Enrichment tasks are routinely set each half term as homework activities.

## **EQUIPMENT NEEDED**

Pens (black/blue and green), pencil, rubber, ruler, pair of compasses, protractor, scientific calculator (CASIO fx -83GT Plus or CASIO fx-85GT Plus is best)

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs S Strong





TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<b>Number 1:</b> Directed number and ordering <b>Number 2:</b> Calculating 4 operations <b>Probability 1:</b> Describing probabilities	<b>Number 1:</b> Calculating, numbers and the number system <b>Algebra 1:</b> Algebraic proficiency further
2	<b>Number 3:</b> LCM, HCF and BIDMAS <b>Algebra 1:</b> Expressions, simplifying, brackets, substitution, functions <b>Geometry and Measure 1&amp;2:</b> Constructing angles and triangles, further work on 2D shapes	<b>Geometry and Measure 1:</b> Visualising and constructing including similar shapes, map scales and bearings <b>Number 2:</b> Exploring FDP further <b>Ratio and Proportion:</b> further ratio including compound units <b>Algebra 2:</b> Sequences further
<b>ASSESSMENT OPPORTUNITIES</b>	Mid year assessment at start of term 3. Formative assessment continuous.	Mid year assessment at end of term 2. Formative assessment continuous.
3	<b>Number 4:</b> Exploring FDP <b>Ratio and Proportion:</b> Proportional reasoning <b>Algebra 2:</b> Patterns and sequences	<b>Geometry and Measure 2:</b> Investigating Angles <b>Number 3:</b> Calculating FDP including reverse % questions
4	<b>Geometry and Measure 3&amp;4:</b> Angles and measures <b>Number 5:</b> 4 operations with fractions, percentages and % change, further work on FDP conversions <b>Algebra 3:</b> Solving equations	<b>Geometry and Measure 3:</b> Calculating space including circles and volume <b>Algebra 4:</b> Graphs <b>Algebra 3:</b> Solving equations further and inequalities <b>Probability 1:</b> Understanding risk
5	<b>Geometry and Measure 5:</b> Area, perimeter and volume <b>Number 6:</b> Checking and estimating <b>Geometry and Measure 6:</b> Transformations	<b>Stats 1:</b> Presentation of data (scatter graphs and histograms) <b>Stats 2:</b> averages from frequency tables <b>Geometry and Measure 4:</b> Pythagoras
<b>ASSESSMENT OPPORTUNITIES</b>	End of year assessment early in Term 6. Formative assessment continuous.	End of Key Stage 3 assessment end of term 5. Formative assessment continuous.
6	<b>Stats 1 and 2:</b> Data handling, averages, bar charts, pie charts. <b>Revisit weaker topics, problem solving and extended tasks/depth of knowledge.</b>	<b>Algebra 5:</b> Inequalities <b>Geometry and Measure 5:</b> Constructions and Loci <b>Trig:</b> Right angled trig ratios. <b>Revisit weaker topics, problem solving and extended tasks/depth of knowledge</b>





## **MUSIC** ([back to CONTENTS](#))

### **OVERVIEW**

Music lessons at Maiden Erlegh are designed to enable all students to engage in practical music making activities encouraging their creativity and performing skills. Studying music allows students to improve their co-ordination skills, memory, team work, self-discipline and gives them an opportunity to express themselves.

### **ASSESSMENT OBJECTIVES**

- AO 1 – Perform with technical control, expression and interpretation
- AO 2 – Compose and develop musical ideas with technical control and coherence
- AO 3 – Demonstrate and apply musical knowledge
- AO 4 - Use appraising skills to make evaluative and critical judgements about music

### **ASSESSMENT STRUCTURE**

Students complete a baseline assessment at the start of year 7 to assess their performing, composing and listening skills which is used to help create their flight path.  
Students are then assessed at the end of every topic which cover the four assessment objectives across the year.

### **GROUPINGS**

Students are taught in mixed ability classes of approximately 24 students

### **EXTENDED STUDY INFORMATION**

Encourage additional reading around the subject being studied through internet research Encourage additional listening through use of YouTube (audio/ video) and investigation of CD collections at home BBC Bitesize:  
<http://www.bbc.co.uk/education/subjects/zmsvr82>

Google Classroom

### **ENRICHMENT OPPORTUNITIES**

The music department run several weekly extra-curricular clubs including:

- Choir
- Woodwind Group
- String Group
- Senior Band
- Junior Band
- Brass Band

There are three music concerts through the year, along with the annual school production in conjunction with the drama department. We also run a gifted and talented workshop once a year.

Every year we run a reward trip for Years 7 and 8. In the past this has included trips to see “Hairspray”, “The Lion King” and “School of Rock”.

Private instrumental lessons are also available through Berkshire Maestros.

### **EQUIPMENT NEEDED**

Pens (blue/black, purple and green), pencil, rubber, glue

If students have their own instruments they may bring these in for their music lessons

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum leader:** Miss J Pitman



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<b>Baseline Music quiz &amp; practical</b> <b>The Elements of Music</b> – Students are introduced to the key elements of music	<b>The Blues</b> – Students will learn about the origins of the Blues and the main features including the 12-bar blues chord sequence and improvisation.
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline assessment	Performance of 12-bar blues chord sequence. Blues composition.
2	<b>Keyboard skills</b> – Students will learn how to read traditional pitch and rhythm notation. They will also learn where the notes are on the keyboard and learn to play a variety of melodies on the keyboard.	<b>Britpop</b> – Students will explore the origins and main features of Britpop music and learn how to play an Oasis song.
<b>ASSESSMENT OPPORTUNITIES</b>	Keyboard assessment	Group performance of a song by Oasis.
3	<b>Medieval Music</b> – Students will explore the main features of Medieval music including the instruments and learn how melodies are constructed.	<b>Film Music</b> – Students will discover the importance of music in films, learn to play a variety of film theme tunes and create their own music for a James Bond trailer.
<b>ASSESSMENT OPPORTUNITIES</b>	Medieval composition	Film music composition for a James Bond trailer.
4	<b>Programme Music</b> – Students will learn about the instruments of the orchestra, how music can be used to represent a variety of things including animals and paintings and create their own programme music to represent different paintings.	<b>Game Music</b> - Students will investigate the main characteristics of computer game music and create their own theme tune for a computer game character
<b>ASSESSMENT OPPORTUNITIES</b>	Pictures at an Exhibition composition	Computer game character theme tune composition
5	<b>Calypso Music</b> – Students will explore the origins of Calypso music and learn about the typical features of Calypso music. They will take part in whole class performances of traditional Calypso songs.	<b>Reggae</b> – Students will explore the origins and main features of Reggae music. They will work on a performance of a Reggae song in groups and then compose their own Reggae song
<b>ASSESSMENT OPPORTUNITIES</b>	Calypso composition.	Performance of Three Little Birds
6		<b>Samba</b> – Students will be introduced to the main features of Samba music and learn to play the instruments. They will perform Samba pieces and create their own arrangement of “Samba de Janeiro”.
<b>ASSESSMENT OPPORTUNITIES</b>		Performance of “Samba de Janeiro”



## PHYSICAL EDUCATION ([back to CONTENTS](#))

### OVERVIEW

At Maiden Erlegh the PE curriculum is designed to inspire and engage all student's to succeed and become more independent in their learning. At Key Stage 3 Stage all students take part in core PE lessons.

### ASSESSMENT OBJECTIVES

Students will:

- develop their competence in a broad range of physical activities
- be physically active for sustained periods of time
- fully engage in competitive sports and activities
- be taught to lead a healthy, active lifestyle

Students will be taught to:

- develop their technique and improve their performance in a range of competitive team sports
- perform a range of gym and dance styles and forms
- take part in outdoor and adventurous activities and developing skills to solve problems, either individually or as a group
- analyse their own and others performance

### ASSESSMENT STRUCTURE

Students will be assessed after every activity taught using the GCSE PE practical criteria. They will be given a score /10 which they continue to add to throughout the year.

### GROUPINGS

5/6 groups per half of year, Max 30 students per group. Single and mixed sex groups, streamed into ability.

### EXTENDED STUDY INFORMATION

### ENRICHMENT OPPORTUNITIES

Lords 20/20, Rugby and Hockey tour, Netball and football tour. Vast selection of after school clubs every day after school

### EQUIPMENT NEEDED

	BOYS	GIRLS
Compulsory	Polo shirt with school logo Plain navy shorts Plain navy football socks Plain white socks Non-marking trainers Long sleeve games jersey Football boots Shin pads Mouth guard	Polo shirt with school logo Plain navy shorts Plain navy football socks Plain white socks Non-marking trainers Long sleeve games jersey Football boots Shin pads Mouth guard
Optional	Rain Jacket with logo Plain navy tracksuit bottoms Navy ME midlayer	Rain Jacket with logo Plain black tracksuit bottoms Plain black or blue leggings Navy ME midlayer Plain navy PE Fleece

*\*NB: When students are competing in football/hockey they MUST have shin pads*

### CONTACTS / ANY FURTHER INFORMATION

**Curriculum Leader:** Mr J Flynn



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1-6	<p>Students complete half a term on each activity.</p> <p><b>Focus: Basic movement skills and rules.</b></p> <p><b><u>Girls:</u></b></p> <p>Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics, OAA, Basketball.</p> <p><b><u>Boys:</u></b></p> <p>Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball.</p>	<p>Students complete half a term on each activity.</p> <p><b>Focus: Developing skills and game play.</b></p> <p><b><u>Girls:</u></b></p> <p>Netball, Rugby, Football, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics, OAA, Basketball.</p> <p><b><u>Boys:</u></b></p> <p>Rugby, Football, Hockey. Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics, OAA, Basketball.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit</p>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit.</p>



## **PURPLE PATHWAY** ([back to CONTENTS](#))

### **OVERVIEW**

Students in Year 8 follow the Key Stage 3 Support scheme of work. This is differentiated so that all students in these groups have a bespoke learning experience in order for them to access all topics. We also revisit basic number and numeracy skills that students may not have understood at Key Stage 2 in order to reinforce the fundamental concepts of maths, place value, calculations, time and number facts in order to ensure that they see and use the maths needed to progress. We have high expectations for all of our students and challenge is embedded in lessons. The small group settings ensure that students have a safe learning environment and immersion in engaging, practical activities helps to develop their confidence in their Mathematical ability.

### **ASSESSMENT OBJECTIVES**

Please see English and maths, Geography and history.

### **ASSESSMENT STRUCTURE**

Please see English and maths, Geography and history.

### **GROUPINGS**

There are about 20 students on the purple pathway in Key Stage 3 and these are usually split into two classes.

### **EXTENDED STUDY INFORMATION**

Please see English and maths, Geography and history.

### **ENRICHMENT OPPORTUNITIES**

Please see English and maths, Geography and history.

### **EQUIPMENT NEEDED**

Pen, pencil, calculator, colouring pencils, rubber, pencil sharpener, ruler, glue, scissors.

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss C Nimmo



## **RELIGION AND PHILOSOPHY** ([back to CONTENTS](#))

### **OVERVIEW**

Religion and Philosophy is essential to ensure students are respectful and understanding of others' views. The Key Stage 3 course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised.

A range of religious beliefs are explored, including Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism on a variety of issues, as well as an in depth exploration of their faith and beliefs. Humanist views and responses to philosophical questions are also debated throughout the course.

This course is relevant to any future career where you work with people, particularly careers in law, medicine, teaching, engineering, journalism, the police, youth work and any job where you will encounter people with different beliefs and backgrounds.

### **ASSESSMENT OBJECTIVES**

Students are assessed based on their knowledge and understanding of different belief systems and philosophical questions, as well as their ability to evaluate the wide range of viewpoints.

### **ASSESSMENT STRUCTURE**

The assessment structure varies but can include:

- Responses to a statement which students evaluate from different perspectives
- A range of questions that assess students' knowledge and ability to evaluate different viewpoints
- A diary entry to show awareness of the impact different religions have on people's lives
- An essay style assessment, where a range of views on one issue are explored

### **GROUPINGS**

10 mixed groups with approximately 28 per group in each year group.

### **EXTENDED STUDY INFORMATION**

- Guide them towards developing their understanding of religious issues by discussing topical issues in the news
- Encourage them to research and find out about inspirational religious figures
- Research and reflect on contemporary issues linked to religion in the modern world
- Useful websites: <http://www.bbc.co.uk/> <http://www.reonline.org.uk/>
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zh3rkqt>
- Regular use of the google classrooms pages (these will be shared by their classroom teacher)

### **ENRICHMENT OPPORTUNITIES**

Philosophy Club is delivered during the first term and is open all year 7 and 8 students.

In year 7 students are visited by a group called 'RE Inspired' who look at whether Jesus can be seen as mad, bad or God. In year 8 students are visited by RE Inspired again who share different viewpoints from their varied Christian denomination perspectives. Also, year 8 are visited by Buddhist visitors who share how Buddhism impacts their lives.

### **EQUIPMENT NEEDED**

No equipment is needed but there is a wider reading list on our google classroom page

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss S Jones



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p><b>Unit 1: Who is God?</b></p> <p>Exploring the deity in a wide range of faiths, as well as a Humanist rejection of this.</p>	<p><b>Unit 1: What would you choose?</b></p> <p>An ethics unit, investigating difficult decisions made by historical and inspirational religious figures.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.
2	<p><b>Unit 2: Jesus: who am I?</b></p> <p>A unit looking at a range of Christian, as well as atheist and other religious viewpoints, to explore who Jesus really was and is.</p> <p><b>Unit 3: What is philosophy all about?</b></p> <p>A philosophy unit exploring key philosophical questions around our conscience, morality, life after death and the problem of evil.</p>	<p><b>Unit 2: What's it like to be a Muslim?</b></p> <p>A unit looking at the key beliefs and practices within Islam, exploring diversity within this faith.</p> <p><b>Unit 3: Do philosophical arguments for God's existence work?</b></p> <p>A philosophy unit exploring key arguments for the existence of God such as the Cosmological and Teleological Argument, alongside arguments from Religious Experience. We evaluate the success of each argument.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.
3	<p><b>Unit 4: Unit 4: How do the Dharmic faiths respond to ethical dilemmas?</b></p> <p>A unit looking at what ahimsa means for a Hindu's day to day life, what seva means for Sikhs and Hindus and how Hindus and Sikhs apply ahimsa and seva to make ethical decisions such as decisions surrounding war, organ donation and animal testing.</p> <p><b>Unit 5: Why are festivals so important?</b></p> <p>A thematic unit looking at the meaning and purpose behind religious festivals in a range of faiths.</p>	<p><b>Unit 4: What does it mean to be a Humanist?</b></p> <p>A unit exploring a non-religious viewpoint, thinking about how Humanists gain purpose and meaning out of life, how humanists mark key life events like births and weddings and how humanists campaign for a better world</p> <p><b>Unit 5: What's it like being a Buddhist today?</b></p> <p>This unit explores what life is like as a Buddhist, by investigating key Buddhist beliefs and practices such as the noble eight-fold path and meditation.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.	Extended written piece per unit, focusing on the presentation of knowledge, evaluating ideas and the expression of personal opinion.



## SCIENCE ([back to CONTENTS](#))

### OVERVIEW

At Key Stage 3, pupils follow a bespoke 'in-house' modular course, supported by a range of resources and matched to the national curriculum KS3 Syllabus which provides the baseline to students going on to study Science at GCSE. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work. Students will cover all the topics, but not necessarily in the order given below.

The aim of this course is to firmly introduce the students to the importance of Science both in terms of qualifications and skills required to pursue STEM based careers in the future such as engineering and research.

### ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 science is there to ensure students have understood key concepts and have grasped the necessary subject knowledge which is required for KS4. It also involves developing key examination skills such as analysing data and writing extended answers. Practical skills are also assessed to ensure students begin to prepare for the required practicals at both KS4 and KS5 should they wish to study the subject to this level. Every unit has associated DIRT tasks to enable students to reflect on and develop their understanding.

### ASSESSMENT STRUCTURE

Students will be assessed in the following skills:

- Analysing data
- Drawing graphs
- Extended pieces of writing
- Exam questions
- Practical assessments

### GROUPINGS

The majority of students are taught in mixed ability groups. This allows for groups to be smaller, averaging 25 pupils per class. With 12 groups in total per cohort.

### HOMEWORK INFORMATION

Students will be set weekly homework tasks based around the 4 R's: Reading, Research, Recall and Revision to consolidate and develop their understanding of the work completed in lessons.

### EXTENDED STUDY INFORMATION

Students can consolidate their learning using websites such as <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>.

### ENRICHMENT OPPORTUNITIES

We have house competitions that students can get involved with. Science projects are set to allow students to showcase their understanding. Exceptional work is shared with the senior leadership team and on twitter. Students can achieve Scientist of the term for the ongoing production of outstanding work. Science fayre.

### EQUIPMENT NEEDED

Scientific calculator, pens, pencil, ruler, glue stick.

A science laboratory coat is **NOT** required as part of school uniform.

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage your child to discuss with you what they are learning. If they can explain the processes clearly to another, it really helps to develop their own understanding. Encourage them to read around the subject and to create a quizzes and mind maps to consolidate their classwork.

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

### TEXTBOOKS OR REVISION GUIDES

Science AQA Activate student book 1 ISBN 978-0198408246

Science AQA Activate student book 2 ISBN 978-0198408253

CPG KS3 Science study guide – Higher ISBN 9781841462301

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr R Tait





Rotation	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	An introduction to laboratory safety and skills Cells Circuits Variation The particle model Sound	Elements and compounds Heating & cooling Light Breathing Periodic table
2	Plant reproduction Energy costs Acids & Alkalis Movement Earth's structure	Contact forces Metals & non-metals Photosynthesis Magnetism and Electromagnets Respiration
3	Energy transfers Human reproduction Speed Interdependence Gravity Separating mixtures	Types of reaction Universe Digestion Current Inheritance Evolution
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline test when students first arrive at Maiden Erlegh.  In each topic there will be a piece of literacy or numeracy work which will be formatively assessed.  Year 7 examination during assessment week cover the whole content studied up until this point in the year.	In each topic there will be a piece of literacy or numeracy work which will be formatively assessed.  Year 8 examination is during assessment week and it covers the whole content studied up until this point in the year.

**N.B. ASSESSMENT OPPORTUNITIES = Formative activities**



## **SPANISH** ([back to CONTENTS](#))

### **OVERVIEW**

Spanish is a great language to learn and is spoken by 500 million people worldwide. In Year 7 and 8 all pupils have four hours of Spanish lessons per fortnight with opportunity to take Spanish on to GCSE. Throughout Years 7-11, students will be encouraged to explore language through a wide variety of topics which will help them to develop the four key linguistic skills; Listening, Reading, Writing and Speaking.

In Year 12 and 13 students will be taking a further journey into Spanish and Spanish speaking countries analyzing the culture, the literature, current themes and consolidating all aspects of Spanish grammar.

Pupils develop the four skills through a variety of activities including role play, speaking in pairs or groups, presentations, listening to native speakers, completing written tasks, language games, videos, reading and grammar work. A number of different topic areas are covered from the National Curriculum Areas of Experience, for example identity and culture, current and future study, local area, holidays and travel. These topics will be further developed in KS4 classes. Similarly, we will aim at raising awareness on the importance of learning a language for future studies and careers.

The use of Target Language by both students and teacher is carefully planned in order to enhance Spanish rhythms, sounds and intonation.

### **ASSESSMENT OBJECTIVES**

**A range of Formative and Summative assessments providing evidence of learning and evidence for learning.**

Covering the 4 skills – speaking, writing, reading and listening. Students to get used to the AQA new grading criteria and KS3 scale descriptors. Aiming to give opinions when talking about familiar topic, being familiar with using different tenses and in exceptional cases being able to express themselves using up to 4 tenses accurately.

### **ASSESSMENT STRUCTURE**

Covering the 4 skills – that could be 2 skills or more per half term. The exam will follow the GCSE exams criteria but adapted according to students' learning and needs.

**GROUPINGS** Mixed abilities, classes may vary from 25 to 30.

### **EXTENDED STUDY INFORMATION**

Students can practice reading and listening skills or download PDF documents with key vocabulary.

Studying Spanish movies and or short youtube video clips in target language. Spanish songs.

**Using google classroom to store homework, lessons and promote extra curriculum activities.**

### **ENRICHMENT OPPORTUNITIES**

European day of languages in September. After school clubs and competitions. Spelling Bee competition. Possible theatre company invited to present a show in Target Language.

Celebration day for MFL in April – testing food and recognising students' progress/effort.

**Other Language/Spanish competitions**

### **EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr G. Raso



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Introduction of Target Language</p> <ul style="list-style-type: none"> <li>• Introducing myself</li> <li>• Saying what I like</li> <li>• How do you say ... ?</li> <li>• Can I ... ?</li> <li>• What are the school rules?</li> <li>• How do you spell?</li> <li>• What do you fancy doing?</li> <li>• What can we do today?</li> </ul>	<p>Activities, describing yourself and friends, nationalities, places in town, television, films, invitations and making excuses.</p> <p>Expressing opinions about activities: <i>me gusta...</i></p> <p>Descriptions of people: <i>el pelo, los ojos</i></p> <p>Nationalities: writing an extended text</p> <p>Places in town: near future tense (<i>voy a + infinitive</i>)</p> <p>Television: opinions and new adjectives</p> <p>Films: <i>más...que..., menos...que...</i></p> <p>Invitations : authentic Spanish expressions</p> <p>Making excuses : using <i>querer</i> and <i>poder</i></p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
2	<p>Me, my family and my friends – where I live – what language do I speak</p> <ul style="list-style-type: none"> <li>• possessive adjectives</li> <li>• use two verbs together/ Use of modal verb</li> <li>• poder + infinitive</li> <li>• Vamos a + infinitive • adjective agreement rules • <i>casarse/enfadarse/llevarse bien con</i></li> <li>• adverbs of frequency</li> <li>• gustar</li> <li>• regular verbs using the infinitive</li> <li>• interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i></li> <li>• What/who is important to me</li> <li>• What do I like doing</li> </ul>	<p>Arranging going out with family and friends. To learn new types of TV programmes. To say which programmes they like/dislike.</p> <p>¿Cuál es tu programa favorito? ¿Por qué?</p> <p>¿Qué tipo de películas (no) te gustan?</p> <p>¿Te gustaría ir a la bolera?</p> <p>No puedo...</p> <p>Tengo un problema</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
3	<ul style="list-style-type: none"> <li>- Home, town, neighbourhood and region</li> <li>• The present tense – I live/he/she lives</li> <li>• Prepositions</li> <li>• use two verbs together/ Use of modal verb</li> <li>• Vamos a + infinitive</li> <li>• comparatives <i>más que/menos que</i></li> <li>• expressions of quantity</li> <li>• <i>los que/las que + verb</i></li> <li>• interrogatives <i>dónde</i> and <i>por qué</i></li> <li>• poder + infinitive</li> </ul>	<p>Describing past holidays, saying what you did on holiday, learning about the Spanish speaking world, mealtimes, food, shopping for food, restaurants, meals</p> <p>Describing past holidays: preterite tense of <i>ser</i> and <i>ir</i></p> <p>Spanish speaking world: increasing cultural knowledge</p> <p>Mealtimes: time expressions</p> <p>Shopping for food: using numbers up to 1000</p> <p>Restaurants: understanding the difference between <i>tú</i> and <i>usted</i></p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
4	<p>Free time activities</p> <ul style="list-style-type: none"> <li>• consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i></li> <li>• extend range of two verbs together</li> <li>• adverbs such as <i>por lo general/normalmente</i></li> </ul>	<p>Introduce the new topic of food.</p> <p>Revising numbers and learning how to ask for certain quantities of food.</p> <p>Looking at money and market dialogues</p> <p>Introducing new food vocabulary (in a restaurant).</p>



	<ul style="list-style-type: none"> <li>• clauses introduced by cuando and si (y9)</li> <li>• Dónde/ con quien/cuando</li> <li>• Past tense – it was/I went</li> </ul>	<p>Look at a more complex text in the preterite tense on the topic of food</p> <p>Asking and answering questions about meals.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Speaking project – presentation in front of the class
<b>5</b>	<p>My studies</p> <ul style="list-style-type: none"> <li>• Me gusta + infinitive</li> <li>• tener que/deber + infinitive</li> <li>• hay que + infinitive (compulsory subjects)</li> <li>• porque to express reasons</li> <li>• More present tense</li> <li>• perfect tense, some irregular verbs</li> <li>• The future tense – voy a/ vamos a ... two verbs together eg ir a/ esperar/gustar más</li> <li>• reflexive verbs</li> <li>• comparative and superlative in expressing opinions about subjects</li> <li>• use of tú and usted in informal/formal exchanges (Y9)</li> </ul>	<p>Clothes, school uniform, preferences, trips, health, body parts, ailments, healthy eating, lifestyle choices</p> <p>Clothes: adjectival agreement (<i>una falda roja</i>)</p> <p>School uniform: comparisons and superlatives</p> <p>Body parts: <i>me duele(n)</i></p> <p>Ailments: <i>tengo catarro/tengo tos</i></p> <p>Healthy eating: making resolutions for the future</p> <p>Lifestyle choices: using <i>para</i> to make more complex sentences</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
<b>6</b>	<p>Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.</p> <ul style="list-style-type: none"> <li>• preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir)</li> <li>• reflexive verbs in preterite; perfect and imperfect tenses together</li> <li>• describing a past event/festival; actions and opinions</li> <li>• talking about movies – use of the future tense</li> <li>• More use of describing words</li> </ul>	<p>Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.</p> <ul style="list-style-type: none"> <li>• preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir)</li> <li>• reflexive verbs in preterite; perfect and imperfect tenses together</li> <li>• describing a past event/festival; actions and opinions</li> <li>• talking about movies – use of the future tense</li> <li>• More use of describing words</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Catching up/intervention if needed	Listening, Reading, Writing and Speaking.