



## Year 7 Curriculum Guide



At Downsend we are proud of the broad curriculum that we offer in Key Stage 3 and the opportunities that these subjects provide for your child to both develop their Future Skills, and lead to academic success in the future.

Whilst many of the subjects that your child will study in Year 7 look familiar, they will notice, as they transition to being in the Senior School, that all subjects will adopt a more academic focus, whilst still enabling them to enjoy and be enriched by the variety on offer. This guide is designed to support you in supporting your child. It provides the topics being studied in each subject this year, along with information about independent learning, opportunities for learning beyond the curriculum and how you can support your child at home. In school, we talk regularly to the pupils about how they learn and strategies that they can use to support their learning, particularly when it comes to revision for assessments – we have included some of these strategies in this guide. There is also an outline of the reporting cycle and what the information on your child's report means, so please keep this guide somewhere safe to refer to later in the year! If you have any questions with regards to your child's learning, please contact the subject teacher in the first instance or the Head of Department for the subject concerned. If your query is of a more general nature, please contact your child's tutor or Miss Aylen, Head of Year 7

## **Key Staff**

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## **Heads of Year**

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## **Year 7 Timetable**

Our timetable operates on a two-week cycle, with each week known as Week A and Week B. A chart which shows which timetable week corresponds with each calendar week is available on Cognita Connect.

There are 6 periods each day, with each period lasting 60 minutes. The structure of the day is as follows:

**8.30am** Registration, Form Time activities or Assembly

**9.00am** Period One

**10.00am** Period Two

**11.00am** Morning Break

**11.20am** Period Three

**12.20pm** Period Four

**1.20pm** Lunch

**2.20pm** Period Five

**3.20pm** Period Six

**4.20pm** Dismissal or Extra-curricular activities

# INDEPENDENT LEARNING



As a school, we believe that the core purpose of homework is to help students make progress in their learning, whether that be in their knowledge, skills, understanding or in their own personal growth. Teachers will set homework for a variety of reasons that might include preparation for lessons to come, consolidation and practice of lessons that students have had, to stretch and challenge or to broaden personal development. As a school, we do not believe in setting homework for the sake of it. We recognise that many of our students have extensive extra-curricular commitments outside school. We value family life.

- Homework will be relevant and a clear task set.
- Guidance on how long to spend on each homework and a clear deadline.
- This information will be available on Class Charts.
- A wide variety of homework tasks, such as the completion of exercises, revision, independent research, longer term projects or the practice of skills in practical activities.
- Some tasks will relate directly to exam style questions; others will aim to take your child beyond the syllabus.
- Some will be written; some will involve the use of computer. Tasks may be creative or simply involve reading or thinking about a subject. Work may have to be completed individually or in groups.

## Things to be aware of

- Not all homework will be marked formally by a teacher, but all will be assessed. Sometimes this assessment will be written, sometimes verbal, sometimes peer and self-assessed. Some homework tasks will be given a mark or grade; some may have formative comments. Some feedback may require your son/daughter to revisit their work in order to learn from it and improve.
- Teachers will set a homework task appropriate to the subject, the group and individuals within it. Therefore, your child may not have the same task as another in the same subject or even in the same class.

- Sometimes, tasks may be challenging. This could be intentional but should never cause worry. If this is the case, encourage your child to talk to their teacher to let them know that they are finding the task difficult.
- If your son/daughter is taking a long time on their homework (greater than 125% of the allocated time), please encourage them to stop. Please write a short note to advise the subject teacher of this.

### **What can I do to help?**

- Take an interest in your son/daughter's work but allow them to complete it by themselves.
- Find your son/daughter a space to work – but this may not have to be on their own in their bedroom. Some students will feel happier working in the kitchen or sprawled out on the living room floor. Sometimes (for example when doing revision) you may have to help with ensuring a quiet environment, whilst on other occasions a family discussion could be more effective.
- We do not expect parents to be subject experts, and therefore if you have any specific subject queries with regards to homework, please contact the subject teacher or Head of Department.
- If you have any general concerns about Independent Learning for your son/daughter, please contact their tutor or Head of Year.

### **Useful Platforms**

<https://hegartymaths.com/>

<https://www.century.tech/>

<https://senecalearning.com/en-GB/>

<https://pearsonactivelearn.com/>

<https://uk.language-gym.com/>

<https://conjuguemos.com/>

### **Independent Learning Expectations:**

- Pupils should read for 15 minutes per day.
- English spellings will be set weekly.

French and German or Spanish learning will also be set weekly.

### **What is Revision?**

The word “revision” literally means “to look again”. It is the process of “looking again” at what we have already learnt, in order to make it easier for us to recall in a particular situation.

Revision is often associated with preparation for exams, but if we are effectively applying the science of memory, then it should be an ongoing process to support retrieval of knowledge, rather than something that only takes place immediately prior to an assessment or exam. In Year 7, all of our assessments are designed to promote learning and provide feedback.

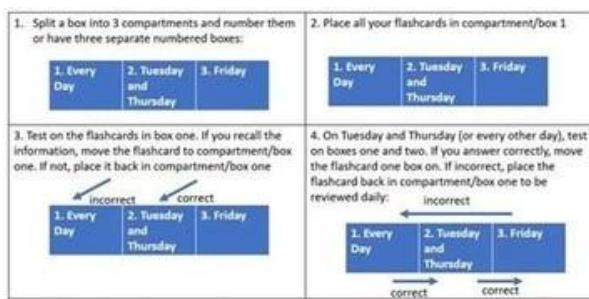
Pupils are therefore encouraged to see them as learning opportunities. Thorough preparation is, however, important to ensure that they can make the most of these opportunities. The act

of revisiting previously learnt material on a regular basis for assessments, whatever form they take, is integral to the long-term learning process.

Recent research has concluded that the revision strategies most preferred by pupils are often the least efficient at promoting quick recall.



**Revision Strategy 1: Self Quizzing** Step one: students read the key information (e.g. their notes on power in Macbeth) Step two: students conceal the information. Step three: students write down everything they can remember. Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session. This self-quizzing process can be done in pairs with students questioning each other or with you questioning them.



### Revision strategy 2: The Leitner Method (Flashcards)

The Leitner Method is a way of quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly.

You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.

**Revision Strategy 3: Brain Dumps** A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splatting' everything your child knows about a topic onto a blank piece of paper.

Step one: students choose what they want to revise (e.g. the character of Lady Macbeth)

Step two: students write down everything they can remember on this topic.

Step three: students over lesson material to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.

#### **Revision Strategy 4: Mind Maps**

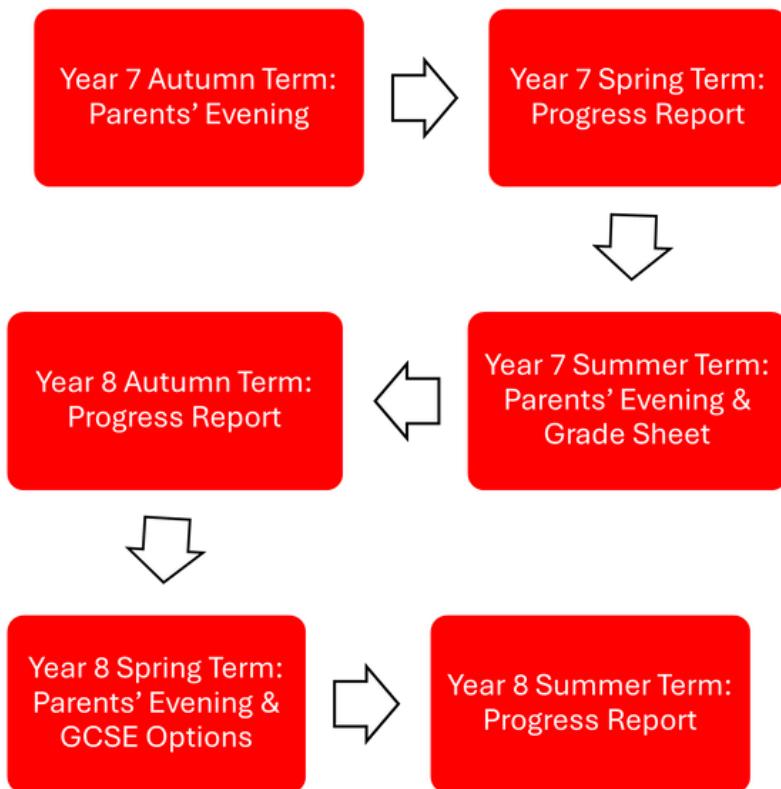
- A mind map is a way of summarising information that you have learnt. It shows how the
- information is connected to the main topic. It can use words and pictures so supports those
- who learn better with pictures. The idea of a mind map is that you can use it as a prompt
- from which you can talk or write about that topic in much more detail.



**Top Tips for effective revision** Support your child by encouraging them to:

- Spend a maximum of 20 minutes on any topic in one go.
- Be ACTIVE in their revision.
- Remind them that reading their notes alone will not work!
- Work in a quiet environment with limited distractions.

- Remove electronic temptations – have an agreed amnesty. And reward successful demonstration of the outcome of the revision in the way that is appropriate for your child.



At the start of Year 7, pupils undertake a baseline assessment (CAT4) which assesses broad academic ability. The results of this assessment are used to generate potential GCSE outcomes. Along with our knowledge of the pupils and their strengths, these grades are used to provide the

**Potential Attainment Band** that each child should be working towards as a minimum during Years 7 and 8. Each band is assigned a colour as follows:

Purple	GCSE grades 7, 8 or 9
Yellow	GCSE grades 5 or 6
Blue	GCSE grades 3 or 4
Orange	GCSE grades 1 or 2

These bands will be reviewed as your child progresses through Year 8 and 9 before GCSE target grades are confirmed at the start of Year 10.

When we report to you, you will be provided with a Progress Grade, which indicates how well your child is performing against their potential.

Exceeding	likely to achieve above their Potential Attainment Band
On Track	likely to achieve within their Potential Attainment Band
Working Towards	currently working towards achieving within their Potential Attainment Band

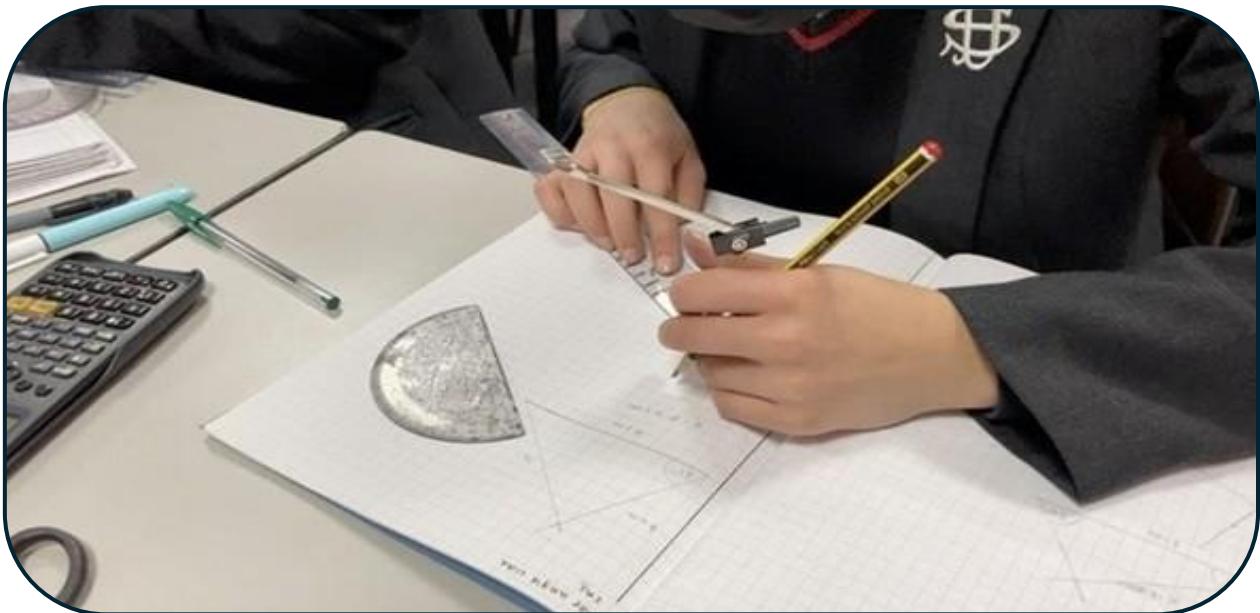
The **Approach to Learning** grade indicates how your child is approaching their studies, and takes into consideration their conduct and contribution in class; the quality of their work, both in class and at home; the independence they are showing in their learning and their organisation. This is encompassed in a single grade: Excellent, Good, Adequate or Progress Needed. In the case that Adequate or Progress Needed is identified, the area for focus is provided for you to be able to discuss this with your child. Please note that we have deliberately set the standard for “Excellent” as representing true excellence in approach to learning.

Alongside written reports, teachers will provide specific **Next Steps** targets which indicate actions that your child should take in order to progress further. We encourage parents to discuss these steps with their child and support them at home in implementing these steps.

### Curriculum Information

In the following pages you will find specific Year 7 curriculum information for each subject.

# MATHS



## **What will your child be learning?**

At key stage 3 we follow the Pearson Maths Progress scheme of work.

Through the year, they will be building skills in: use of a calculator recommended

calculator

## **What learning will your child need to do beyond the classroom?**

Homework will be set once a week, this will mainly be using Sparx maths and Mathswatch. If your child's teacher feels consolidation of a topic is required or recap of skills is needed homework may be set up to twice a week.

## **How can you support your child's learning?**

Ensuring they complete Sparx maths/Mathswatch assignments by watching the video and writing out workings before attempting answers, to become independent.

It is essential that your child comes fully equipped to each maths lesson having a pen, pencil, ruler, scientific calculator, [geometry set](#) and computer stylus.

Sparx and Mathswatch is always open and your child can complete any tasks related to the topic.

Students can complete a 1 minute maths on Mathswatch as a revision tool.

## **How will they be assessed?**

Students will have regular low stakes quizzing on general maths skills.

Students will complete a period of revision at the end of each unit, prior to a formal Unit test to show understanding. Following the Unit test, teachers will feedback and oversee a period of error correction on an individual and group basis. This feedback loop is vital for long term success....Revision....test....correction/consolidate.

Formal assessments will take place once a term. This will be based on course content covered to date and a period of revision will precede the assessment. Students will always have access to their textbook via the online Pearson account.

Finally students will be set into ability groupings after a baseline assessment that will take place during the autumn term.

### **How can they develop their learning beyond the formal curriculum?**

- Talk to your child about maths in a positive manner
- Discuss different methods of tackling a maths problem.
- Complete as much Mathswatch as possible.
- Take part in the UKMT challenges
- Complete maths puzzles such as sudoku or logic puzzles.

# ENGLISH



## **What will your child be learning?**

### **Autumn Term**

The Whale Rider by Witi Ihimaera

### **Spring Term**

A Midsummer Night's Dream by William Shakespeare

### **Summer Term**

Treasure Island by Robert Louis Stevenson

Through the year, students will be building skills in literacy by engaging with a variety of written texts. As they learn, they will also engage with descriptive and persuasive writing tasks that will eventually form the basis of their English Language GCSE. Students will be expected to present their learning in a range of written formats including extended essays, comprehension, descriptive writing and articles. Their learning will also be accompanied by a strong focus on spelling, punctuation and grammar (SPaG) in all lessons. During the year, they will continue to improve their digital literacy, using their devices for research and to create presentations of their learning. Students will be expected to improve their collaboration skills through group work activities and to develop their skills in oracy through presentation work and discussion. The curriculum will provide students with the chance to think critically about writers' choices through considering the questions: What is the writer doing? How is the writer doing it? Why is the writer doing it?

## **What learning will your child need to do beyond the classroom?**

Students will be set relevant homework tasks by their teacher on Firefly once a week. These will take a variety of formats, as appropriate, throughout the year. Examples of English homework will include revision to prepare for assessments; weekly spellings; research on a particular character, theme, or contextual aspect; and curriculum related projects to extend and enrich learning outside the classroom. Keeping their revision notes (mind maps, bullet point lists, diagrams etc) up to date will help prepare for end of topic and summer examinations. Through engaging with the Accelerated Reader programme, students must read for a minimum of twenty minutes per evening and quiz immediately upon completion of the current book.

## **How can you support your child's learning?**

The most fundamental way that you can support your child with English and literacy is by encouraging them to read. Many children become reluctant readers at this age, particularly with growing distractions, such as gaming, becoming increasingly prevalent. It is extremely important that at least twenty minutes is given to reading each day for both fiction and nonfiction texts. Beyond reading, please remember to engage your child in conversation about what they have been doing in school. Explaining it back to you helps them to process and cement their learning. Supporting with revision by asking them questions and encouraging a quiet space, free from distractions, to engage in purposeful revision is extremely important. Students will be supported with appropriate revision strategies by their teacher, so please ask your child about the strategies they have been shown. All homework set will be visible on the parent portal of Firefly to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. Revision support materials will be provided by the English team when they are required.

## **How will they be assessed?**

Students will receive three in-class assessments per term. Two of these will be written assessments (either analysis of set texts or descriptive/persuasive writing tasks) and one will be on SPaG. Each assessment will cover a different skill and pupils will be told at least one week in advance about the assessment, so that they can prepare. Homework in the week leading up to the assessment will consist of guided revision tasks.

How can they develop their learning beyond the formal curriculum?

Reading, as already stated, is essential. Take your child to the local library or bookshop and encourage them to find books that interest them – these will not necessarily be what you expect them to be reading! Please also encourage them to read newspapers, journals and other nonfiction texts; many high quality texts can be found online, particularly on BBC Bitesize and the British Library Learning website. Trips to the theatre will also help your children to understand the fundamentals of production and performance.

Students who enjoy and do well in English are often those who are interested in history, culture and the world around them. This develops their vocabulary and helps them to place the texts that we read within their contexts. Trips to museums, heritage sites, art galleries and famous landmarks will all help to spark their interest, imagination and knowledge of the world.

# SCIENCE



## What will your child be learning?

### Autumn Term

- Biology (B1): Cells – Discover the building blocks of life and how they power living things.
- Chemistry (C1): Particles – Explore the invisible world of atoms, matter, and how substances behave.
- Physics (P1): Forces – Investigate gravity, friction, and the forces that shape our world.

### Spring Term

- Biology (B2): Reproduction – Learn how plants and humans reproduce and why it matters.
- Chemistry (C2): Periodic Table – Get to grips with the elements and the patterns behind them.
- Physics (P2): Energy – Understand where energy comes from, how it moves, and how we use it.

### Summer Term

- Biology (B3): Digestion & Nutrition – Explore how our bodies fuel themselves and why diet matters.
- Chemistry (C3): Chemical Reactions – Watch substances transform through exciting reactions.
- Physics (P3): Sound & Matter – Learn how sound travels and how different states of matter behave.

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### Revision & Resources

All revision materials, extra support, and useful links can be found on our Science website:

[Downsend Science Website](#)

If there's something you'd find useful that's missing—let us know!

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### Supporting Your Child's Science Journey

You can help your child thrive by:

- Checking weekly homework set via ClassCharts
- Encouraging use of the science website and feedback documents to target revision
- Making sure they have essential kit: calculator, ruler, stylus, computer access
- Using online tools like Seneca, Learning by Questions, and OneNote tasks

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## Assessment & Feedback

- Pupils complete Waypoints at the end of each unit to check and strengthen understanding.
- Full summative assessments take place in February and June, covering all prior content.

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## Science Beyond the Classroom

**We want every Downsend learner to think boldly and ask big questions. Outside the classroom, students can:**

- Join science clubs and stretch activities
- Watch documentaries on platforms like Netflix, iPlayer, or YouTube
- Read science magazines like *New Scientist* or *BBC Focus*
- Explore real-world science on visits to the Science Museum, Natural History Museum, or Crick Institute
- Stay curious – ask “why?”, challenge ideas, and explore how science explains our world

# PHYSICAL EDUCATION



**What will your child be learning?** Through the year, they will be building skills in: Individual skill development Spatial awareness Problem solving Communication Team work

**What learning will your child need to do beyond the classroom?** Your child will also develop their learning through taking part in after school sports practices and clubs.

**How can you support your child's learning?** You can help by encouraging your child to take part in school sport both in curriculum time and through our extensive sports provision before/after school. To assist further in your child's development, there are a number of opportunities at external sports clubs, 1 to 1 tuition as well as utilising the extensive 'how to' videos on YouTube.

**How will they be assessed?** Students will receive weekly assessments in our major Games which can be seen through team selection on Schools Sports (SOCS). Students will also receive three in-class PE assessments per year towards the end of each topic studied. Each assessment will cover a number different sport specific skills and students will need to use these skills in competition.

**How can they develop their learning beyond the formal curriculum?** Students can further their understanding of sport by taking part in club sport outside of school.

# DESIGN & TECHNOLOGY / TEXTILES / MATERIALS / GRAPHICS / FOOD & NUTRITION



## What will your child be learning?

Students will rotate between each topic over the course of the year

Subject 1 Food & Nutrition	Subject 2 Textiles/Graphics	Subject 3 Resistant Materials
1-12 wks.	1-12 wks.	1-12 wks
Year 7 will explore creating recipes, developing cooking skills and practices, focusing on a vegetarian diet and 'eating well' for life. We will enable pupils to apply their knowledge of nutrition and food provenance when developing a dish of their own choice. In addition, students will explore farming, production of staple crops such as grains and potatoes and develop awareness and knowledge of environmental impacts and sustainability with said foods.	Year 7 Will explore creating a T-shirt Design using CAD and CAM. Developing a design that has been themed around 'Healthy' lifestyle. Students will generate an individual design that they will then print onto a T-shirt. They will learn about silk screen printing and heat transference techniques alongside some other basic sewing and manipulation techniques.	Year 7 will explore using a range of skills and processes to design and make a Desk Top Lamp. They will develop ideas around a specific brief and client. Using CAD to design a panel design, moving on to using tools to make and assemble final product. They will learn how to use specific joining techniques involving timbers and plastics and will be required to demonstrate safe working conduct in the workshop.

Autumn Term	Spring Term	Summer Term
Subject 1,2 or 3	Subject 1,2 or 3	Subject 1,2 or 3

Through the year, they will be building skills in:

- Problem solving Collaboration Creativity and individuality Digital skills: Cad/Cam Each project will have a focus on Key terminology focussing on specific literacy terms Specific skills using a variety of tools. Equipment and machinery Each topic will have a specific focus task on Maths/Science relative to the topic; for food and nutrition, students will be making their own Starch.
- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills to design and make high quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

## What learning will your child need to do beyond the classroom?

There will be three homework tasks for each rotation and subject. Which will be an extension and informative to what will be completed in class. Time management and planning plenty of time to do these tasks are part of the learning.

Where possible, practice, independently, the skills and techniques taught in class. Whether that is making a meal, practicing a technique or re visiting a drawing skill or process.

## How will they be assessed?

Students will have a workbook to support the course, within which they will receive feedback and guidance.

Students at the end of each term will complete a Baseline Assessment, that will test their learning from that specific topic. As they move onto the second and third topic, their Baseline Assessments will include questions to test them from prior learning in previous topics, for example:

Autumn Topic: F&N	Spring Topic: Graphics	Summer Topic: RM
Assessment 50-mark questions on F&N	Assessment 50-mark questions on Graphics 5 Mark questions on F& N	Assessment 50-mark questions on RM 10 Mark questions on F&N and Graphics
Total 50 marks	Total 55 marks	Total 60 marks

## How can they develop their learning beyond the formal curriculum?

We would always encourage any independent learning, there are many ways in which you can do that.

- Reading; cookbooks/design subscriptions/bibliographies of designers and artist, chefs.
- Visit Galleries/Craft fairs and Exhibitions, Food fayre.
- Watch relevant Tv programmes: How it is Made/ Giant Engineering/Cookery shows
- Keep an independent 'ideas' diary, complete sketches notes/thoughts.
- Enter competitions.
- Fix and mend things (from sewing socks to fixing broken furniture; avoid electrical items!) doing this builds problem solving skills and teaches students to utilise

## TV & Reading:

- How to Draw cool stuff by Catherine Holmes <https://q.co/kqs/aQpVFS>
- KS3 Design & Technology Study Guide: superb for catching up at home (CGP KS3 D&T)
- Exploring Food and Nutrition for Key Stage 3- Yvonne Mackey, Bev Saunder
- <https://www.bbc.com/future/bespoke/follow-the-food/> - BBC Documentaries exploring lifestyle, farming, food as medicine, climate change etc
- <https://www.technologyforfun.co.uk/> - this provides some fun independent projects students can explore.
- Explore Pinterest!
- How It is Made - is a Canadian documentary television series that explores engineering and manufacturing of a variety of different products and materials



# ART & DESIGN



## What will your child be learning?

AUTUMN	SPRING	SUMMER
<p><b>Portrait:</b> Over the Autumn term students will be learning a variety of mark making skills; applying techniques and processes taught to several portraits' studies.</p> <p>Concentrating on</p> <ul style="list-style-type: none"><li>*Pencil/graphite and charcoal</li><li>*Creating wire sculpture</li><li>*Expressions</li><li>*Proportions of the face</li><li>*Tone and detail</li><li>*Drawing facial features</li></ul> <p>Artists: Calder/Picasso</p>	<p><b>Colour:</b> Over the spring term students will explore the abstract use of colour, looking at Fauvism/Abstract Expressionism/Op Art</p> <p>Concentrating on</p> <ul style="list-style-type: none"><li>*Colour theory</li><li>*Abstract use of colours</li><li>*Portrait drawings &amp; colour</li><li>*Art History and timelines</li></ul> <p>Artists: Henri Matisse/Andre Derain/Bridget Riley/Marc Rothko</p>	<p><b>Portrait Sculptures: Clay head sculptures</b> Over the summer term students will explore techniques for building simple clay structures/pots. These techniques will then be applied to creating a sculpture of a head; revisiting the theme of expressions explored in Autumn term.</p> <p>Concentrating on</p> <ul style="list-style-type: none"><li>*Sculpting techniques</li><li>*Coil pots</li><li>*Building facial features</li><li>*Maquettes</li></ul> <p>Artists: Messerschmidt</p>

Through the year, they will be building skills in:

- Problem solving
- Creativity and individuality
- Literacy skills/Key terminology in Art and Design
- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- Evaluate and analyse creative works using the language of art, craft, and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## What learning will your child need to do beyond the classroom?

There will be two homework tasks for each half term. Which will be an extension and informative to what will be completed in class. Time management and planning plenty of time to do these tasks are part of the learning.

Where possible, practice, independently, the skills and techniques taught in class. Students are encouraged to keep a separate sketchbook for their practice and independent drawings. We are always keen to see what students create out of the classroom environment.

**How will they be assessed?** Students will have a sketchbook to support the course, within which they will receive feedback and guidance.

Students at the end of each term will complete a Baseline Assessment, that will test their learning from that specific topic. As they move onto the second and third topic, their Baseline Assessments will include questions to test them from prior learning in previous topics, for example:

Autumn Topic: Portrait	Spring Topic: Colour	Summer Topic: Clay sculptures
Assessment: 50 mark questions:  Techniques A drawing Task Art Literacy/History  Total 50 marks	Assessment 50 mark questions:  Colour Theory Artist and art movements A drawing Task Art Literacy/History  5 Mark questions on Portraits: proportions/artist taught etc  Total 55 marks	Assessment 50 mark questions:  Explaining clay Techniques A drawing Task Art Literacy/History  10 Mark questions on Colour Theory Portraits  Total 60 marks

## How can they develop their learning beyond the formal curriculum?

We would always encourage any independent learning, there are many ways in which you can do that,

- Visit Galleries and Exhibitions
- Read bibliographies of Artists and Designers
- How to Draw cool stuff by Catherine Holmes <https://q.co/kqs/aQpVFS>
- Experiment Drawing with CAD
- Take photographs of things of interest
- Keep an independent Sketchbook
- <https://artsandculture.google.com/project/learning-art>
- Book: We Are Artists by Kari Herbert
- Book: Artists Children Should Know by Angela Wenzel
- BBC Bitesize

# DRAMA



## **What will your child be learning?**

Autumn Naturalism Text: "Private Peaceful" Devising Learning and performing a script  
Spring House Drama Auditions for school play Physical Theatre Commedia dell' Arte  
Summer Play: "Billy the Kid" Devising Performing a monologue

## **Through the year, they will be building skills in:**

Performance from a script; Devised performance; Theatre discipline; Line-learning; Working in a team

## **What learning will your child need to do beyond the classroom?**

There is not much homework in Drama in Year 7. At times of year (for auditions or assessments) there will be small amounts of line-learning. Those who choose to participate in a school play will of course have additional work to do.

## **How can you support your child's learning?**

Line-learning tips can be given on request as and when needed. We would always encourage you to expose your children to live theatre as often as possible.

## **How will they be assessed?**

Pupils will participate in practical assessments throughout the year.

There will often be no preparation required for this outside of class time, but on occasion line-learning will be required.

## **How can they develop their learning beyond the formal curriculum?**

We would always encourage you to expose your children to live theatre as often as possible. Those interested in developing their Drama skills should consider participating in a school play; signing up to a Drama club or Stretch; taking Lamda lessons; or looking into Drama opportunities in your local community.

# FRENCH



## What will your child be learning?

Autumn Term	Spring Term	Summer Term
<i>Mon collège – my school</i> - Introducing your school - School subjects and opinions - School Day - School Uniform - Differences between schools in France and the UK.	<i>Les fêtes et la nourriture – festivals and food</i> - Identifying different festivals in France and the UK - Describing and giving opinions about festivals - Breakfast habits - Buying food at a market and in a café	<i>Ma ville – my town</i> - Places and facilities in your town - Activities in your town - Opinions about your town - Researching a French town

Through the year, they will be building skills in using the present tense with familiarity with er, ir and re verb forms, as well as the most common irregular verbs. They will also learn how to develop a range of opinions and start to be able to think critically about the language they are using and why they have chosen it. With a global perspective we will consider the differences between the UK and the Francophone world within all of topic studied. Emphasis will be placed on all four language skills: listening, speaking, reading and writing.

**What learning will your child need to do beyond the classroom?** Regular learning of vocabulary and grammatical structures is critical to success in language learning.

Pupils should therefore be learning vocabulary every week, and this learning should be spaced through the week – 10 minutes three or four times a week will be far more effective, than 30-40 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis. There will also be a weekly homework task, which may take the form of a written task, a reading comprehension, or a task on Active Learn or Language Gym.

**How can you support your child's learning?** We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

- Ask them to explain to you what they have been learning
- Attempt to learn (or re-learn) alongside them
- Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher

- Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop
- Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words, but not as good for independent writing or speaking; they need to practise for speaking by saying the phrases they have learnt out loud.

### **How will they be assessed?**

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normal take place outside the scheduled exam week – and will cover content from the whole year.

### **How can they develop their learning beyond the formal curriculum?**

- Watch appropriate films or TV series in French with English subtitles – all of the main streaming services carry French titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as French age verification tends to have a higher tolerance level than in the UK.
- Seek to use their French in real-life practical situations, such as on visits to France – French speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English! Listen to French music on YouTube or Spotify – both have playlists of contemporary French popular music.

Support your learning by using other apps, such as DuoLingo, or by listening to French

- learning podcasts – available on Spotify.

# GEOGRAPHY



## **What will your child be learning?**

Map skills and digital mapping. Tectonic activity- earthquakes and volcanoes. Rivers their formation and use. Exploring Britain Population growth and settlement.

Through the year, they will be building skills in: map reading using traditional Ordnance Survey maps and atlases and also digital mapping software Digimaps. Pupils will practice their practical application of Maths with data handling tasks to present information in a variety of graph formats. Pupils will be expected to present their learning in a range of written formats including extended essays and newspaper articles. During the year, they will continue to improve their digital literacy using their devices for research and to create presentations of their learning. Pupils will be expected to improve their collaboration skills through group work activities and their confidence through presentations to their peers. The curriculum will provide pupils the chance to think critically about contemporary issues that are affecting our world.

## **What learning will your child need to do beyond the classroom?**

Pupils will be set relevant homework tasks by their teacher on Class Charts. Each half term there will be a menu of a variety of tasks available linked to our vision of creativity, communication, critical thinking and collaboration. Examples of Geography homework will include revision to prepare for assessments, flipped learning such as research on a particular case study to prepare for lesson or curriculum related projects to extend and enrich learning outside of the classroom. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations.

## **How can you support your child's learning?**

Firstly engage your child in conversation about what they have been learning, if they can explain it back to you it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask your child about the strategies they have been shown. All homework set will be visible on the parent portal of Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. The menu tasks will have a two week deadline for each task they choose. Please contact your child's teacher

if you have any questions and they will be happy to assist. At Key Stage 3 it is not necessary to purchase revision guides as these are often generic and may not contain all of the topics that your child is studying. Revision support materials will be provided by the Geography team when they are relevant.

### **How will they be assessed?**

*Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks.*

### **How can they develop their learning beyond the formal curriculum?**

*The Geography team want to inspire the next generation of geographers and hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest for the world around them. We hope you can also enjoy some of these suggestions with your child!*

- Read a geographical book. Have, and dip into, a good atlas at home.
- Download Google Earth, ideal for widening your geographical horizons. Google Maps is also useful and includes the excellent 'Street View' function
- Keeping up to date with Geographical news and current affairs. Read a good daily newspaper/ news websites—so much news has a geographical element. Keep a close eye on relevant news stories to become an informed, global citizen.
- Watching high quality documentaries and TED talks to enrich your learning. There are so many, and even dedicated channels on Freeview such as the Discovery Channel and National Geographic. Look at TED lectures online for up-to-date presentations and debates on wide ranging issues.
- Talking to your friends and family about what you have learnt.
- Develop a sense of the 'big picture' by forming synoptic links between topics.

Keeping a glossary of key geographical terms. Use days out and holidays to experience the wider world and apply lesson knowledge to help identify the Geography. Consider any holiday or visit an informal geographical fieldtrip. Read travel guides before and when you go –these will enable you to enjoy all aspects of your trip e.g. landscape and culture. that you will be welcome to enter through the school year.

Of course we recognise that our students have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve your Geography- just doing one or two of them will have an impact. Decide on two or three to focus on to improve your skills.

# GERMAN



## What will your child be learning?

Autumn Term	Spring Term	Summer Term
<b>Gesundes Leben – healthy living</b> <ul style="list-style-type: none"><li>- Breakfast foods</li><li>- Traditional German food</li><li>- Do you eat healthily?</li><li>- Sport</li><li>- How to live a healthy lifestyle</li></ul>	<b>Meine Schule – My school</b> <ul style="list-style-type: none"><li>- School subjects and opinions</li><li>- Time and timetable</li><li>- Describing teachers</li><li>- School rules</li><li>- Comparing primary and secondary school</li></ul>	<b>Mode – Fashion</b> <ul style="list-style-type: none"><li>- Clothes, colours and patterns</li><li>- Different clothes for different occasions</li><li>- A fashion show</li></ul>

Through the year, they will be building skills in expressing opinions in a variety of ways, as well as communicate in the present tense and using modal verbs such as “can, must, should”. We will also consider through the year the role of grammatical gender in German, in particular the impact that it has on adjectives. From a global perspective, we will use each topic to compare life in the UK with everyday life in German-speaking countries.

## What learning will your child need to do beyond the classroom?

Regular learning of vocabulary and grammatical structures is critical to success in language learning. Pupils should therefore be learning vocabulary every week, and this learning should be spaced through the week – 10 minutes three or four times a week will be far more effective, than 30-40 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis.

There will also be a weekly homework task, which may take the form of a written task, a reading comprehension, or a task on Active Learn or Language Gym.

## **How can you support your child's learning?**

We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

- Ask them to explain to you what they have been learning
- Attempt to learn (or re-learn) alongside them
- Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher
- Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop

Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words, but not as good for independent writing or speaking; they need to practise for speaking by saying the phrases they have learnt out loud.

## **How will they be assessed?**

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normal take place outside the scheduled exam week – and will cover content from the whole year.

## **How can they develop their learning beyond the formal curriculum?**

- Watch appropriate films or TV series in German with English subtitles – many of the main streaming services carry German titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as German age verification tends to have a higher tolerance level than in the UK.
- Seek to use their German in real-life practical situations, such as on visits to German, Switzerland or Austria – German speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English! Listen to German music
- on YouTube or Spotify – both have playlists of contemporary French popular music.

Support your learning by using other apps, such as DuoLingo, or by listening to German learning podcasts – available on Spotify.

# HISTORY



## **What will your child be learning?**

### **Autumn Term**

What is History? Contenders to the throne in 1066.

What did the Normans do for Britain?

### **Spring Term**

How do kings shape their kingdom?

Elizabeth I 1558- 1603

### **Summer Term**

Industrial Revolution in Britain 1750- 1900

The British Empire in India

Through the year, they will be building skills in: literacy by engaging with a variety of written resources and sources that will help them to understand the historical periods studied. They will learn about the past using contemporary sources from the time, which will require pupils to think carefully and infer meaning from the words and ideas expressed by those living in the past. Pupils will be expected to present their learning in a range of written formats including extended essays and newspaper articles. During the year, they will continue to improve their digital literacy using their devices for research and to create presentations of their learning. Pupils will be expected to improve their collaboration skills through group work activities and their confidence through presentations to their peers. The curriculum will provide pupils the chance to think critically about the actions and consequences of people living in the past and the legacy of those decisions in our world now.

## **What learning will your child need to do beyond the classroom?**

Pupils will be set relevant homework tasks by their teacher on Class Charts. Each half term there will be a menu of a variety of tasks available linked to our vision of creativity, communication, critical thinking and collaboration. Examples of History homework will include revision to prepare for assessments, flipped learning such as research on a particular case

study to prepare for lesson or curriculum related projects to extend and enrich learning outside of the classroom. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations.

### **How can you support your child's learning?**

Firstly engage your child in conversation about what they have been learning, if they can explain it back to you it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask your child about the strategies they have been shown. All homework set will be visible on the parent portal of Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. At Key Stage 3 it is not necessary to purchase revision guides as these are often generic and may not contain all of the topics that your child is studying. Revision support materials will be provided by the History team when they are required.

### **How will they be assessed?**

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks.

### **How can they develop their learning beyond the formal curriculum?**

The History team want to inspire the next generation of historians and hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest in the lives and people of the past. We hope you can also enjoy some of these suggestions with your child!

Watch relevant history documentaries or historical films, read historical novels or nonfiction and keep a brief record in your book of what you've seen/read and how it relates to what you've been studying

- Talk to your friends and family about what you have seen/read
- Podcasts like In Our Time or You're Dead to Me on BBC Radio 4 (available on iPlayer) which discuss specific historical events
- Periodicals: BBC History Magazine and History Today are both high-quality publications with articles covering the full gamut of historical interest from the ancient to the present day. Each issue contains wider reading suggestions as well as historical fiction and non-fiction book reviews.
- TV/Films: Look regularly at TV listings for good quality historical documentaries, films etc. A number of good documentary series are available on DVD.

Websites: [www.activehistory.co.uk](http://www.activehistory.co.uk) · [www.tudors.org](http://www.tudors.org) · [www.historylearningsite.co.uk](http://www.historylearningsite.co.uk) · [www.johnandclare.net](http://www.johnandclare.net) · [www.tudorhistory.org](http://www.tudorhistory.org) · [www.spartacus-educational.com](http://www.spartacus-educational.com)

Holiday visits Museums, e.g. British Museum; Imperial War Museum & Cabinet War Rooms; National Maritime Museum, Greenwich. Elsewhere: American Museum (Bath); Ashmolean Museum (Oxford); Fitzwilliam Museum (Cambridge); Jorvik Viking Centre Museum (York); National Museum of Scotland (Edinburgh); St Fagans (near Cardiff). Visit Historical Sites administered by the National Trust ([www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)) and English Heritage ([www.english-heritage.org.uk](http://www.english-heritage.org.uk)) and Cadw ([www.cadw.gov.wales](http://www.cadw.gov.wales)) –all websites have searchable directories –and also many great cathedrals around the country, e.g. Canterbury, Durham, Ely, Exeter, Hereford, Lincoln, Westminster Abbey, Winchester, Worcester, York Minster.

Volunteering Look into volunteering opportunities with the National Trust and English Heritage (see websites above), as well as at museums.

Cathedral Camps: [www.csv.org.uk](http://www.csv.org.uk) spend your holiday working on conservation projects at a historical cathedral.

Archaeology: opportunities offered by the Young Archaeologists' Club ([www.yac-uk.org](http://www.yac-uk.org)) run by the Council for British Archaeology.

Participation in competitions that your teacher will make you aware of during the year.

We recognise that our pupils have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve in History-just doing one or two of them will have an impact.

# MUSIC



## What will your child be learning?

Through the year, they will be building skills in:

- Singing
- Listening
- Composing
- Performing

## What learning will your child need to do beyond the classroom?

Get involved! Consider participating in an extra-curricular ensemble – String group/Brass group/Drum group/Senior Choir/ Rock Band/Senior Chamber Choir. Auditions to be in the Year 7 and 8 musicals.

## How can you support your child's learning?

Many of the top orchestras have programmes for families:

<https://lso.co.uk/lso-discovery/discovery-families.html>

<https://www.royalalberthall.com/tickets/series/children-andfamilies/>

<https://www.lpo.org.uk/what-s-on/families-children-and-teenagers.html>

## How will they be assessed?

Ongoing assessment in lessons and a Listening exam in Year 7.

## How can they develop their learning beyond the formal curriculum?

We are so fortunate to be living in a time when the internet can bring all sorts of wonderful experiences into our homes. These videos by the London Mozart Players are delightful for children of all ages: <https://www.londonmozartplayers.com/classical-for-kids/>

**Core Beliefs and Values of the Music Department:**

- Developing fluency in the use of staff notation is a gateway to musical independence
- The continued progression in group singing which strengthens pupils' ability to sing in harmony while further developing sound production and expressive performance has an impact on well-being and builds community
- There is great value in listening as both a technical exercise (e.g. knowing that there are three beats in a bar) and an opportunity to explore musical meaning and purpose
- The opportunity to explore music through improvisation and encouragement to find an individual's own compositional voice is a valuable creative outlet

The use of music technology can be an important tool in giving all pupils access to a first-class education. Given that the keyboard is the main Digital Audio Workstation controller, it is desirable for most pupils to have some degree of proficiency in using it, e.g. the ability to form chords and improvise melodies, hence the inclusion of Keyboard Skills in Year 7 and 8 .

# RELIGIOUS STUDIES



## **What will your child be learning?**

### **Autumn Term**

What is religion? Understanding the features that religions have in common. Understanding how religions mark rites of passage in life and celebrate festivals.

### **Spring Term**

What is belief and meaning? Understanding religious and non-religious teachings about the creation of the world. Philosophical discussions about the uniqueness of humans.

### **Summer Term**

How do we know right from wrong?

Understanding of the moral codes of major world religions. Discussions of ethical matters such as animal and human rights.

Through the year, they will be building skills in: literacy by engaging with a variety of written resources and sources that will help them to understand the religious and philosophical perspectives being studied. They will learn about religions using extracts from the teachings of those religions and the ideas and opinions expressed by followers. This will require pupils to think carefully and infer meaning from the words and ideas expressed by those who identify with that religion or world view. Pupils will be expected to present their learning in a range of written formats including extended essays. During the year, they will continue to improve their digital literacy using their devices for research and to create presentations of their learning. Pupils will be expected to improve their collaboration skills through group work activities and their confidence through presentations to their peers. The curriculum will provide pupils the chance to think critically about a variety of different religions and world views in the context of how they influence the lives of followers. Pupils will be expected to respect these different perspectives to help develop their global perspective.

## **What learning will your child need to do beyond the classroom?**

Pupils will be set relevant homework tasks by their teacher on ClassCharts. These will take a variety of formats as appropriate through the year. Examples of Religious Studies homework will include homework menus set per half term, revision to prepare for assessments, flipped learning such as research on a particular person or event/ festival to prepare for lesson or curriculum related projects to extend and enrich learning outside of the classroom. Keeping

their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations.

### **How can you support your child's learning?**

Firstly engage your child in conversation about what they have been learning, if they can explain it back to you it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask your child about the strategies they have been shown. All homework set will be visible on the parent portal of ClassCharts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. At Key Stage 3 it is not necessary to purchase revision guides as these are often generic and may not contain all of the topics that your child is studying. BBC Bitesize, however, can prove useful for adding to knowledge and research projects. Revision support materials will be provided by the Religious Studies team when they are required.

### **How will they be assessed?**

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks.

### **How can they develop their learning beyond the formal curriculum?**

The Religious Studies team want to inspire your child to develop a curiosity for understanding people of different beliefs and cultures around them. We hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest in the lives and world views from around the globe. We hope you can also enjoy some of these suggestions with your child!

- Ethical issues can be discovered in all subjects from Science to PE and are all around us in the media. Film, Cinema and DVD's can prompt you to ponder philosophical, religious and ethical themes. The Life of Pi is a fabulous film which explores one boy's adventures through the world of ideas and faiths in a warm, colourful and visually entrancing way. For those of you who like the cinema, you might be surprised how many films have an ethical, religious or philosophical element. The Imitation Game is a fascinating historical film about the work of Alan Turing in the breaking of the Enigma code in WW2 which covers some meaty ethical topics. The Truman Show is an excellent introduction to thinking about whether we merely accept reality as it first appears to us, or whether we yearn to question and to be free. These are just a few films that are age appropriate. As you get older, there are even more films open to you. Perhaps you could keep a film journal and record your thoughts.
- Listen to the Radio for example BBC Radio 4 Beyond Belief is a discussion programme that looks at various religions and philosophical themes. . There are also fascinating shows on the BBC/Netflix which include pilgrimage and The Story of Moses, which enables students to gain further knowledge and deepen their understanding of history and religion. Also on BBC

Radio 4 is Moral Maze. As the title suggests, this is a debate programme about moral issues.

The moral issues surrounding medical ethics, responses to poverty and suffering, equality, justice etc. are all argued out.

Follow these on Twitter:

- @alaindebutton-writer, mostly of 'Religion for Atheists'
- @IslamicThinking-Updates on Islamic charities, scripture quotes and general encouragement and wisdom for Muslims on Twitter.
- @BHAhumanists-British Humanist Association. A national charity working on behalf of non-religious people who seek to live ethical and fulfilling lives based on reason and humanity
- @ABCJustin-Archbishop of Canterbury, with others encourages flourishing, reconciled churches which love and worship Jesus and seek to change the world.
- @RevRichardColes-Cleric and broadcaster, former Communard, co presenter of Saturday Live, Parish Priest of Findon.
- @Microphilosophy-follow the website of writer and philosopher Julian Baggini
- @giles\_fraser-English Anglican priest, journalist and broadcaster. He is currently the priest-in-charge at St Mary's, Newington, near the Elephant and Castle, south London, and writes a weekly Friday column for The Guardian, as well as appearing frequently on BBC Radio 4
- @StephenLaw60-Dr Stephen Law philosopher; author, The War for Children's Minds. Dr Stephen Law is a humanist and author of the Oxford University Press Very Short Introduction to Humanism.
- @DalaiLama-The official feed of the Office of His Holiness the 14th Dalai Lama.

Holidays and trips may present you with the opportunity to visit places of worship, take the chance to go and see first-hand the places of worship we have described in lesson. You may also find yourself visiting places of pilgrimage or a museum related to an important and inspirational figure that we have studied.

Cathedral Camps: [www.csv.org.uk](http://www.csv.org.uk) spend your holiday working on conservation projects at a historical cathedral.

Talk to your parents about what you have been learning in class.

Your teacher will provide you with opportunities to participate in Religious Studies themed competitions, watch out for details shared through the year!

We recognise that our pupils have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve in Religious Studies-just doing one or two of them will have an impact.

# SPANISH



## How is the course organised?

Autumn Term	Spring Term	Summer Term
<i>Mi tiempo libre – my free time</i> - Talking about hobbies - Giving opinions - Talking about other people - Talking about sports	<i>Mi ciudad – my town</i> - Places and facilities in your town - Activities in your town - Opinions about your town	<i>Mis vacaciones – my holidays</i> - Countries - Activities on your holiday - Researching a Spanish town

Through the year, they will be building skills in using the present tense with familiarity with are and ir verb forms, as well as some common irregular verbs such as hacer, ir, and ser. By the Summer Term, we will also cover aspects of the past tense. They will also learn how to develop a range of opinions and start to be able to think critically about the language they are using and why they have chosen it. With a global perspective we will consider the differences between the UK and the Spanish speaking world within all of topic studied. Emphasis will be placed on all four language skills: listening, speaking, reading and writing.

## What learning will your child need to do beyond the classroom?

Regular learning of vocabulary and grammatical structures is critical to success in language learning. Pupils should therefore receive weekly home learning worksheets which will include vocabulary learning tasks as well as grammar consolidation and comprehension tasks.

This learning should be spaced through the week – 10 minutes three or four times a week will be far more effective, than 30-40 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis.

## How can you support your child's learning?

We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

- Ask them to explain to you what they have been learning

- Attempt to learn (or re-learn) alongside them
- Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher
- Encourage use of the Sentence Builder Packs while completing vocabulary learning or homework tasks
- Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop
- Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words, but not as good for independent writing or speaking; they need to practise for speaking by saying the phrases they have learnt out loud.

### **How will they be assessed?**

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill, and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normal take place outside the scheduled exam week – and will cover content from the whole year.

### **How can they develop their learning beyond the formal curriculum?**

- Watch appropriate films or TV series in Spanish with English subtitles – all of the main streaming services carry Spanish titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as Spanish age verification tends to have a higher tolerance level than in the UK.
- Seek to use their Spanish in real-life practical situations, such as on visits to Spain or Spanish speaking countries – Spanish speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English!
- Listen to Spanish music on YouTube or Spotify – both have playlists of contemporary Spanish popular music.
- Support your learning by using other apps, such as DuoLingo, or by listening to Spanish learning podcasts – available on Spotify.