BISR Curriculum Guide YEAR 7

ART & DESIGN

Length of Course	The first year of a three year Key Stage 3 course
Course description and aims	Art & Design is a crucial element in the curriculum entitlement of every student. Understanding human experience, observing the world around us, having the ability to communicate ideas, to be creative and innovative, as well as a problem solver are all skills demanded by the rapidly evolving global economy. Aim of this programme: • To introduce students to exploring ideas and recording their experiences. • To introduce students to a range of drawing techniques • To evaluate and analyse creative works using the language of art, craft and design • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Within the Year 7 Art & Design course pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work. From the start of year 7 students will explore basic drawing skills (tones, tints, hues) and mark making, while exploring different styles and techniques.
Main Skills and technique covered	• Basic drawing skills • Introduction to colour • Introduction to photography and creative technology • Introduction to clay • Introduction to one/two additional skill sets
Contents	• **Basic drawing skills** - Explore pencil types, line drawing, mark making, tone, form. • **Introduction to colour** - Primary, secondary, tertiary colour. Mixing paints. Hues. Warm and cool colours. • **Introduction to Creative Technology** - • **Introduction to clay** - Pinch pot based forms, attachment techniques, coloured slip, glazing, design and build a clay sculpture • **Introduction to one/two additional skill** - lino, 3d construction, mask making, puppets, graphic design These skills are taught through a variety of projects/Schemes of Work that often change year to year.
	KPI – Key Performance Indicators for Year 7 Art and Design These outline the key learning outcomes for the course.
Drawing:	Understand and apply basic drawing skills: Explore pencil types, variety of line, form, colour. Use of contour line to create complex objects. Identify a value scale and understand value shifts on an observed object. Demonstrate subtractive printmaking processes.

Painting:	Understand the basics of colour: Primary, secondary, tertiary colour. Mixing paints. Hues. Warm and cool colours. Identify monochromatic colors and complementary colors. Create a smooth area of color by overlapping brushstrokes with opaque paint.
3D:	Introduction to clay – Pinch pot based forms, attachment techniques, colour application, design and build a clay sculpture
Technology:	Understand basic rules of photography. Use of editing tools on iPad to manipulate an image/ photograph for colour and composition and/ or desired effect.
Development of ideas:	Develop own ideas based on observational research. Realise each step of the design process.
Record ideas/observations:	Understand how to use a range of techniques to record their observations on worksheets as a basis for exploring their ideas. Demonstrating competent independent research skills.
Analyse and evaluate:	Ability to analyse and evaluate their own work and that of others, using unit vocabulary, in order to strengthen the visual impact or applications of their work. Identify different types of artworks and explain the message which is conveyed. Ability to match artwork with a theory or skill.
Contextual Links:	Research history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Additional Course outcomes	The study of Art & Design encourages students to develop the following skills: - Creativity: Producing images and artefacts that are both original and of value/ taking risks and learning from mistakes/ exploring and experimenting with ideas, materials and tools - Competence: Investigating, analysing, designing, making and reflecting effectively - Cultural understanding: Engaging with a range of images from different contexts, recognising the varied characteristics of different cultures - Critical understanding: Exploring visual, tactile and other sensory qualities of their own and others' work/ identifying how values and meanings are conveyed/ developing their own views and expressing judgement
Types of assessment	Student progress is assessed both formatively (as part of an on-going process throughout lessons) and summative (at the end of every topic based or homework project). Assessment at Key Stage 3 is measured against KPIs (Key Performance Indicators). All Art & Design skills, addressed by the National Curriculum, are included in our KPIs as well as more specific skills. Students are encouraged to become involved in the assessment of their own work and that of peers. PAR – we use the PAR marking model across the senior curriculum. PAR Positive, Action, Response is a three phase assessment model. The first is some positive feedback, the second is an area on which to improve and the third is what the student will implement to improve it. PAR marking in Art can take the form of self-assessment We discuss marking criteria and lesson objectives thoroughly to ensure that students are aware of what level they are working towards and how they are going to achieve this. Self-assessment and peer assessment opportunities are also used.

Homework	Homework is set weekly and requires a minimum of 45 minutes effort. Homework is always linked to classwork and is an important part of the learning experience
Methodology	A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, paired work, group work, project work and investigations are used to deliver the curriculum.
Text and materials	The following websites will provide students with useful information to aid their studies in Art & Design. Drawing techniques http://www.bbc.co.uk/learningzone/clips/topics/secondary/art_and_design/drawing.shtml Easy to understand guide that covers over 40 artistic styles and movements http://www.bbc.co.uk/arts/yourpaintings/ Painting Art glossary http://www.bbc.co.uk/arts/yourpaintings/about/schools/art-guide.shtml Artists http://www.bbc.co.uk/arts/yourpaintings/artists The creative industry http://www.bbc.co.uk/blast/art_design/
Grading policy	Students are given marked using Emerging, Developing, Secure or Mastered in relation to Key Performance Indicators relevant to the current topic or project. Homework is assessed through the PAR marking system and students are asked to identify which level they are at in terms of EDSM.
Additional expectations	Students are required to have a basic art set in order to produce homework: 1. Set of sketching pencils (minimum of 5 shading pencils) 2. Water Colour pencils – minimum set of 12 3. black fine tip marker We encourage students to visit galleries and exhibitions when on holiday. This enables students to gain a better understanding of art and artists' work.

COMPUTER SCIENCE

Length of Course	The first year of the three year Key Stage 3 Computing course
Course description and aims	Computer systems and the people who build and maintain them play a very important role in our lives. This course helps build the foundations for our students to be not only users of technology but to begin to understand programming so that they could be future designers of computer applications to improve the quality of our lives. In key stage 3 computing our students follow the national curriculum. Students are equipped to use information technology to create programs, systems and a range of content. We teach our students to be digitally literate, responsible, creative and organised. This work builds on work done in the key stage 2 computing curriculum and prepares students for work in year 8 and beyond. Students have 3 lessons every two weeks.
Main concepts and topics covered	Digital Literacy Programming Animation Database Robotics Spreadsheets Web design (HTML & CSS) Graphics
Contents	Term 1 ■ Digital Literacy (File management, e-safety, cyber bullying, social networking sites and searching the web) ■ Introduction to programming (sequences, conditional statements, repetition, logical operators and variables) ■ Animation (Frame by frame animation, onion skinning, tweening, incorporating edited sounds and images) Term 2 ■ Databases (Data types, creating tables, using queries with one or more criteria, using AND, OR and NOT and <, <=, >, >= in searches) ■ Robotics (Problem solving activities based on STEM learning) ■ Spreadsheets (formatting cells, basic formulae, Functions – SUM, COUNT, COUNTA, MAX, MIN, SUM, AVERAGE etc) Term 3 ■ Web design (text hyperlinks, image links and links to external pages and to design websites incorporating a variety of media developed in other applications) ■ Graphics (create own images from shapes, editing images, combining images and file types)
Course outcomes	The course empowers our students to ■ use technology competently and responsibly ■ be creative users of technology ■ have experience of writing computer programs and begin to understand how to solve problems with programs ■ be independent and inquisitive users of technology
Types of assessment	Formative assessment is carried out by the teacher and involves marking of teacher set tasks, observations, questioning and self and peer assessment for each taught unit. In addition to this there is a summative assessment at the end of each unit of work and an end of year examination covering all the topics taught for the year.
Methodology	A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group

	activities, research and investigation, and project work to encourage independence and creativity.
Text and materials	We encourage students to work through activities on the following websites to support their learning. www.w3schools.com www.code.org www.codeacademy.org www.codeschool.com
Grading policy	All formative assessments and summative assessments will be assessed using our working without levels can do statements. Students will be provided with a copy of the assessment sheet at the start of each unit of work. The assessment sheet will have statements for each of the four categories – Master, Secure, Developing and Emerging. Students will be encouraged to set aspirational targets and also self-assess their work before teacher assessment. Teachers will produce a report about student progress once each term to parents.
Additional expectations	Homework is provided once each week lasting about 30 minutes. We set homework tasks which may or may not require the use of a computer. Where computers are not available for students to use at home, they are encouraged to attend one of the lunch time homework clubs in the ICT suite to complete the homework. Encourage your child to practice touch typing using software or an online typing tutor.

DRAMA

Length of Course	The first year of a three year Key Stage 3 course.
Course description and aims	To develop students' understanding of theatre and drama, themselves and the world they live in. To build their knowledge of a variety of forms of drama and gain satisfaction from working within it. To build confidence and communication and other life skills. To develop drama skills and knowledge and how to apply them to create theatre. To stimulate creativity and problem solving. To develop the use of technology as a learning tool and resource.
Main concepts and topics covered	Students will begin to understand the conventions of theatre and performance. Students will gain a knowledge of the origins and the development of theatre through the ages. Students will learn drama strategies and elements of drama and how these are used to create performance. Students will gain an understanding of the concepts of tragedy and comedy and how to create their own performances in these genres.
Contents	History of the theatre Drama strategies and elements of drama Tragedy-focus on classical Greek tragedy as the origins of formal drama/theatre Comedy- focus on creating their own comedies, focusing on Commedia Dell'Arte
Course outcomes	Students will: create a theatre history timeline Perform a variety of improvisations using drama strategies and the elements of drama. Create and perform their own mini- classical Greek tragedy and perform and extract a classical Greek tragedy. Make and correctly use a Greek tragic mask. Apply techniques and skills to create and perform in their own Commedia Dell'Arte scenarios.
Types of assessment	Students will have both practical and written assessment throughout the year. During lessons, students will be continuously assessed through observation and be given verbal and written feedback, which will be formalised and used to set individual targets. Continuous assessment will take the form of teacher, peer or self-assessment. Written work will be set as required, usually for homework, and marked and recorded formally once a half term. A summative practical assessment will be completed at the end of every unit. Online testing of key terminology
Methodology	All lessons are practical lessons. Written work in undertaken to support practical work and to develop an understanding of why something is being done; this creates practical work that is meaningful for both performer and audience.

Text and materials	A classical Greek tragedy script Greek masks A Commedia Dell'Arte script Relevant videos and images
Grading policy	Students will be assessed using Key Performance Indicators and awarded a level between 1-7
Additional expectations	It is really important that students are exposed to Theatre as much as possible so they can develop their skills continually. Going to the theatre and being involved in school productions will give them another experience of theatre and allow them to develop as a performer and a student of Drama.

DESIGN & TECHNOLOGY

Length of Course	The first year of a three year Key Stage 3 course
Course description and aims	In Year 7, Design & Technology is made up of four component parts: Cooking and Nutrition, Graphics, Resistant Materials and Textiles. The projects taught aim to introduce learners to • To introduce the students to a range of skills and material types. • To introduce the students to subject specific vocabulary. • To understand and know how to use a range tools and equipment. • To help the students develop an understanding of the design process as a whole. It also helps to prepare learners for the rigors of the GCSE courses, should they decide to select it as an option at the end of Key Stage 3. Each component carefully builds upon skills taught in Key Stage 2 to engage and challenge all learners. Appropriate practical work is undertaken, increasing learners' skill set and understanding; giving them the confidence to design, plan and complete work independently, as well as providing them with valuable t r a n s f e r a b l e skills for the future in school, home and at university.
Main concepts and topics covered	- Food safety and hygiene - The importance of healthy eating and nutrition - Research Methods - Computer Aided Design (CAD) - Computer Aided Manufacture (CAM) - Control, threading and use of the sewing machine - A wider knowledge of materials - Seam construction - Surface embellishment - Designing for a customer
Contents	In Design and Technology at BISR students work on a rotation system, where they move through the different design and material disciplines. Rotations last for 11 weeks and involve 1 single and 1 double lesson across the two week timetable. This allows students to gain experience and confidence in a range of design areas and techniques, and make links to the cross disciplinary design process. In Cooking and Nutrition, learners are taught key knowledge of food safety and hygiene with a view to applying theoretical study to practical work. The emphasis in year 7 is identifying the need for healthy foods which are attractive to young people. This is achieved through knowledge and understanding of UK government guidelines on healthy eating in the form of the Eatwell Guide. Year 7 students are also introduced to the subject of food provenance and cover a range of theory which informs them more about the ethical, social and moral aspects of food production in the 21st century. Practical work underpins key theory and develops high quality cooking skills, problem solving and independence. Resistant Materials focus on developing learners' skills in CAD/CAM though use of 2D Design software and the laser cutter. Learners create a

	design in the software to cut a mould for pewter casting. There is an introduction to the safe use of and working in the resistant materials workshop and the tools and equipment used to create designs. The practical side of the course is underpinned with key theory relating to materials, skills equipment and the design process.

Textiles will introduce learners to the sewing machine and focus on the capable and independent use of this invaluable piece of equipment. Learning to create seams for construction students will design and develop an iPad case for use with their school issued iPad. Practically students will learn how to applique as well as use a CAD sewing machine to embellish their case. The project will also teach students an understanding of key theoretical knowledge relating to the use of tolls and equipment as well as introducing an understanding of fabrics and fibres and outlining some of the wider ethical, social and moral issues relating to fabrics.

In Graphics students are introduced to a project which includes a 'Fizzbit'. This is a small piece of technology where the students learn the basics of electronics as well as card modelling skills. Students design and develop a character based on a theme which they then apply to a net that is further developed to fit their needs. There is an emphasis on safe use of equipment and also on accuracy and detail to produce a high quality outcome. Students are reminded that Graphic skills are useful and applicable throughout the Design and Technology disciplines. |
| Course outcomes | The study of Design & Technology encourages your child to develop the following skills:
• Enhanced practical cookery skills
• Working with a variety of food groups
• Research Skills
• Planning Skills
• Analytical/Evaluation skills
• Problem solving
• Team and Paired Work
• Enhanced practical skills |
| Types of assessment | Student progress is assessed both formatively (as part of an on-going process throughout lessons) and summative (at the end of every topic based or homework project

Assessment at Key Stage 3 is measured against KPIs (Key Performance Indicators). All Design and Technology skills, addressed by the National Curriculum, are included in our KPIs as well as more specific skills. Students are encouraged to become involved in the assessment of their own work and that of peers.

PAR – we use the PAR marking model across the senior curriculum. PAR Positive, Action, Response is a three phase assessment model. The first is some positive feedback, the second is an area on which to improve and the third is what the student will implement to improve it. PAR marking in Art can take the form of self-assessment, peer assessment on an ongoing basis with regular teacher assessment during and at the end of each project. Sometimes PAR marking can take the form of verbal feedback by the teacher.

An end of year exam is undertaken in Design & Technology to assess learners in a summative manner. |

Homework	Homework is set weekly and requires a minimum of 45 minutes effort. Homework is always linked to classwork and is an important part of the learning experience
Methodology	A variety of teaching styles are used to cater to the different learning styles of learners, including Visual, Auditory and Kinaesthetic. These are often employed together, allowing learners with different learning styles to all progress as expected during lessons.
Text and materials	Learners have access to resources that are currently being uploaded to the VLE.
Grading policy	Students are marked using Emerging, Developing, Secure or Mastered in relation to Key Performance Indicators relevant to the current topic or project. In Design and Technology students are marked within each component part.
Additional expectations	Learners are expected to bring an appropriate container to take their food home in when undertaking practical lessons in Cooking and Nutrition. All food is provided for learners to cook with.

ENGLISH

Length of Course	One year Year 7 is the first year of the three year Key Stage 3 English programme
Course description and aims	The course is a combined literature and language course. Language objectives are organised into four main areas of English. These comprise the four language strands: reading, writing, listening and speaking, and language study. The literature course is aimed at exposing students to a wide variety of texts covering different literary genres.
Main concepts and topics covered	The broad aims of the course are to help students to: • Explore ideas, texts and issues through a variety of approaches • Recognise and understand main ideas, viewpoints, themes and purposes in literary and non-literary selections • Write with reasonable accuracy using varied punctuation and sentences • Organise and present ideas coherently with a clear introduction, development and conclusion with appropriate paragraphing • Develop different ways of generating, organising and shaping ideas using a range of planning methods • Describe and narrate events, express feelings and opinions in a variety of contexts in both the written and oral forms • Develop in their own writing some of the key linguistic and literary techniques used by writers • Develop critical thinking skills
Contents	The focus will be on the development of language skills and appreciation of themes, characters and writer's craftsmanship. Thematic and formal links between texts and an understanding of the influence of cultural contexts on texts will be encouraged. In addition to empathy and discursive responses to the texts, students will write their own poems and stories in different forms. Students will be involved in oral presentations and dramatisations as a means to explore text and show their understanding. They will also be expected to read independently throughout the year.
Course outcomes	**Reading** Students will : • Show understanding of a range of texts selecting essential points and using inference and deduction where appropriate • Identify key features, themes and characters and provide textual evidence to support views • Retrieve and collate information from a range of sources **Writing** Students will: write in a varied and interesting way conveying meaning clearly in a range of forms for different readers • Write sentences, including complex ones, and paragraphs which are coherent, clear and well developed; use accurately a range of punctuation, vocabulary and spelling • Present work neatly and legibly **Speaking and Listening** Students will: • Talk and listen confidently in a wide range of contexts • Adapt spoken language to suit the situation and begin to use standard English in formal situations
Types of assessment	A combination of formative and summative assessments will be used. NC levels will be based on a variety of tasks covering a range of skills. This will be a combination of home and class assignments.

Methodology	• Independent research by students
	• Presentations, paired and group work
	• Dramatisation
	• Project work
	• Writing process of drafting, editing, revising
	• Use of multi-media and IT tools
	• Group discussions, debates
Text and materials	Stormbreaker Anthony Horowitz Boy Roald Dahl Holes Louis Sachar Skellig David Almond War Horse Michael Morpurgo Buddy Nigel Hinton **Plays** The Terrible Fate of Humpty Dumpty War Horse Turbulent Term of Tyke Tiler Harry Potter and the Cursed Child
Grading policy	Summative pieces will be assessed using Key Performance Indicators.
Additional expectations	Students are encouraged to participate in the Faculty's annual House Activities Week. Furthermore, in conjunction with the Library, students should benefit from interactions with the Visiting Author. In addition, they should be encouraged to participate in various challenges such as the PTA Poetry Contest and the International Week story competition.
Methodology	• Independent research by students
	• Presentations, paired and group work
	• Dramatisation
	• Project work
	• Writing process of drafting, editing, revising
	• Use of multi-media and IT tools
	• Group discussions, debates

GEOGRAPHY

Length of Course	This is the first year of the Key Stage 3 Geography curriculum
Course description	Geography will encourage students to develop a sense of place and an understanding of the world on a local, regional and global scale. It also develops an understanding of interactions between people and their environments through enquiry based investigations of geographical issues. The syllabus is based on the National Curriculum for England with an international twist which is tailored to our student community.
Course aims	In year 7, the first term begins with the unit 'It's your planet!' in which pupils study the Earth's origins and the evolution our species. Next, pupils will focus on developing their map skills and other primary research techniques in order to carry out their own inquiries into the world around them. Students then study more issue based Geography linked to the United Nations Sustainable Development Goals.
Main concepts and topics covered	It's your planet This unit looks into the natural history of our world; the origins of humans; and the possible explanations for life on Earth. [1] How the Earth began [2] Evolution of life [3] Geological timescale [4] The first humans [5] An agricultural revolution [6] The Goldilocks planet [7] Dawn of the Anthropocene [8] Geography in the 21st Century Using OS Maps This unit introduces students to Ordnance Survey maps and how they can be used. [1] Understanding Maps [2] Grid References [3] Distance & Direction [4] Scale [5] Height & Shape of Land [6] Interpreting OS Maps [7] Settlements on OS Maps [8] Why Do Settlements Grow? Global Goals Issue based study through the UN's Sustainable Development Goals [1] Peace [2] Gender Equality [3] Ending Poverty [4] Droughts [5] Sustainable energy [6] Responsible consumption [7] Climate Action [8] Evidence of climate change [9] Impacts of climate change [10] Projects (letters) Geographical Enquiry Process

	Based on the Royal Geographical Society's Young Geographer of the Year Competition [1] Identification of question [2] Pre- research planning [3] Research design [4] Primary and secondary fieldwork collection [5] Data presentation [6] Analysis and conclusions [7] Evaluating the process [8] Results
Course outcomes	• An understanding of the origins of our world according to scientists • An ability to carry out independent inquiries incorporating a variety of fieldwork skills • An appreciation for the natural world and an awareness of our interaction with it
Types of assessment	Pupils will be assessed at the end of each unit. In addition, pupils will be given assessed exercises and questions in lessons in order to build up a strong evidence trail in order to accurately gauge their ability. Examples of work to be assessed: • Written assignments including short essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Class work and home work • Project work by students • Summative assessments • Models and charts made by students • Use of ICT in the learning process (presentations, interactive educational websites and worksheets)
Methodology	Methods used for teaching Geography include: • Group based enquiries • Interactive activities • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using (PowerPoints, videos, websites) • 'Student – centred' activities like individual presentations • Role plays • Projects on relevant topics • Making of charts, models and videos by the students.
Text and materials	Geography lessons require standard equipment to be brought every lesson including exercise book and ipads. They are also expected to bring a black or blue pen, green and red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors.

Within the Types of assessment row:

Type of Assessment	% Weightage
Example Assignments	60
Tests: End of Year 7 Exam taken in May	40

	In Geography we use a varied amount of resources, some online and some textbooks which are all available on the VLE.
Grading policy	All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's termly projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a descriptor (Emerging, developing, securing, mastery), and a praise and action comment to which the student's must respond. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are given a descriptor on a scale as published in the whole school assessment policy.
Additional expectations	- The students need to carry their exercise books and laptops for every lesson. - All pieces of homework are important – whether reading or writing or researching. - Homework will be set via the school's VLE, submission of this may be online or in class printed out depending on the work set.

HISTORY

Length of Course	This is the first year of the Key Stage 3 History course
Course description	History develops in young people an interest in and enjoyment of exploring the past. A study of History in Year 7 provides opportunities for examining events, people and societies from Ancient and the Medieval world. The syllabus is closely related to the National Curriculum for England, though modified to suit local requirements.
Course Aims	The aim of History at this stage is to develop the concept of continuity vs. change, similarity vs. difference, cause and consequence among young students. It also helps to develop certain skills—intellectual, moral and attitudinal. It is also to lay special focus on the development of specific skills – such as interpretation of sources, empathy, analysis of issues, and writing extended response answers using the TREE / PEEL format.
Main concepts and topics covered	I. Key concepts in History through the Ancient Egyptians • What is History? • Chronology: time lines and time maps • Change and progress • Sources and how historians use them • Cause and consequence II. The Ancient Romans • The Beginnings of Rome • The Roman Republic • How did the Romans extend and control their Empire? • How civilised were the Romans? • Entertainment • Legacy of the Romans III. The Normans • 1066: The Norman Conquest of England • The Feudal System • Norman Castles • Life in a medieval town and village • King John and the Magna Carta • The Black Death IV. Independent Study Project • Students pick a topic from the time periods covered in the year and create an independent study to present to the class. Local study is encouraged e.g. the development of Islam in the Middle East, a comparison of Medieval Baghdad with Medieval London.
Course outcome	The development of skills is an ongoing process in Key Stage 3 and the pupils learn, practise, combine, develop and refine a wide range of skills. The key skills that we focus on are: • Source analysis • Chronological understanding • Time Management skills • Note making skills • Concept mapping • Hands on approach • Decision making • Presentation skills

	• Critical thinking
Types of assessment	Assessment will be an on-going process and the overall grade at the 3 different data collection points will include formative and summative assessments. Different teachers may use different assessments throughout the year but the end of year

Type of Assessment	% Weightage
Example Assignments Baseline assessment, Roman essay using sources, Battle of Hastings essay, King John essay using sources	60
Tests: End of Year 7 Exam taken in May	40

Examples of work that are assessed:

• Written assignments and Extended Response Tasks
• Source Analysis
• Oral presentations e.g. debates and discussions
• Quizzes e.g. Kahoot
• Role-plays

Methodology	The methodology used in Year 7 is interactive and varied. They include interactive class discussion, explanation of concepts by the teacher, evaluation of sources, both written and visual, student-centred activities like debates, group discussion, oral and power point presentations by students, role plays and project work. iPads are used to enhance and strengthen the student's participation and engagement.
Text and materials	History lessons require standard equipment to be brought every lesson including writing book, iPad and planner. They are also expected to bring a black or blue pen, green or red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors. In History we use a varied amount of resources, some online and some textbooks. A full list of the textbooks used will be found on the VLE in the near future.
Grading policy	All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's termly projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a level, an effort grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are levelled on a scale as published in the whole school assessment policy using National Curriculum levels – this will be changed in the year 2017-2018.
Additional expectations	Homework Is set each week and involves students in a variety of tasks, some written and some more creative. They may be asked to practice skills learnt in class, undertake research or work on a long-term project.

LANGUAGES AND CULTURE

ARABIC

Length of Course Year 7	This is the first year of a Three Year Key Stage 3 course
Course description and aims	During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Arabic. Students will develop knowledge of the culture of Arabic-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.
Main concepts and topics covered	**1. Let's go** ∉ Greetings ∉ Name & age ∉ How you feel ∉ The Arabic Alphabets ∉ School items & things in the classroom ∉ Simple classroom instructions ∉ Days of the week **2. Myself and others** ∉ Where you live ∉ Countries and Nationalities **3. My home** ∉ Talk about family ∉ Tell family member's names ∉ Character description ∉ House and rooms **4. Animals** ∉ Talk about animals & pets ∉ Give preferences & opinions **5. Festivals** ∉ Asking for & giving the date ∉ Festivals & other important annual events ∉ Greetings for special days ∉ Birthdays & presents ∉ Prices ∉ Clothes ∉ Describing yourself & other people **6. Sports and Leisure** ∉ Weather & temperature ∉ Months & seasons ∉ Sport

	∉ Family activities
	∉ What you do at weekends
	
	7. My area
	   ∉ Places in town
	   ∉ Understanding directions
	   ∉ Distances & locations
	   ∉ Understanding tourist information
	   ∉ Talk about your town & area
	   ∉ Arab countries
	
	8. School life
	   ∉ Telling the time
	   ∉ A typical day
	   ∉ School subjects
	   ∉ Opinions of school subjects
	
	9. Food and drinks
	   ∉ Meals in Middle East
	   ∉ Food & drink
	   ∉ Healthy eating
	   ∉ Planning meals & picnics
	   ∉ Festival foods in other countries
	
	10. Fun times!
	   ∉ Sport
	   ∉ Music
	   ∉ Opinions of other leisure activities
	   ∉ Say what you did last weekend
	   ∉ Use the 24 hour clock

Language Content	Position of Alphabets, short and long vowels, feminine /masculine, demonstrative pronouns, negation, Adjectives, possessive pronouns, attached pronouns ,singular/dual/plural, definite/indefinite articles, connectives and verbs
Course outcomes	**Listening and Responding** To organise and respond to key ideas from spoken texts in familiar contexts **Reading and Responding** To organise and respond to key ideas from written texts in familiar contexts **Speaking** To interact with others by sharing key points of information in Arabic **Writing** To understand and develop writing skills on a moderate level To write texts to present key points of information in Arabic **Communication** To share information and ideas in a small group **Cultures** To understand and compare/contrast own culture to that of Arab Countries
Types of assessment	∉ End of unit tests ∉ Level assessments each term ∉ End of year exam

Methodology	A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g. ● Group work ● Pair work ● Individual work ● Games ● Different kinds of listening activities such as selective and detailed listening ● Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. ● Using Information Technology
Text and materials	Mastering Arabic 1/Arabic in your hands Workbook CDs Flashcards Worksheets Information Technology Websites DVDs Realia
Grading policy	All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. This values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.
Additional expectations	For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.

FRENCH

Length of Course Year 7	This is the first year of a Three Year Key Stage 3 course
Course description and aims	During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.
Main concepts and topics covered	**11. Bonjour!** ⊄ Greetings ⊄ Name & age ⊄ How you feel ⊄ School items & things in the classroom ⊄ Simple classroom instructions **12. J'Habite ici** ⊄ Where you live ⊄ Days of the week ⊄ The French Alphabet **13. Chez Moi** ⊄ Talk about family & home life ⊄ Say who things belong to ⊄ Say where things are **14. Les Animaux** ⊄ Talk about animals & pets ⊄ Give preferences & opinions **15. Des Fêtes et des Festivals** ⊄ Asking for & giving the date ⊄ Festivals & other important annual events ⊄ Greetings for special days ⊄ Birthdays & presents ⊄ Prices ⊄ Clothes ⊄ Describing yourself & other people **16. Qu'est-ce que tu fais ?** ⊄ Weather & temperature ⊄ Months & seasons ⊄ Sport ⊄ Family activities ⊄ What you do at weekends **17. En Ville** ⊄ Places in town ⊄ Understanding directions ⊄ Distances & locations ⊄ Understanding tourist information ⊄ Talk about your town & area **18. Une Journée Scolaire**

	⊄ Telling the time
	⊄ Arranging to meet
	⊄ A typical day
	⊄ School subjects
	⊄ Opinions of school subjects
	⊄ Finding out about Senegal
	19. C'est bon ça!
	⊄ Meals in France
	⊄ Food & drink
	⊄ Healthy eating
	⊄ Eating with a French family
	⊄ Planning meals & picnics
	⊄ Festival foods in other countries
	20. Amuse-toi bien!
	⊄ Sport
	⊄ Music
	⊄ Opinions of other leisure activities
	⊄ Say what you did last weekend
	⊄ Use the 24 hour clock
Language Content	Numbers, gender of nouns, definite article, possessive adjectives, être, avoir, prepositions, agreement of adjectives, negatives, regular er verbs, aller, faire, reflexive verbs, the partitive, the future with aller + infinitive, prendre, jouer à + sports, jouer de + instruments
Course outcomes	**Listening and Responding** To organise and respond to key ideas from spoken texts in familiar contexts **Reading and Responding** To organise and respond to key ideas from written texts in familiar contexts **Speaking** To interact with others by sharing key points of information in French **Writing** To understand and develop writing skills on a moderate level To write texts to present key points of information in French **Communication** To share information and ideas in a small group **Cultures** To understand and compare/contrast own culture to that of Francophone countries
Types of assessment	⊄ End of unit tests ⊄ KPI assessments each term ⊄ End of year exam
Methodology	A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g. ⊄ Group work ⊄ Pair work ⊄ Individual work ⊄ Games ⊄ Different kinds of listening activities such as selective and detailed listening ⊄ Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations ⊄ Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc.

	∉ Using Information Technology
Text and materials	Text book Tricolore 1 Total series from the United Kingdom Workbook CDs Flashcards Worksheets Information Technology Websites DVDs Realia
Grading policy	All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. This values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.
Additional expectations	For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.

SPANISH

Length of Course	This is the first year of a Three Year Key Stage 3 course.
Course description and aims	During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Spanish. Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.
Main concepts and topics covered	**1. ¡Vamos!** Introduce yourself Learn about Spanish-speaking countries Learn the Spanish alphabet Talk about the classroom **2. En el instituto** Talk about your school subjects Say what you do in lessons Talk about your teachers Give opinions and reasons Talk about snacks **3. Mi familia** Talk about your family Talk about your pets Talk about your appearance and character Talk about eyes and hair Use texts as a model for creative writing **4. En casa** Describe where you live Talk about your home Talk about activities you do in your house Describe your bedroom Talk about your daily routine **5. El tiempo libre** Tay what you do in your free time Tell the time Talk about sports Say what you like to do Say what you are going to do **6. En la ciudad** Say what your town is like Ask where something is in a town Make and respond to invitations Talk about the weather
Content	∉ Use the verb *tener* to give your age ∉ Understand regular *–ir* verbs ∉ Use the indefinite article *un / una* ∉ Understand the definite article *el / la* ∉ Use the *–ar* verb *estudiar* ∉ Understand regular *-ar, -er a*nd *–ir* verbs

	∉ Use adjectives that end in –*o/-a* ∉ Understand all adjectives agreements ∉ Count up to 100 ∉ Use *tener* ∉ Make colours agree with nouns ∉ Use the verb *ser* ∉ Use adjectives after nouns ∉ Use stem-changing verbs ∉ Use prepositions ∉ Use reflexive verbs ∉ Use *salir* and *ir* ∉ Use *me gusta* and the infinitive ∉ Use *ir* and the infinitive ∉ Use comparatives ∉ Give directions ∉ Use *querer* ∉ Use *cuando* to join bits of information
Course outcomes	**Listening and Responding** To organise and respond to key ideas from spoken texts in familiar contexts **Reading and Responding** To organise and respond to key ideas from written texts in familiar contexts **Speaking** To interact with others by sharing key points of information in Spanish **Writing** To understand and develop writing skills on a moderate level To write texts to present key points of information in Spanish **Communication** To share information and ideas in a small group **Cultures** To understand and compare/contrast own culture to that of Spanish speaking nations
Types of assessment	∉ End of unit tests ∉ KPI assessments each term ∉ End of year exam
Methodology	A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g. • Group work • Pair work • Individual work • Games • Different kinds of listening activities such as selective and detailed listening • Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations • Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. • Using Information Technology

Text and materials	Text book Mira 1 Express from the United Kingdom Workbook CDs Flashcards Worksheets Information Technology Websites DVDs
Grading policy	All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.
Additional expectations	For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.

MATHEMATICS

Length of Course	The first year of a two year Key Stage 3 course
Course description and aims	Mathematics is important in everyday life and the study of mathematics enables students to apply their knowledge, skills and understanding to relevant real world situations. In Key Stage 3 pupils in mathematics follow the 2014 National Framework. Pupils are encouraged to develop and practise their mental arithmetic skills and formalise their recording of mathematics by developing standard methods. The work covered in Year 7 builds on the Key Stage 2 mathematics curriculum. Year 7 students are taught in ability sets and they have six mathematics lessons per fortnight.
Main concepts and topics covered	Number and Algebra Geometry and Measure Statistics Mathematical reasoning and applications
Contents	Students in Year 7 will cover the following concepts: • Analysing and Displaying Data • Number Skills • Expressions, Functions and Formulae • Fractions • Angles and Shapes • Decimals • Equations • Multiplicative Reasoning • Perimeter, Area and Volume • Sequences and Graphs • Transformations • Probability • Ratio and Proportion
Course outcomes	The study of mathematics encourages your child to develop the following skills: • mathematical reasoning • increasing fluency of computation • developing a competence with formal algebra • developing an understanding of 2D and 3D shapes • handling data • estimation • problem solving • logical reasoning • the ability to think in abstract ways

Types of assessment	Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of ActiveLearn interactive digital resources, mini white boards, 10 quick questions, unit assessments, observation and the marking of written work. Students are encouraged to make self assessments by reflecting on their work and completing the student appraisal before the Student Led Conferences (SLC). There are three formal written assessments during the year including a final year exam in the summer term.
Methodology	A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, group work, project work, flipped learning and investigations are used to deliver the curriculum.
Text and materials	Pearson KS3 Maths Progress Theta 1 and Delta 1. Students have access to the Pearson Digital Platform called ActiveLearn. The link to the website is available through the Mathematics VLE. Students also have access to MyMaths www.mymaths.co.uk These materials are supplemented by a wide variety of teacher's personal favourite work sheets, games and activities. Useful websites: www.pearsonactivelearn.com www.mathswatchvle.com/ www.bbc.co.uk/schools/ks3bitesize/maths/ http://nrich.maths.org/students www.emaths.co.uk
Grading policy	Both formative (teacher) and summative (formal test) assessments are referenced to the criteria in the National Curriculum. Teachers report a progress and attainment to parents 3 times a year. Students are encouraged to be aware of their progress through the gap analysis to set their personal target.
Additional expectations	Year 7 are expected to complete two homework a week lasting approximately one hour. Activities at home: Encourage your child to practise mental arithmetic- working out change in shops, to play number, board and card games, arithmetic practice, using timetables and completing additional activities from the available resources. Students are expected to bring: a ruler, calculator, pen, pencil, geometry set, iPads and their exercise books to every lesson.

Length of Course:	The first year of a three year Key Stage 3 course.
Course description and aims:	Year 7 pupils will build on their previous knowledge and skills through performing, composing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will listen with increasing discrimination and awareness to inform their practice as musicians. They will use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.
Main concepts and topics covered	**Rhythm and Beat** **Elements of Music** **Form and Structure** **Guitar and Ukulele skills** **Keyboard and Drum Skills.** **Band Skills.**
Contents:	**Rhythm and Beat** - Through the integrated activities of performing, composing and listening, pupils will begin development of their own feeling for and awareness of a regular pulse and more complex rhythms. **Elements of Music** - Pupils should all be made aware of, understand and recognise the concepts of pitch, tempo, dynamics, duration, attack and decay, texture, timbre and silence, and be able to draw on them as a resource when composing, use them effectively when performing and recognise them when listening to and appraising music describing music. **Hooks and Riffs** - Pupils will be able to recognise Riffs through listening and performing a variety of songs using them. **Band skills** – skills on Guitar, Ukulele, Drums, Keyboard and Voice, will develop through listening, practising and performing a variety of songs.
Course outcomes	Students will be able to: - play and perform confidently in a range of solo and ensemble - improvise and compose; and extend and develop musical ideas - use staff and other relevant notations appropriately and accurately - listen with increasing discrimination to a wide range of music
Types of assessment:	Assessment is carried out by the teacher and involves marking of teacher set tasks, observations and self and peer assessment for each taught unit. In addition to this there is an end of year examination covering all the topics taught for the year.
Methodology:	A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group activities, research and investigation, and project work to encourage independence and creativity
Text and materials:	Mixture of teacher prepared materials and online multimedia resources. Instrumental resources from the department.
Grading policy:	All formative assessments will use our working without levels 'can do' statements. Students will be made aware of the assessment statements for each of the four categories – Mastered, Secure, Developing and Emerging. Students will be encouraged to set realistic targets and also self-assess their work before teacher assessment.
Additional expectations:	Involvement in extra curricula music.

SCIENCE

Course Description and Aims	Science at BISR includes three main units of study: Biology, Chemistry and Physics and follows the English National Curriculum. There are four topics within each unit. We use Pearson's 'Exploring Science – Working scientifically' package as the basis for our year 7 course. Along with learning the subject content, pupils will also be developing their science skills in line with the National Curriculum. These key skills are linked to developing an understanding of scientific attitudes, experimental skills and investigations along with analysis and evaluation. All science learning in year 7 is assessed using the EDSM framework.
Main Topics	• 7A Cells, tissues, organs and systems • 7B Sexual Reproduction in Animals • 7C Muscles and Bones • 7D Ecosystems • 7E Mixture and Separation • 7F Acids and Alkalis • 7G The Particle Model • 7H Atoms, Elements and Molecules • 7I Energy • 7J Current Electricity • 7K Forces • 7L Sound
Course Outcomes	• To develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics • To develop understanding of the nature, processes and methods of science through different types of science enquiries that helps them to answer scientific questions about the world around them • To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
Types of Assessment	Pupils will receive tests at the end of every topic where they will be assessed on their knowledge and understanding of the topic they have covered. The tests will be reported using EDSM. Pupils will also be assessed on their science skills by using an EDSM grading. The pupils will be observed or questioned on a specific skill relating to the curriculum and given an EDSM score accordingly. This practical assessment is designed to raise the practical skill level and understanding of the students.
Methodology	Pupils will be taught science in a variety of different teaching styles that incorporates Visual, Auditory and Kinaesthetic activities. There will be times when pupils work individually, in pairs or in groups hence developing their communication skills. Self and peer assessment will be undertaken throughout the lessons, enabling pupils to understand how to improve using the Point Action Response (PAR) marking response.
Text and Materials	Textbooks will be assigned to each pupil and should be brought into school every day they have a science lesson, or they can be left at school in the teacher's classroom. Please make sure that your child handles the textbook responsibly.
Grading Policy	The only work that will be formally assessed will be end of topic tests and the specific skills. These will receive an EDSM grade along with a PAR marking response were appropriate.
Additional Expectations	Homework – We have chosen to use the VLE and our innovative Flip Learning topics are: 7D Ecosystem, 7G The Particle Model, 7L Sound. These flip learning tasks represent the homework we expect a child in year 7 to do. The teacher may on occasion ask the children to complete the odd piece of work at home, but the expectation is that the Flip Learning task is where the child should focus their homework time.