



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	<p>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.</p> <p>Aim of this programme:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
Main concepts and topics covered	<p>Programme of study followed includes three projects:</p> <ul style="list-style-type: none"> • Identity (basic drawing skills) • The animal world (experimenting with colour, form and media) • Landscapes (3D marks/ sculpture/ environmental study)
Contents	<p>Term 1 We look into different styles of artists and how they depict identity through different media. How Picasso and van Gogh were representing their identities differently and why. The graphic style of Julian Opie and the elongated faces of Modigliani are also investigated.</p> <p>Term 2 Students investigate favourite animal shapes and surroundings, while considering environment and climate impact. Students are encouraged to consider a moral meaning behind their work.</p> <p>Term 3 Landscapes and the differences between urban and natural. Artists like Hundertwasser, David Hockney and Henri Rousseau are studied.</p>
Course outcomes	<p>The study of Art & Design encourages students to develop the following skills:</p> <ul style="list-style-type: none"> • 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	<p>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).</p> <p>Assessment at Key Stage 3 is measured against level descriptors outlined within the National Curriculum for Art & Design. All Art & Design skills, addressed by the National Curriculum, are taught within the themes outlined above, and assessed both in class and for independent learning homework tasks. Students are encouraged to become involved in the assessment of their own work and that of peers. 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.</p> <p>There is an exam at the end of Year 7 that mainly tests students' observational skills.</p>
Methodology	<p>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.</p>
Text and materials	<p>The following websites will provide students with useful information to aid their studies in Art & Design.</p> <p>Drawing techniques http://www.bbc.co.uk/learningzone/clips/topics/secondary/art_and_design/drawing.shtml</p> <p>Easy to understand guide that covers over 40 artistic styles and movements http://www.bbc.co.uk/arts/yourpaintings/</p> <p>Painting Art glossary http://www.bbc.co.uk/arts/yourpaintings/about/schools/art-guide.shtml</p> <p>Artists http://www.bbc.co.uk/arts/yourpaintings/artists</p> <p>The creative industry http://www.bbc.co.uk/blast/art_design/</p>
Grading policy	<p>Students are given marks that correspond with National Curriculum levels. Students could be awarded a 4, which would be represented as 4c, or 4b, 4a. The letters a & b indicate what sub-level they have reached, for example 3b is half way to 4c and 3a is nearly a level 4c. All homework is graded in this way together with an effort grade of one of the following; (D) poor, (C) satisfactory, (B) good, or (A) excellent. It is hoped that all students will achieve at least a good for effort, which will require at least half an hour's worth of work at home.</p>
Additional expectations	<p>Art & Design easily links to all other subject areas; however we have specifically teamed up with the Music department in the second term, to deliver a cross-curricular approach. Students will study Music that corresponds to the country they investigated in Art and where the artists they looked at come from.</p> <p>The Art department holds a twice-weekly Art club after school. This is an opportunity for students to continue with class work, ask for help with homework, or use the department's resources, books, computers, printers, paints etc.</p> <p>We encourage students to visit galleries and exhibitions when on holiday. This enables students to gain a better understanding of art and artists' work.</p>

COMPUTING

Length of Course	The first year of the three year Key Stage 3 Computing course
Course description and aims	<p>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.</p> <p>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.</p>
Main concepts and topics covered	<p>E-safety, responsible use of social networking and cyber bullying</p> <p>Searching the web</p> <p>Introduction to programming</p> <p>Animation</p> <p>Databases</p> <p>Spreadsheets</p> <p>Web design</p>
Contents	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • E-Safety and cyber bullying (how to stay safe online, what to post and not post on social networking sites, how to prevent cyber bullying) • Searching the web (reliable information, using search engines effectively) • Introduction to programming (sequences, conditional statements, repetition, logical operators and variables) <p><u>Term 2</u></p> <ul style="list-style-type: none"> • Animation (using the timeline, tweening, onion skinning and incorporating manipulated images and sound from other packages) • Databases (Data types, creating tables, using queries with one or more criteria, using AND, OR and NOT and <, <=, >, >= in searches) <p><u>Term 3</u></p> <ul style="list-style-type: none"> • Spreadsheets (formatting cells, basic formulae, Functions – SUM, COUNT, COUNTA, MAX, MIN, SUM, AVERAGE etc) • Web design (text hyperlinks, image links and links to external pages and to design websites incorporating a variety of media developed in other applications)
Course outcomes	<p>The course empowers our students to</p> <ul style="list-style-type: none"> • 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	<p>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 each term at the end of the following units of work - programming, databases and spreadsheets – and an end of year examination covering all the topics taught for the year.</p>

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.code.org www.codeacademy.org www.codeschool.com
Grading policy	All formative assessments and summative assessments are given a level for each unit of work using a levels assessment sheet related to the national curriculum. Students are given the assessment sheet at the start of each unit of work and are encouraged to set a target and self assess their work before the teacher assesses it. Teachers report student's levels 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 about human behaviour, themselves and the world they live in. To build their competence in using the drama form and gain satisfaction from working within it. To build confidence and communication skills. Students will be able to accept and respect the ideas of others and to build on them. By the end of the course they will be ready for Year 8 and feel more confident about their abilities and skills in Drama.
Main concepts and topics covered	Students begin to understand the implicit rules of enquiry based drama. They will be involved in dramatic situations where they are allowed to 'play', and begin to believe in and commit themselves to the activity. As they learn to develop the action from an initial stimulus, ideas and themes which are important to the class will emerge. Drama conventions such as 'hot seating', 'still image' and 'speaking the thoughts', help to create and explore the dramatic material. There are cross curricular subjects covered, such as the Romans and Greek and Roman myth.
Contents	Students devise and present scripted and improvised dramas in response to a range of stimuli; demonstrating their ability to investigate ideas, situations and events. They experiment with sound, voice, silence, light and darkness to enhance dramatic action and use theatre technology creatively. They take part in scenes from plays by a range of dramatists and recognise the roles of director and designer. They develop an awareness of how theatre can communicate in innovative and challenging ways.
Course outcomes	Students will have made their own relationships to the subject or theme of the drama and created their own personal responses. A large proportion of the content of the drama lesson is contributed by the student, this is not easy to specify or predict and so the outcome remains largely unpredictable. But generally speaking confidence will be improved and students will be able to work in a group, individually and as a whole class, sharing their ideas and listening to others. Students will be able to question and challenge; make connections and see relationships; explore ideas and reflect critically on ideas, actions and outcomes. Students will have a developing knowledge of performing skills.
Types of assessment	Students will be assessed on both the process and performance aspects of their work. There will be summative assessments of particular skills at regular intervals. Students will also receive verbal feedback during lessons and will be encouraged to discuss their development with others, allowing the chance to assess themselves against the 'levels' for Drama.
Methodology	Lessons are practical and structured to allow for spontaneity, whilst engaging students in purposeful learning. The teacher sometimes works within the dramatic fiction, taking a role, sometimes outside it, setting tasks and prompting reflections on the drama. Students will be expected to contribute to the lesson throughout and attend with their subject journal which will be used during the lesson to make notes and record their development.
Text and materials	Students will be graded using levels, which will be communicated to them in the first few weeks of the term. They will receive the grading.
Grading policy	Students will be graded using levels, which will be communicated to them in the first few weeks of the term. They will receive the grading policy so they may track their progress. The levels are designed to help students develop in Drama in all areas of the subject. Assessment will not be on performance alone. Other areas of assessment are responding, developing, reflection and evaluation.

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.
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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: <ul style="list-style-type: none"> • 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	<p>Reading Students will :</p> <ul style="list-style-type: none"> • 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 <p>Writing Students will: write in a varied and interesting way conveying meaning clearly in a range of forms for different readers</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening Students will:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Alex Rider Mission 1: Stormbreaker Artemis Fowl Boy Dracula Freak the Mighty Holes King of Shadows Northern Lights Shadow Skellig Stories from Shakespeare The Chronicles of Narnia The Hobbit Bill's New Frock Ghost Watch Troy 24 Developing Poetry Skills </td> <td style="width: 50%; vertical-align: top;"> Anthony Horowitz Eoin Colfer Roald Dahl Bram Stoker retold Rodman Philbrick Louis Sachar Susan Cooper Philip Pullman Michael Morpurgo David Almond Geraldine McCaughrean C. S. Lewis J. R. R Tolkien Annie Fine Jon Blake David Calcutt Geoff Barton </td> </tr> </table>	Alex Rider Mission 1: Stormbreaker Artemis Fowl Boy Dracula Freak the Mighty Holes King of Shadows Northern Lights Shadow Skellig Stories from Shakespeare The Chronicles of Narnia The Hobbit Bill's New Frock Ghost Watch Troy 24 Developing Poetry Skills	Anthony Horowitz Eoin Colfer Roald Dahl Bram Stoker retold Rodman Philbrick Louis Sachar Susan Cooper Philip Pullman Michael Morpurgo David Almond Geraldine McCaughrean C. S. Lewis J. R. R Tolkien Annie Fine Jon Blake David Calcutt Geoff Barton
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Grading policy	Timed and coursework pieces are graded using UK National Curriculum Levels.		
Additional expectations	Wider Reading: In conjunction with the library, students are encouraged to participate in our Reading Challenge. This is designed to foster an enjoyment of books and will be active through the academic year. An attempt will be made to introduce students to a wide range of fiction and non-fiction writing. In the course of this reading, the students will have the opportunity to write book reviews, story outlines, beginnings/chapters of different kinds of books, design book jackets, blurbs and make book presentations.		

FOOD TECHNOLOGY

Length of Course	The first year of a three year Key Stage 3 course.
Course description and aims	<p>Food is very much a global issue, which is of everyday importance to everyone around the world and a necessity in life. Everybody is a consumer, user and maker of food. It is our aim to educate our students about food and where it comes from. We aim to provide them with the knowledge to be able to make the correct dietary choices, and give them the practical skills to make their own food, which ultimately impacts directly on their quality of life.</p> <p>Within the Year 7 Food Technology course we look in detail at Healthy Eating, whilst also introducing the basics surrounding Food Hygiene and Safety and the need for Personal Hygiene in the kitchen environment.</p> <p>All of this lays the foundations on which we can build our student's skills base giving them the confidence to cook independently.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> - Healthy Eating - Food Hygiene and Safety - Kitchen Utensils - Personal Hygiene - Use of Ovens, Hobs, and Grills, along with safe use of Knives and other kitchen utensils
Contents	During the 10 week rotation we look in detail at Healthy Eating and what actually constitutes a healthy diet. We look at the Eatwell plate and compare this to our own diets, thus identifying areas for potential changes in our own diets. We also look in detail at Food Hygiene and Safety issues, including food storage and cross contamination. We also look into personal hygiene and why it is so important in the kitchen environment. Some of the dishes that we make in Y7 include Vegetable Soup, 5-a-day cake and Spaghetti Bolognaise.
Course outcomes	<p>The study of Food Technology encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • Practical cookery skills • Working with a variety of food groups • Analytical/Evaluation skills • Problem solving • Team and Paired Work
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including assessed practical work, assessed theory tasks and homework tasks.</p> <p>Students also perform self assessments by reflecting on their practical work against national curriculum criteria and identifying for themselves what areas they feel they should make improvements in order to progress through the levels. Students also assess each other's work, and suggest improvements that could be made.</p> <p>Students are also assessed by the end of year exam which is completed towards the end of the school year.</p>
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	Students will soon be able to access the recipes made in class via the school website.
Grading policy	In Food Technology all grading is done in line with National Curriculum criteria. Students and their teachers constantly review work in line with this criteria in order to ensure progress is being made. Both formative (teacher) and summative (formal test) assessments are undertaken in Food Technology. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting and monitoring through self assessment.
Additional expectations	<p>Year 7 are expected to complete one home work a week lasting approximately 30 minutes. Sometimes larger project based pieces of homework are set, which are spread over more than one week.</p> <p>Students are expected to bring an appropriate container to take their food home in when undertaking practical lessons in Food Technology. All food is provided for students to cook.</p>

GEOGRAPHY

Length of Course	This is the first year of the Key Stage 3 Geography course.
Course description	<p>Geography will encourage students to develop a sense of place and an understanding of the world on a local, regional and global scale. It should also develop an understanding of interaction with the environment, contrasting opportunities and interrelationship between different communities.</p> <p>The syllabus is related to the National Curriculum of England though, modified to suit local requirements.</p>
Course Aims	The aim of Geography in year 7 is to get students thinking with a clear understanding about the physical forces which shape our earth, and to teach them about the human environment in which they live. It will encourage students to develop a sense of place and an understanding of the world on a local, regional and global scale. It should also develop an understanding of interaction with the environment, contrasting opportunities and interrelationship between different communities.
Main concepts and topics covered	<p>About Geography</p> <p>Geography is the study of places and people on the Earth's surface. The unit introduces the different types of geography and landscape. Also how the Earth's surface can be divided up.</p> <p>[1] Different Types of Geography [2] Different Types of Landscape [3] Dividing Up The Earth [4] Latitude & Longitude</p> <p>Using O S Maps</p> <p>This unit introduces students to Ordnance Survey maps and how they can be used.</p> <p>[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?</p> <p>Great British Scenery</p> <p>A study of coastal and limestone landforms and features and how they are created and how they are managed and used by people.</p> <p>[1] Britain's Coastal Scenery [2] Britain's Collapsing Cliffs [3] Coastal Management [4] Coastal Deposition [5] Protecting Britain's Scenery [6] Carboniferous Limestone Scenery [7] Limestone & Quarrying</p> <p>UK, Climate & People</p> <p>This unit looks physical and human features of the UK and the climate differs across the UK and what this means for people.</p> <p>[1] Physical Features of UK</p>

	<p>[2] Dividing Up the UK [3] UK Climate [4] Living in Coastal Areas</p> <p>Desert Lands Students study the Desert Lands locations and what plants and animals live in the desert. Also how people live in the desert. [1] Where are the Desert Lands? [2] Desert Weather & Climate [3] How people live in desert lands? [4] Plants & Animals in the desert [5] The Mojave Desert</p> <p>End of Year Project - A project to create a 3D resource, the student can select the topic from a list of subjects covered in the year.</p>						
Course outcomes	<p>Besides acquiring a set of skills the pupils learn to appreciate the world around them and understand the way it affects their decision making abilities.</p> <p>Skills acquired</p> <ul style="list-style-type: none"> • Mapping skill • Note making skills • Poster making skills • Ability to describe human and physical Geographical features, landforms and processes. • Ability to “label” accurately on a map/graph/diagram • Use correct Geographical terminology 						
Types of assessment	<p>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</p> <table border="1" data-bbox="432 1267 1078 1473"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Example Assignments</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 7 Exam taken in May</td> <td>40</td> </tr> </tbody> </table> <p>Examples of work that are assessed:</p> <ul style="list-style-type: none"> • Written assignments and Extended Response Tasks • Source Analysis • Home work and class work • Oral presentations e.g. debates and discussions • Quizzes • Role-plays • Research work on a particular topic/whole unit projects 	Type of Assessment	% Weightage	Example Assignments	60	Tests: End of Year 7 Exam taken in May	40
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Methodology	<p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using IWB, DVDs and videos • 'Student – centred' activities like individual presentations • Usage of flipcharts and interactive activities using the Inter Active Whiteboard • Projects on relevant topics • Making of charts by the students
Text and materials	<p>Geography lessons require standard equipment to be brought every lesson including writing book 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.</p> <p>In Geography 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.</p>
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgement 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 using National Curriculum levels.</p>
Additional expectations	<ul style="list-style-type: none"> • The students will need to use an Atlas as and when required • The students need to carry their own stationery • Maps will be provided as and when required • The students need to carry their writing books and text books for every lesson • All pieces of homework are important – whether reading or writing or researching • Sometimes, even if a piece of homework is not formally set the teachers expectation would be for students to complete all class work, make a note of any key terms and definitions in the back of their books and read through their recent work before next lesson

HISTORY

Length of Course	This is the first year of the Key Stage 3 History course.
Course description	<p>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.</p> <p>The syllabus is closely related to the National Curriculum for England, though modified to suit local requirements.</p>
Course Aims	<p>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.</p> <p>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 format.</p>
Main concepts and topics covered	<p>I. Key concepts in History</p> <ul style="list-style-type: none"> • What is History? • Chronology: time lines and time maps • Change and progress • Sources and how historians use them • Cause and consequence <p>II. The Romans</p> <ul style="list-style-type: none"> • The Beginnings of Rome • The Roman Republic • Julius Caesar • How did the Romans extend and control their Empire? • How civilised were the Romans? • Entertainment • Legacy of the Romans <p>III. The Normans</p> <ul style="list-style-type: none"> • 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
Course outcome	<p>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.</p> <p>The key skills that we focus on are:</p> <ul style="list-style-type: none"> • 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.						
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<ul style="list-style-type: none"> • Written assignments and Extended Response Tasks • Source Analysis • Oral presentations e.g. debates and discussions • Quizzes • Role-plays 							
Methodology	<p>The methodology used in Year 8 is interactive and varied.</p> <p>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. The use of iPad learning will be introduced in the near future.</p>						
Text and materials	<p>History lessons require standard equipment to be brought every lesson including writing book 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.</p> <p>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.</p>						
Grading policy	<p>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.</p> <p>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.</p>						
Additional expectations	<p>Homework</p> <p>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.</p>						
Length of Course	1 school year						

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	<p>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.</p> <p>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.</p>
Main concepts and topics covered	<ol style="list-style-type: none">1. Let's go<ul style="list-style-type: none">• Greetings• Name & age• How you feel• The Arabic Alphabets• School items & things in the classroom• Simple classroom instructions• Days of the week2. Myself and others<ul style="list-style-type: none">• Where you live• Countries and Nationalities3. My home<ul style="list-style-type: none">• Talk about family• Tell family member's names• Character description• House and rooms4. Animals<ul style="list-style-type: none">• Talk about animals & pets• Give preferences & opinions5. Festivals<ul style="list-style-type: none">• Asking for & giving the date• Festivals & other important annual events• Greetings for special days• Birthdays & presents• Prices• Clothes• Describing yourself & other people6. Sports and Leisure<ul style="list-style-type: none">• Weather & temperature• Months & seasons• Sport

	<ul style="list-style-type: none"> • Family activities • What you do at weekends <p>7. My area</p> <ul style="list-style-type: none"> • Places in town • Understanding directions • Distances & locations • Understanding tourist information • Talk about your town & area • Arab countries <p>8. School life</p> <ul style="list-style-type: none"> • Telling the time • A typical day • School subjects • Opinions of school subjects <p>9. Food and drinks</p> <ul style="list-style-type: none"> • Meals in Middle East • Food & drink • Healthy eating • Planning meals & picnics • Festival foods in other countries <p>10. Fun times!</p> <ul style="list-style-type: none"> • 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	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Arabic</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Arabic</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Arab Countries</p>
Types of assessment	<ul style="list-style-type: none"> • End of unit tests • Level assessments each term • End of year exam

Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • 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 <p>Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc.</p> <ul style="list-style-type: none"> • Using Information Technology
Text and materials	<p>Mastering Arabic 1/Arabic in your hands Workbook CDs Flashcards Worksheets Information Technology Websites DVDs Realia</p>
Grading policy	<p>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.</p> <p>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.</p>
Additional expectations	<p>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.</p>

FRENCH

Length of Course Year 7	This is the first year of a Three Year Key Stage 3 course
Course description and aims	<p>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.</p> <p>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.</p>
Main concepts and topics covered	<p>11. Bonjour!</p> <ul style="list-style-type: none"> • Greetings • Name & age • How you feel • School items & things in the classroom • Simple classroom instructions <p>12. J’Habite ici</p> <ul style="list-style-type: none"> • Where you live • Days of the week • The French Alphabet <p>13. Chez Moi</p> <ul style="list-style-type: none"> • Talk about family & home life • Say who things belong to • Say where things are <p>14. Les Animaux</p> <ul style="list-style-type: none"> • Talk about animals & pets • Give preferences & opinions <p>15. Des Fêtes et des Festivals</p> <ul style="list-style-type: none"> • Asking for & giving the date • Festivals & other important annual events • Greetings for special days • Birthdays & presents • Prices • Clothes • Describing yourself & other people <p>16. Qu’est-ce que tu fais ?</p> <ul style="list-style-type: none"> • Weather & temperature • Months & seasons • Sport • Family activities • What you do at weekends <p>17. En Ville</p> <ul style="list-style-type: none"> • Places in town • Understanding directions • Distances & locations • Understanding tourist information • Talk about your town & area <p>18. Une Journée Scolaire</p>

	<ul style="list-style-type: none"> • Telling the time • Arranging to meet • A typical day • School subjects • Opinions of school subjects • Finding out about Senegal <p>19. C'est bon ça!</p> <ul style="list-style-type: none"> • Meals in France • Food & drink • Healthy eating • Eating with a French family • Planning meals & picnics • Festival foods in other countries <p>20. Amuse-toi bien!</p> <ul style="list-style-type: none"> • 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	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in French</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in French</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Francophone countries</p>
Types of assessment	<ul style="list-style-type: none"> • End of unit tests • Level assessments each term • End of year exam
Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>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.</p> <p>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.</p>
Main concepts and topics covered	<p>1. ¡Vamos! Introduce yourself Learn about Spanish-speaking countries Learn the Spanish alphabet Talk about the classroom</p> <p>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</p> <p>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</p> <p>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</p> <p>5. El tiempo libre Say 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</p> <p>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</p>
Content	<ul style="list-style-type: none"> • Use the verb <i>tener</i> to give your age • Understand regular <i>-ir</i> verbs • Use the indefinite article <i>un / una</i> • Understand the definite article <i>el / la</i> • Use the <i>-ar</i> verb <i>estudiar</i> • Understand regular <i>-ar, -er</i> and <i>-ir</i> verbs

	<ul style="list-style-type: none"> • Use adjectives that end in <i>-o/-a</i> • Understand all adjectives agreements • Count up to 100 • Use <i>tener</i> • Make colours agree with nouns • Use the verb <i>ser</i> • Use adjectives after nouns • Use stem-changing verbs • Use prepositions • Use reflexive verbs • Use <i>salir</i> and <i>ir</i> • Use <i>me gusta</i> and the infinitive • Use <i>ir</i> and the infinitive • Use comparatives • Give directions • Use <i>querer</i> • Use <i>cuando</i> to join bits of information
Course outcomes	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Spanish</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Spanish</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Spanish speaking nations</p>
Types of assessment	<ul style="list-style-type: none"> • End of unit tests • Level assessments each term • End of year exam
Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>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.</p>
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.

MATHAMATICS

Length of Course	The first year of a three year Key Stage 3 course.
Course description and aims	<p>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.</p> <p>In Key Stage 3 pupils in mathematics follow the National Numeracy Strategy. Pupils are encouraged to develop and practice 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.</p> <p>Year 7 students are taught in ability sets and they have six mathematics lessons per fortnight.</p>
Main concepts and topics covered	<p>Number and Algebra</p> <p>Geometry and Measure</p> <p>Statistics</p> <p>Mathematical processes and applications</p>
Contents	<p>Term 1</p> <p>Sequences, directed numbers, and perimeter, dealing with fractions, averages and probability, simple formulae and equations</p> <p>Term 2</p> <p>Calculating angles and coordinates, data collection, BODMAS, mappings and associated graphs.</p> <p>Term 3</p> <p>Percentages, ratio and proportion, solving algebraic problems, transformations, surveys, using a calculator, tessellations.</p>
Course outcomes	<p>The study of mathematics encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • Mathematical reasoning • Increasing fluency of computation • Developing a competence with formal algebra • Developing an understanding of 2D,3D shapes • Handling data • Estimation • Problem solving • Logical reasoning • The ability to think in abstract ways
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of mini white boards, quick 10 questions, observation and the marking of written work.</p> <p>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 two formal written texts during the year. With a final year exam in the summer term.</p>
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 and investigations are used to deliver the curriculum.

Text and materials	<p>New Maths Frameworking Year 7. Students are issued with a text book and practice book suitable for their ability. These texts are available electronically through the BISR VLE.</p> <p>Students also have access to MyMaths http://www.mymaths.co.uk/ These materials are supplemented by a wide variety of teacher's personal favourite work sheets, games and activities</p> <p>Useful websites: http://www.bbc.co.uk/schools/ks3bitesize/maths/ http://nrich.maths.org/students http://www.emaths.co.uk http://www.bbc.co.uk/bitesize/ks3/maths/</p>
Grading policy	Both formative (teacher) and summative (formal test) assessments are referenced to the criteria in the National Curriculum levels. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting.
Additional expectations	<p>Year 7 are expected to complete one home work a week lasting approximately 30 minutes.</p> <p>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.</p> <p>Students are expected to bring: a ruler, geometry set, calculator, pen, pencil and their mathematics books to every lesson.</p>
Length of Course	1 academic year
Course description and aims	Year 7 students will learn about all aspects of music through a journey that promotes understanding of Western Classical Music from C16th to the present focusing on the "Building Blocks" and "Syntax" of the Western "notated" musical tradition to draw a connection between the past and modern musical genres.
Main concepts and topics covered	<ul style="list-style-type: none"> • The Baroque Period • The Classical Period • The Romantic Period • The Modern Period
Contents	A historical appreciation from the Baroque era onwards seeks to clarify how our musical language is developed in context with social and cultural circumstances.
Course outcomes	Students will gain an understanding of how the Western musical language has developed from the "notated" tradition of music and how it relates to modern musical language.
Types of assessment	<p>Assessment is based on</p> <ul style="list-style-type: none"> • Written work • Performance • Creative / Compositional tasks
Methodology	A combination of taught elements and autonomous research orientated tasked are fused with practical and creative activities throughout the course.
Text and materials	Mixture of teacher prepared materials and online multimedia resources Instrumental resources from the department.
Grading policy	Reflective of the expectations as outlined in the National Curriculum of England and Wales.

Additional expectations	Development of general musicianship.
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MUSIC

Length of Course	1 academic year
Course description and aims	Year 7 students will learn about all aspects of music through a journey that promotes understanding of Western Classical Music from C16th to the present focusing on the "Building Blocks" and "Syntax" of the Western "notated" musical tradition to draw a connection between the past and modern musical genres.
Main concepts and topics covered	<ul style="list-style-type: none"> • The Baroque Period • The Classical Period • The Romantic Period • The Modern Period
Contents	A historical appreciation from the Baroque era onwards seeks to clarify how our musical language is developed in context with social and cultural circumstances.
Course outcomes	Students will gain an understanding of how the Western musical language has developed from the "notated" tradition of music and how it relates to modern musical language.
Types of assessment	Assessment is based on <ul style="list-style-type: none"> • Written work • Performance • Creative / Compositional tasks
Methodology	A combination of taught elements and autonomous research orientated tasked are fused with practical and creative activities throughout the course.
Text and materials	Mixture of teacher prepared materials and online multimedia resources Instrumental resources from the department.
Grading policy	Reflective of the expectations as outlined in the National Curriculum of England and Wales.
Additional expectations	Development of general musicianship.

SCIENCE

Course description and aims	Key Stage 3 Science includes three main units of study: Biology, Chemistry and Physics. There are usually four topics within each unit which are taught in a specific order throughout the year. Along with learning the subject content, pupils will also be developing certain skills to help them become more independent learners in science. These skills include; Practical experimentation, thinking scientifically, communicating and collaborating, working critically with evidence and understanding the applications and implications of Science.										
Main concepts and topics covered (in order taught through the year)	7A Tissues and transplants 7E Acids and Alkalis 7I Energy and Sustainable living 7G What a waste 7J Electrical circuits 7C+D Ecology and classifying 7F Bubbles, Bangs and Burning 7L The Solar system and beyond 7H Materials from the Earth 7K Forces 7B Sex and Science										
Contents	As above										
Course outcomes	<ul style="list-style-type: none"> • 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	<p>Pupils will be completing 4 written tests throughout the year where they will be assessed on their knowledge and understanding of the topics they have covered. As a department we wanted to make sure the pupils have the best opportunities to complete their work to the highest standard. Therefore we have included when the examinations are due to take place so the pupils can prepare in plenty of time:</p> <table border="1" data-bbox="432 1451 1094 1731"> <thead> <tr> <th>Due to take place</th> <th>Topics tested</th> </tr> </thead> <tbody> <tr> <td>End of October 2014</td> <td>7A + 7E</td> </tr> <tr> <td>Beginning of December 2014</td> <td>7I + 7F</td> </tr> <tr> <td>Middle of February 2015</td> <td>7J + 7G</td> </tr> <tr> <td>End of May 2015</td> <td>End of year exam All topics</td> </tr> </tbody> </table> <p>Pupils will also be assessed on Science skills through Assessing Pupil Progress (APP) tasks that will be set throughout the year. These will be marked and written constructive feedback will be given back to the pupils.</p>	Due to take place	Topics tested	End of October 2014	7A + 7E	Beginning of December 2014	7I + 7F	Middle of February 2015	7J + 7G	End of May 2015	End of year exam All topics
Due to take place	Topics tested										
End of October 2014	7A + 7E										
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Middle of February 2015	7J + 7G										
End of May 2015	End of year exam All topics										
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.										

Text and materials	<p>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. Your child will also have access to the virtual textbook online through the VLE or can download a version onto a USB drive from a CD ROM.</p> <p>Each pupil will also be allocated a class folder. These folders will be kept in the teacher's classroom and pupils will be expected to keep these organised. Each Pupil will be keeping test assessments and APP assessments in these folders; also any other important documentation that proves that the student has successfully completed any skills based activities.</p>
Grading policy	<p>Test and APP assessments will be graded using the UK's traditional levelling system. Only tests and APP tasks will be levelled in this way but will both contribute towards the overall assessment of your child within science.</p> <p>The test levels awarded will reflect the level of learning and understanding of the subject content.</p> <p>The APP assessment level awarded will reflect the time and effort put in from the pupil but will also assess their science skill ability.</p>
Additional expectations	<p>Homework will be set following the schools Homework policy, which is 30 minutes per week for year 7 science. Homework's will range from worksheets that may take ½ an hour to complete to the APP activities which should take longer. Appropriate time frames will be given for the completion of the larger homework tasks. Pupils are expected to organise their homework time appropriately and not leave homework to the last minute.</p> <p>The science classroom is set up to encourage student-centred learning. Of course, there will be teacher instruction, but a main portion of your child's learning is his/her responsibility. Therefore we expect all homework's and APP activities to be completed to the highest standard and handed in on time.</p>