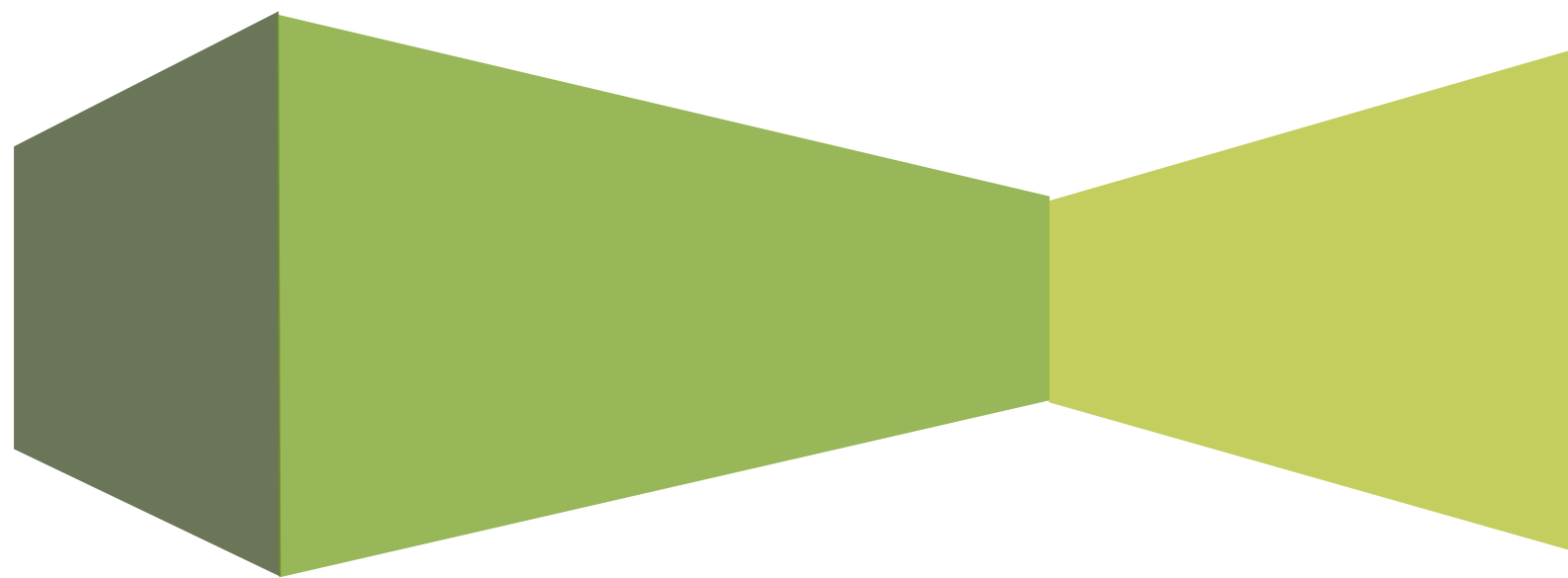




# **St. Aloysius' College**

**Curriculum Booklet 2015**

**Year 7**



## ENGLISH

The Joint Heads of Department are Ms Doorly and Mrs Hulme who can be contacted by telephone or email at the school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance. Ms Doorly is responsible for KS4 (Years 9 – 11) and Mrs Hulme for KS3 & 5 (Years 7,8,12 &13).

### Course Outline:

TERM	SCHEME OF WORK:	AP (Assessment Point)
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Writing Skills: The Perfect Paragraph</li> <li>• Dystopian Story Openings</li> </ul>	<b>AP1 October-</b> Dystopian Story Opening (writing assessment)
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Arctic Adventure- multimedia unit</li> </ul>	<b>AP2 Winter Exam</b> (reading and writing)
	<b>Christmas Holidays</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Writing Horror</li> <li>• Powerful Poetry</li> </ul>	Horror story and poem
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Poetry continued</li> <li>• Introduction to Shakespeare</li> </ul>	<b>AP3 –</b> Presentation on Why Do We Still Study Shakespeare (spoken language assessment- pass, merit or distinction)
	<b>Easter Holidays</b>	
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Novel – The Boy in the Striped Pyjamas/Trash/Wonder</li> </ul>	Essay on extract(s) linked to the whole text
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Novel and exam preparation</li> </ul>	<b>AP4 Summer Exam</b> (reading and writing)

### Essential Equipment:

- Reading book
- Highlighters
- Pens, ruler, glue, scissors, rubber, pencil sharpener

**Optional:** mini-dictionary and/or thesaurus (available in all classrooms but a copy is needed at home for homework)

### For Literacy lessons:

- Spelling, Punctuation and Grammar (SPaG) Workbook- £1.00 to be purchased from your son/ward's English teacher in his first English lesson.
- Spelling booklet

**Reading Books:** All students must have a suitable reading book (fiction or non-fiction) with them every day. It is pivotal students read: a wide range of genres and authors, challenging texts and newspapers as well. Mrs Cox, our librarian is very happy to help students select books before and after school and on their designated lunch time (**Tuesday for Year 7**). The library is open 8am- 4pm Mon- Thurs and 8am- 3pm Fridays.

### **Literacy lessons:**

Year 7 have two literacy lessons per fortnight (St Aloysius follows a two week timetable). Classes have two English teachers, one of which covers the literacy lessons. SPaG (Spelling, Punctuation and Grammar) is now tested in GCSE exams for all subjects and it is crucial that these skills are practised on a regular basis.

### **Literacy homework:**

- Weekly spelling test which includes filling in a chart on the words. Parents/guardians must sign to show that students have revised. Please test your son/ward on the spellings at home.
- Weekly page to be completed in the SPaG booklet.

### **English: A Selection of School Library Books**

Here is a small selection of books in our school library that have been enjoyed by many of the boys in KS3:

(C) – more challenging reads

#### **Quick Reads**

Two Weeks with the Queen  
Jimmy Coats series  
The Crew  
Kit's Wilderness

Morris Gleitzman  
Joe Craig  
Bali Rai  
David Almond

#### **Humour**

Diary of Adrian Mole  
Talking Turkey  
The Curious Incident of the Dog in the Night-time

Sue Townsend  
Benjamin Zephaniah  
Mark Haddon

#### **Science Fiction / Fantasy**

Northern Lights (C)  
Blood Tide (C)  
Airman(C)

Phillip Pullman  
Melvin Burgess  
Eoin Colfer

#### **War**

The Boy in the Striped Pyjamas  
Private Peaceful  
Anne Frank's Diary  
Caught in the Cross Fire  
Postcards from No Man's Land

John Boyne  
Michael Morpurgo  
Anne Frank  
Alan Gibbons  
Aiden Chamber

#### **Crime / Detective**

Lord Loss  
Black Rabbit Summer  
Coram Boy  
My Sword is Singing  
The Scarecrows

Darren Shan  
Kevin Brooks  
Jamila Gavin  
Marcus Sedgwick  
Robert Westall

### **Current Issues / Culture**

Animal Farm  
Noughts and Crosses (C)  
River Boy (C)  
Turbulence

George Orwell  
Malorie Blackman  
Tim Bowler  
Jan Mark

### **Coming of Age**

The Road of Bones  
Malarkey

Anne Frank  
Keith Gray

### **Classics**

Alice's Adventures in Wonderland  
Treasure Island  
Moonfleet  
The Jungle Book

Lewis Carroll  
Robert Lewis Stevenson  
J. Meade Falkner  
Rudyard Kipling

### **English: Useful Websites for pupils in KS3 (YEARS 7-9)**

Here are some revision websites that allow you to learn and have fun:

[www.bbc.co.uk/schools/ks3bitesize/](http://www.bbc.co.uk/schools/ks3bitesize/)  
[www.buzzin.net/english/engl-10.htm](http://www.buzzin.net/english/engl-10.htm)  
[www.cpgbooks.co.uk/online\\_rev/ks3/ks3\\_english.asp](http://www.cpgbooks.co.uk/online_rev/ks3/ks3_english.asp)  
[www.english-online.org.uk/games/gamezone2.htm](http://www.english-online.org.uk/games/gamezone2.htm)  
[www.learnenglish.org.uk/grammar/archive/grammar\\_games\\_index\\_page01.html](http://www.learnenglish.org.uk/grammar/archive/grammar_games_index_page01.html)  
[www.schoolzone.co.uk/resources/learninggame/englishlearninggames.asp](http://www.schoolzone.co.uk/resources/learninggame/englishlearninggames.asp)  
[www.bbc.co.uk/schools/revisewise/english/](http://www.bbc.co.uk/schools/revisewise/english/)  
[www.learnenglish.org.uk/kids/](http://www.learnenglish.org.uk/kids/)  
<http://www.englishbiz.co.uk/>  
[www.word-detective.com/](http://www.word-detective.com/)

As well as using the English Department reading list you can look up your own book lists on the following websites and read some book reviews:

[www.cool-reads.co.uk](http://www.cool-reads.co.uk)  
[www.kidsreview.org.uk](http://www.kidsreview.org.uk)  
[www.readingmatters.co.uk](http://www.readingmatters.co.uk)  
[www.learnenglish.org.uk/kids/bookerview\\_obtree/your\\_reviews](http://www.learnenglish.org.uk/kids/bookerview_obtree/your_reviews)  
[www.kidzworld.com](http://www.kidzworld.com)  
[www.bbc.co.uk/schools/studentlife/bookclub/](http://www.bbc.co.uk/schools/studentlife/bookclub/)

To improve your knowledge of Non-Fiction and Media texts try some of the following websites:

[www.timesonline.co.uk](http://www.timesonline.co.uk)  
[www.telegraph.co.uk](http://www.telegraph.co.uk)  
[www.guardian.co.uk](http://www.guardian.co.uk)

# MATHEMATICS

The Head of Department is Ms Toprak and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

### **Autumn**

Number 1, Number 2, Algebra 1, Algebra 2, Geometry and Measures 1, Statistics 1.

### **Spring**

Number 3, Number 4, Algebra 3, Geometry 2, Statistics 2, Geometry 3

### **Summer**

Number 5, Algebra 4, Geometry 4, Geometry 5, Statistics 3, Algebra 5

**Things to do, books your son can read or appropriate websites which will be of help**

#### **USEFUL WEBSITES:**

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[http://www.bbc.co.uk/schools/websites/11\\_16/site/maths.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml)

<http://www.mathsisfun.com/>

[http://www.gomath.com/index\\_about.html](http://www.gomath.com/index_about.html)

<http://mathforum.org/dr.math/>

<http://www.math.com/>

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

**Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

Departmental assessments five times a year around half term, plus school exam in December and June.

**Any other information (e.g. equipment the pupil must have etc.)**

A scientific Calculator and Maths set (contents: Eraser, sharpener, 15cm/150mm plastic rule, compass, pencil, and protractor).

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Number  
Angle  
Expression  
Perimeter  
Probability

Fraction  
Algebra  
Circle  
Area  
Chance

Decimal  
Equation  
Circumference  
Numerator  
Bar chart

Percentage  
Term  
Radius  
Denominator  
Frequency

# SCIENCE

The Head of Department is Ms.S Kisten, she can be contacted by telephone and she will be happy to arrange a meeting to discuss concerns, offer advice and guidance.

## COURSE OUTLINE

TERM	TOPICS TO BE STUDIED
Autumn	Working in Science Labs Simple Chemical Reactions Acids and Alkalis Cells Reproduction Forces and Their Effects
Spring	Solar System and Beyond Environment and Feeding Relationships Variation and Classification Energy Resources Electrical Circuits Particle Model of Liquids, Solids and Gases
Summer	Atoms and Elements Compounds and Mixtures Separating Mixtures Magnets and Electromagnets Heating and Cooling Rocks and Weathering The Rock Cycle

### Key dates in the year

Pupils will write End of Unit Tests after the teaching of every two topics. Each test is levelled using National Curriculum levels. This allows for your sons'/wards' progress to be tracked through the year.

Internal exams are held at the end of Autumn term and will cover all the topics studied in the Autumn term.

End of year exams are held in June of the academic year and will cover all the topics from the Spring and Summer term.

Through the year pupils will also complete Homework Assessment Tasks.

- Completion of homework forms an integral part of your sons'/wards' success in Science.
- The following websites can be useful for revision:

\*bbc bitesize ks3 (science)  
\* skool.co.uk  
\*10p.org.uk  
\* welsh education site ( ngfl)  
\* www.scibermonkey.org

Pupils' must ensure that they have a black, red and blue pens, pencil, math set, glue stick and colour pencil pack in every Science lesson.

Calculators are allowed to be used in lessons and during tests.

### SOME KEY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Adaptation	Distillation	Neutralisation
Adolescence	Electric circuit	Invertebrate
Amniotic fluid	Environmental factors	Luminous
Ampere	Variation	Menstruation
Chlorophyll	Evaporate	Ovulation
Chloroplast	Fertilisation	Resistance
Chromatogram	Foetus	Renewable resources
Combustion	Food chain	Solubility
Density	Indicator	Weight

## RELIGIOUS EDUCATION

The Head of Department is Mr Campbell and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### COURSE OUTLINE

#### **Autumn -**

Revelation and Faith –Abraham, Sarah, David and Solomon.  
God's Promises Fulfilled –Exile, Return, Annunciation and Visitation

#### **Spring -**

*The Saviour - John the Baptist, Beatitudes, Jesus' teachings, Saints, Pentecost*  
The Church - Jesus bids farewell, Pentecost, Stoning of Stephen, Spread of Christianity

#### **Summer**

The Sacraments –Jesus is the Sacrament of God, The Sacrament of Baptism, The Sacrament of Reconciliation  
Christianity and Other Faiths – St Francis Xavier, Martyrs of Uganda, Edel Quinn, The Spirit of God at work

### **Things to do, books your son can read or appropriate websites which will be of help**

- Attend Mass as a family.
- Buy a Bible for homework (or visit [www.biblegateway.com](http://www.biblegateway.com)).
- Visit [www.reonline.org.uk](http://www.reonline.org.uk)

### **Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

Assessment Tasks set Autumn Half Term, Spring Half Term, Easter, Summer Half Term.

### **Any other information (e.g. equipment the pupil must have etc.)**

Pupils need a pen, pencil, ruler, highlighter pens and glue (eg Pritt Stick).

### **TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Absolution	Adoration	Beatification	Canonisation
Eucharist	Hallowed	Gentile	Immaculate
Infallible	Intercession	Examination of Conscience	Conception
Martyr	Original Sin	Paschal Candle	Magnificat
Perpetual	Persecute	Reconciliation	Pentecost
			Scapegoat

# HISTORY

The Head of Department is Mrs Rimmer and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE:

### Autumn:

An introduction to 'What is History?' and the key skills you will be learning as an historian. We will then move on to a study of Medieval England from 1066-1500. We will be studying the Battle of Hastings in 1066 and the Norman conquest that followed. We will look at the role of religion in medieval life and Henry II and the famous murder of Thomas Becket.

### Spring:

We will also analyse the importance of the Medieval Church and the consequences of the Black Death. By half-term, you will now move on to learn about the Tudors and the Reformation. You will learn about Henry VIII and his fallout with the Catholic Church and the creation of the Church of England.

### Summer:

You will then study in depth Elizabeth I and challenges to her authority. This will include a study of religious changes, the Spanish Armada and the succession question.

## Things to do, books your son can read or appropriate websites which will be of help.

You will be able to use the school library to find a wide selection of history books and history novels that will widen your knowledge of the topics you are learning. We recommend the following websites for research:

- [www.bbc.co.uk/school/history](http://www.bbc.co.uk/school/history)
- [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)
- [www.Schoolhistory.co.uk](http://www.Schoolhistory.co.uk)

We would recommend visits to Museum of London in the Barbican, the Tower of London, the Maritime Museum at Greenwich, and Hampton Court Palace.

## Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

You will receive an assessment piece of work every half term which is to be completed in school or at home on a specific enquiry. This may be an essay, booklet, Powerpoint presentation or IT project. There will also be Christmas and summer exams.

## Any other information (e.g. equipment the pupil must have etc.)

Black or blue pens, pencils, ruler, and colouring pencils.

## TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Monarch	Monastery	Treason	Interpretation
Medieval	Armada	Parliament	Chronology
Parliament	Reformation	Revolt	Excommunicated
Feudal System	Peasant	Primary Source	Dissolution
Civil War	Secondary Source	Anachronism	



## GEOGRAPHY

The lead teacher is Mr. Mahmoud and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss any concerns or offer advice and guidance.

**In Year 7 pupils focus on learning the key geographical skills which are required for later use. Studies are more locally based to give a greater understanding of their own area.**

### **Autumn**

What is Geography? A short unit introducing the basic concepts of geographical studies and skills required, including data handling, analysis, and enquiry.

Map skills linked to the British Isles Pupils study the local area from OS maps and learn how to interpret what it shows, including the use of grid references, scale, direction, relief and the symbols. This leads on to a wider study of how to use a range of different maps at different scales.

Geology and Weathering Pupils will have a fascinating introduction to how soils are formed through various weathering processes and the significance of the process in supporting life on earth. A study of the concept of geological timescale will provide pupils with an understanding of the critical stages in the earth's history such as the ice age, the formation of mountains and sea level changes.

### **Spring**

Glaciation Pupils study the global distribution of ice and how climate change affects the present –day global ice coverage. The study will also include natural processes and features of glaciations. The focus will be on features found in the UK in order to build on their knowledge on the landscape of the British Isles.

Africa Pupils are introduced to the general physical and human geography of Africa. There is a strong emphasis on knowledge of countries and capital cities as well as a study of the distinctive natural features, weather and climate and different cultures. There is a focus on case studies of East Africa region and the formation of the East Africa Rift Valley towards the end of this unit.

### **Summer**

Asia Pupils study the geography of Asia, including physical, human and environmental aspects. There is a focus on India and China, with particular reference to changes in their economic development and employment structures over time. There will be comparative study of the economic activities and social development of the BRIC countries as case studies

### **Things to do, books your son can read or appropriate websites which will be of help**

Textbooks used:

Geog.1 (OUP), Key Geography Foundations (Stanley Thornes).

Useful websites:

<http://mapzone.ordnancesurvey.co.uk/mapzone/> this site is also used in class

[www.bbc.co.uk](http://www.bbc.co.uk) Pupils should take an interest in current affairs and global issues

Google Earth is a really useful way of using GIS.

Where possible, pupils should try to use reliable websites for research purposes, but they should cite the website used in any homework which is handed in.

### **Key dates in the year**

October: Baseline Assessment

December: Christmas Exam (Map skills and The British Isles)

March: AP3 - Africa  
 June: End of Year Exam

**Any other information**

All pupils must have black, blue and red pens, drawing pencils, an eraser, a ruler and a range of colouring pencils.

**KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Physical geography	Weathering	Glaciation	Primary industry
Human geography	Physical/mechanical weathering	Glacier	Secondary industry
Environmental geography	Chemical weathering	Ice sheet	Tertiary industry
Grid references	Biological weathering	Ice cap	Quaternary industry
Contours	Landscape	Accumulation Zone	Employment structure
Scale	Freeze-thaw weathering	Ablation	Social
Compass	Soil profile	Glacier budget	Economic
Relief	Soil texture	Interglacier	Quality of life
Rural	Porous / non - porous	Abrasion	Standard of living
Urban	Permeable	Plucking	Development
Contour interval	Impermeable	Moraine	Economic growth
Landuse	leaching	Lateral moraine	Gross Domestic Product (GDP)
Landscape	Rock cycle	Medial moraine	Development indicators
Layer colouring	Igneous rocks	Terminal moraine Ground moraine	Human Development Index (HDI)
Spot height	Sedimentary rocks	Hanging valley	Currency
Triangulation point	Metamorphic rocks	Truncated spur	Slum/Shanty town
Valley	Exfoliation	Pyramidal peak	Rural-urban migration
Ridge	Scree	Arete	Infrastructure
Round Hill	Pores	Corrie	Weather
Plateau	Carbonation	Drumlins	Infant mortality
Spur	Granite	Ribbon Lake	Life expectancy
slope	Limestone	Glacier trough	Industrialisation

# FRENCH

The Head of Department is Mr. D.Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

Textbook : Metro 1

### Autumn

Saying your name, naming what you have in your schoolbag, saying how old you are and ask someone his age, saying when your birthday is, being familiar with colours, saying where you live and being able to name European countries and nationalities, saying if you have any brothers or sisters, any pet, learning how to describe somebody.

### Spring

Talking about school subjects, being able to tell what time it is, talking about your timetable and your day at school, talking about what your wear, learning sports and opinions (j'aime /je n'aime pas/j'adore / je deteste), talking about your free time activities.

### Summer

Telling someone where you live (seaside, countryside, suburbs...), naming what you can find in the city centre, being familiar with directions, talking about someone else's house and being able to name the rooms, saying what you do when you are home, describing your bedroom, talking about your holidays, buying a souvenir, reading a menu and ordering a snack.

Things to do, books your son can read or appropriate websites which will be of help  
*The Essentials of French, Key Stage 3, Lonsdale Revision Guides*

Websites for French:

[www.btinternet.com](http://www.btinternet.com)

[www.frenchrevision.co.uk](http://www.frenchrevision.co.uk)

[www.atschool.eduweb.co.uk](http://www.atschool.eduweb.co.uk)

Key dates in the year (e.g. half term assessments, exams)

End of October: (AP1)

Christmas Exam: ( AP2)

February: (AP3)

End of Year Exam : ( AP4) June

Any other information (e.g. equipment the pupil must have etc.)

A bilingual dictionary English-French, Anglais- Francais, Collins, £6.50

## **TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERTSAND AND KNOW HOW TO SPELL**

Comment tu t'appelles?	Comment? (description) Je porte/il porte	Les sports Chez moi
Quel âge as-tu?	Blanc(s)/blanche(s)	Où?
ETRE/AVOIR	Que fais-tu?	Combien de temps?
J'habite en/au	Qu'est-ce-que tu aimes faire?	J'achete
As-tu des freres et soeurs?	Les opinions	Qu'est-ce-que tu
vas		
Quelle heure est-il?	Qu'est-ce-que c'est?	Faire? (ALLER + INF)

# SPANISH

The Head of Department is Mr. D.Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

**Textbook: ! Listos! 1**

### Autumn

Asking someone's name and giving your own, greeting someone and asking them how they are, saying what you have in your schoolbag, asking other people's ages and giving your own, talking about dates and when your birthday is, understanding your teacher's instructions, naming things in the classroom and days of the week, Spanish alphabet, learning parts of a computer and phrases for using it.

### Spring

Naming some countries, saying your nationality and where you are from, saying where you live and what languages you speak, talking about your family, talking about pets, describing yourself (eyes, hair, size and skin colour).

### Summer

Talking about school subjects, expressing likes and dislikes and giving opinions about them, asking and saying the time, talking about your school timetable and mealtimes, saying what you have to eat and drink, describing your school, saying how you get to school.

## Things to do, books your son can read or appropriate websites which will be of help

*Listos 1, Cuaderno B, Anna Kolkowska, Libby Mitchell*

Websites: [www.languageguide.org](http://www.languageguide.org)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.mflgames.co.uk](http://www.mflgames.co.uk)

## Key dates in the year (e.g. half term assessment)

October: (AP1)

Internal Christmas Exam: December ( AP2)

Half Term Assessment: February ( AP3)

End of Year Exam /June ( AP4)

## Any other information (e.g. equipment the pupil must have etc.)

A bilingual dictionary English-Spanish

Spanish exercise book in every lesson.

## TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERTSAND AND KNOW HOW TO SPELL

Llamarse: me llamo...

Estar: estoy bien/mal/regular

Tener: tienes? (No) tengo

Cuantos anos tienes?

Mi, tu, su/ mis, tus, sus

cena

El, los/la/las

Ser

Vivir

Hablar

Gustar

Pensar

Empezar: las clases empenzan a las...(hora)

Terminar

Frecuencia: normalmente, generalmente,

Siempre, a veces, nunca

Comidas: desayuno, comida, merienda,

Haber: hay/no hay

Llegar: Llego a las (hora)

Llego en...(transporte)

## ART AND DESIGN

The Head of Department is: Mr. Doherty . He can be contacted by telephone or would be happy to arrange a meeting.

### ***COURSE OUTLINE***

The course at KS3 aims to give the pupils a range of themes to explore using a variety of media. One of the most important components of the course will be the development of observational drawing skills, which form the basis of a personal response to the world around them.

Projects are varied from time to time so as to keep the pupils involved and interested.

### ***Autumn***

Pupils will carry out a project on 'Myself'. This will involve work on portraiture, their personal interests and local environment.

They will work with pencil and paint, creating images that reflect their ideas of themselves, working from observation, memory and imagination. They will look at the work of artists and how they have approached the theme of self-portraiture.

### ***Spring***

Pupils will carry out a project on 'Shoes'. This project will aim to develop their understanding of shading and tone. They will look at the history of footwear and the new styles of sportswear available today. Making observational studies from different angles will develop their drawing skills. Tonal studies will be carried out in pencil and paint. Development of simple abstract work.

How artists such as Van Gogh have dealt with the subject.

### ***Summer***

Project: Colour Theory. Basic colour theory involving the primary and secondary colours. Painting of a colour wheel. Mixing and experimentation to develop understanding. How to graduate colours using the neutrals. Pupils will subsequently work on one of the following themes: 1. 'The Swimming Pool' 2. An Imaginary Island. 3. Their Room. They will produce a painting from their studies.

### **Things to do or books your son can read which will help**

Make sure that homework is completed. Each homework should take about an hour.

Purchase books on Art History or borrow from the library. Books on art painting techniques are also very helpful. In order to ensure that homework is completed to a high standard, it would be helpful if your son had a wide range of drawing and painting materials at home.

### **Key dates in the year (e.g. assessments etc. coursework deadlines)**

There will be half-termly assessments in which coursework grades will be collated

There will be a written and drawing exam at Christmas and the end of the year.

Half-termly assessments will be recorded on the College Data Model.

### **Any other information (e.g. equipment the pupil must have etc.)**

Pupils must have the following items of equipment in their possession at all times:

1. Set of drawing pencils. 2. Set of colouring pencils. 3. Rubber. 4. Ruler. 5. Sharpener.

It would also be helpful if he had a set of felt-tip pens.

### **TWENTY KEY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Myself --- identity, features, autobiography, moods, feelings, facial, neighbourhood, environment.

Shoes --- tone, shading, structure, blending, viewpoint, angle, improving, composition.

Colour Theory ---- primary, secondary, neutral, experimentation.

## **PHYSICAL EDUCATION**

We offer a broad and balanced curriculum to challenge and motivate all learners within the Department. There is a wide range of activities covered within the curriculum to encourage all students to develop their practical skills and theoretical knowledge whilst providing an opportunity to participate in active and healthy lifestyles through the extensive enrichment and extracurricular programme.

The PE Department is keen to develop qualities of students such as leadership, confidence and creativity. Every student will take part in a testing procedure at the beginning of each year, to allow the Department to gain accurate data on the students.

### **COURSE OUTLINE**

Students follow the National Curriculum guidelines for P.E.

### **CURRICULUM**

Football  
Basketball  
Rugby  
Table Tennis  
Tennis  
Cricket  
Athletics  
Badminton  
Health Related Fitness  
Softball  
Handball  
Baseline Testing

It is essential that every student has his correct kit for every lesson. He is expected to produce a note if he is unwell or an injury prevents him from taking an active part in the lesson. He will be required however to still bring his kit to allow him to fulfil other roles rather than just 'sitting out' of the lesson.

The school PE can be bought from the school suppliers however the PE Department do stock shorts and socks and also some second hand PE shirts.

### **ASSESSMENT**

Each student will be assessed every half term to monitor progress. Each assessment will focus on one or two assessment criteria specific to the activity been undertaken. Each activity completed has specific assessment criteria to allow staff to report and monitor the progress of students and identify their strengths and areas for development.

# MUSIC

Linking to KS4 Skills & AQA GCSE Music 2016 Draft Specification

<p><b><u>Learning Block 1:</u></b>  <i>'Notation &amp; Percussion'</i>            AP1 Performance Assessment</p>	<ul style="list-style-type: none"> <li>• Rhythm &amp; Percussion Skills: performance &amp; composition</li> <li>• Rhythm Notation Skills: sight reading &amp; writing rhythms</li> <li>• Vocal Skills: Class song</li> <li>• KS4 Links: performance &amp; composition foundation skills, listening &amp; appraising examination skills</li> <li>• AP1: Trio percussion performances (100%) – Musicianship skills, ensemble awareness, rhythm accuracy, articulation &amp; performance technique</li> </ul>
<p><b><u>Learning Blocks 2 &amp; 3:</u></b>  <i>'Notation &amp; Melody'</i>  <i>'Melody Shape'</i>            AP2 Listening Assessment  <i>'Structure &amp; Contrast'</i></p>	<ul style="list-style-type: none"> <li>• Melody Shape Skills: listening &amp; composition</li> <li>• Pitch Notation Skills: sight reading &amp; music dictation</li> <li>• Music Structure Skills: elements that create contrast</li> <li>• Vocal Skills: Class song</li> <li>• KS4 Links: composition foundation skills, listening &amp; appraising examination skills, AQA AoS1 <i>'Western Classical Traditions 1650 – 1910 &amp; Since 1910'</i></li> <li>• AP2: Written Exam (100%) – Listening &amp; Analysing rhythm notation, pitch notation &amp; melody shape</li> </ul>
<p><b><u>Learning Block 4:</u></b>  <i>'Rhythms of the World'</i>            AP3 Performance Assessment</p>	<ul style="list-style-type: none"> <li>• Polyrhythm Skills: performance &amp; composition</li> <li>• Rhythm Notation Skills: sight reading &amp; writing rhythms</li> <li>• Pitch Notation Skills: pentatonic sight reading &amp; music dictation</li> <li>• Vocal Skills: Class song</li> <li>• KS4 Links: performance &amp; composition foundation skills, listening &amp; appraising examination skills, AQA AoS3 <i>'Traditional Music'</i></li> <li>• AP3: Keyboard Pair Composition and Performance (100%) – Composition in ABA Structure</li> </ul>
<p><b><u>Learning Blocks 5 &amp; 6:</u></b>  <i>'The Classical Orchestra'</i>            AP4 Listening Assessment</p>	<ul style="list-style-type: none"> <li>• Aural Skills: instrument recognition</li> <li>• Knowledge &amp; Understanding: musical instruments and their families</li> </ul>

<p><i>'Simple Pop Songs'</i></p>	<ul style="list-style-type: none"><li>• Notation Skills: sight reading &amp; learning a performance</li><li>• Technology Skills: recording and sequencing multiple parts and putting them together</li><li>• Vocal Skills:</li><li>• KS4 Links: listening &amp; appraising examination skills, AQA AoS1 &amp; 4 <i>'Western Classical Traditions 1650 – 1910 &amp; Since 1910'</i></li><li>• AP4: Written Exam (100%) – Listening &amp; Analysing rhythm notation, pitch notation, melody shape, music structures &amp; African music</li></ul>
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# DESIGN AND TECHNOLOGY

The Head of Department is Mr. Frazer and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

**COURSE OUTLINE** – All students in Year 7 study a foundation curriculum in Design and Technology as a core subject of the KS3 National Curriculum. Students are introduced to the design process and a range of design challenges through half-termly projects. Students develop key skills through working with a variety of materials, tools and equipment and engage in problem solving tasks through individual and team based projects. The emphasis in year 7 is on acquiring and developing a range of graphical and practical skills.

## **Autumn** - Drawing skills and Product Analysis

- Introduction to basic drawing techniques (perspective, isometric and orthographic drawings)
- Researching in depth - Product Analysis/Evaluation on a variety of products using ACCESS FM.
- Introduction to card mechanisms – students will design and make products with moving card mechanisms.
- Introduction to 2D design

## **Spring** – Introduction to working with wood (Softwood/Plywood)

- Maze game project
- Introduction to the basic structures and the principles of structural design – Outdoor portable shed project.

These projects cover most area of the design process. Students will learn about the classification and properties of wood materials and the types of forces acting on structures. They will research, generate and develop ideas for their game and shed projects. Jigs and templates will be introduced.

## **Summer** – Introduction to CAD/CAM

- Key Fob and Packaging Project - This project will build on the graphics and 2D design skills from previous projects. The students will also design a package for their key fob.
- Desk tidy and message pad holder project

## **Things to do, books your son can read or appropriate websites which will be of help**

- Students should purchase and read the KS3 Design and Technology Revision Guide.
- Work hard, be organised and try your best in lesson
- Attend homework support sessions

Any visits to exhibitions or museums will encourage and improve students' awareness of design and technology. Students should be encouraged to take part in any design and technology based projects outside school where possible. Any Design Technology or general design History based books are worth looking at to help with inspiration.

[www.technologystudent.com](http://www.technologystudent.com), [www.bbc.co.uk/schools/gcsebitesize/design](http://www.bbc.co.uk/schools/gcsebitesize/design), [www.technologypupil.com](http://www.technologypupil.com),  
[www.google.sketchup.com](http://www.google.sketchup.com)

## **Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

At the end of each module students will take a short knowledge test to demonstrate their understanding of the areas covered in each project. Each **half term** pupils will receive a level assessment (AP1, AP2 and AP3) of work covered in their projects and these will contribute to their final end of year grade.

## **Any other information (e.g. equipment the pupil must have etc.)**

Purchasing appropriate safety clothing, drawing equipment for students e.g. pencils, pens, fine liner, rubber, ruler, and a set of good quality colouring pencils as well as an apron for practical activities will benefit their DT work. Certificates will be sent home or distributed in assembly each half term to pupils who have made excellent effort and progress.

## **Twenty key vocabulary words which every pupil must understand and know how to spell**

- |                   |                    |                 |                          |
|-------------------|--------------------|-----------------|--------------------------|
| 1. Aesthetics     | 6. Recycling       | 11. Sketching   | 16. Rendering            |
| 2. Specification  | 7. jigs            | 12. Compression | 17. CAD/CAM              |
| 3. Research       | 8. Quality control | 13. Tension     | 18. Analysis             |
| 4. sustainability | 9. Template        | 14. Annotation  | 19. Structure            |
| 5. Hazard         | 10. Jig            | 15. Evaluate    | 20. Orthographic drawing |

# ICT (Information & Communication Technology)

The Head of Department is Mrs Acquah and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## Autumn

### Digital Literacy

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that learners will draw on this underpinning content when completing the Programming Project component.

The course will help candidates:

#### 1. Understand the application and implications of digital and computer technology in society

- Identify how digital technology is **used in society**
- Identify the **impact** of digital technology on society
- Outline the implications and permanence of **digital footprints**

#### 2. Know how to identify potential risks when using technology

- Identify **risks to self** when using technology
- Identify **risks to data** when using technology
- Outline how to protect your **digital identity**

#### 3. Know how to interact safely when using technology and minimise risks

- Give examples of how to work **safely** when using technology
- Give examples of how to minimise **security** risks when using technology

#### 4. Be able to locate and use information to meet requirements using digital technology

- Demonstrate how to **search** for information using digital technology
- Outline the **fitness for purpose** of the information located

#### 5. Be able to locate and use information to meet requirements using digital technology

- Use digital technology to capture and **process non-digital** information into digital form
- Outline the **constraints** of the information being used
- Present findings

## Spring

This unit will assist learners to gain an understanding of Digital technology and be able to understand algorithms and basic programming Techniques.

**COURSE OUTLINE: Digital technology**

## 1. Algorithms

- computational thinking:  
abstraction  
decomposition  
algorithmic thinking
- standard searching algorithms:  
binary search
- linear search

## 2. Algorithms 2

- standard sorting algorithms:  
bubble sort  
merge sort  
insertion sort
- how to produce algorithms using:  
pseudocode  
using flow diagrams
- interpret, correct or complete algorithms

## 3. Programming techniques & Producing robust programs 1

- the use of variables, constants, operators, inputs, outputs and assignments

## 4. Programming techniques & Producing robust programs 2

- the use of the three basic programming constructs used to control the flow of a program:  
sequence  
selection  
iteration (count and condition controlled loops)
- the use of basic string manipulation

## 5. Programming techniques & Producing robust programs 3

- the use of basic file handling operations:  
open – read – write - close
- the use of records to store data
- the use of SQL to search for data
- the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays
- how to use sub programs (functions and procedures) to produce structured code
- the use of data types:  
integer  
real  
Boolean  
character and string
- the common arithmetic operators
- the common Boolean operators.

## 6. Programming techniques & Producing robust programs 4

- defensive design considerations:
  - input sanitisation/validation
  - planning for contingencies (anticipating misuse)
  - authentication
- maintainability:
  - comments
  - indentation
- the purpose of testing
- types of testing:
  - iterative
  - final/terminal
- how to identify syntax and logic errors
- selecting and using suitable test data

### Summer

This unit will help learners to apply concepts and skills learnt in programming to undertake a programming project.

### Computer Programming

Rationale for computer programming in the key stage 3 curriculum

Computers are now instrumental to our society and the need for pupils to attain a form of 'digital literacy' is now generally accepted. This is currently interpreted as the need to be able to use standard applications, such as office-type software within a windows environment interface, proficiently. We agree that this is important.

However, the use of computers is changing rapidly. They are now as much mechanisms for social communication, as they are office tools. As this connectivity expands to every aspect of our lives, the ability to exercise control over the information becomes crucial. Controlling information is one of the fundamental skills of programming. If students master this skill, they will be able to engage successfully, not just with today's applications, but also with uses of technology that have yet to be devised.

Programming offers the ability to create new uses for computers. Whereas a competence in office-type software allows the production of new documents, programming allows the creation of new behaviours, rather than just the consumption of behaviours provided for us by others. Wing (2006) argues really what is involved is the act of 'Computational Thinking', which is fundamental to many branches of both art and science.

We believe that teaching programming is important for two core reasons: firstly, it is a form of digital literacy that is of growing importance within society; and secondly, it promotes intellectual development and the development of problem-solving skills in a way that is applicable to many other subjects and in many other areas of life.

The first point relates closely to the Every Child Matters agenda and the core principles of "enjoy and

Achieve", "make a positive contribution" and "achieve economic well-being".

<http://www.dcsf.gov.uk/everychildmatters/about/aims/aims>

The second point relates to the current initiatives in PLTS (Personal Learning and Thinking Skills)

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx>

<http://www.direct.gov.uk/en/>

In learning programming, pupils are introduced to the concept of sequencing instructions that will be followed by the computer to control what is being developed.

Hence, programming:

- Enables pupils to enjoy and achieve;
- Develops problem-solving skills through both individual endeavour and team work;
- Provides experience of a powerful way to "learn, conceptualise, and understand"

## **COURSE OUTLINE: Programming project**

The course will cover the topics below:

### **1. Programming techniques**

- how to identify and use variables, operators, inputs, outputs and assignments
- how to understand and use the three basic programming constructs used to control the flow of a program: Sequence; Selection; Iteration
- how to understand and use suitable loops including count and condition controlled loops
- how to use different types of data, including Boolean, string, integer and real, appropriately in solutions to problems
- how to understand and use basic string manipulation

### **2. Programming techniques 2**

- how to understand and use basic file handling operations:  
open  
read  
write  
close
- how to define and use arrays (or equivalent) as appropriate when solving problems
- how to understand and use functions/sub programs to create structured code.

### **3. Analysis 1**

- how to analyse and identify the requirements for a solution to the problem
- how to set clear objectives that show an awareness of the need for real world utility
- how to use abstraction and decomposition to design the solution to a problem
- how to identify the data requirements for their system

### **4. Analysis 2**

- how to identify test procedures to be used during and after development to check their system against the success criteria
- how to use validation to ensure a robust solution to a problem.

### **5. Design**

- how to design suitable algorithms to represent the solution to a problem
- how to design suitable input and output formats and navigation methods for their system

- how to identify suitable variables and structures with appropriate validation for their system
- how to use appropriate data types in their system
- how to use functions/sub programs to produce structured reusable code
- how to select suitable techniques for the development of the solution.

## 6. Development

- how to develop a solution to the identified problem using a suitable programming language(s)
- how to demonstrate testing and refinement of the code during development
- how to explain the solution using suitable annotation and evidence of development
- how to use suitable techniques to solve all aspects of the problem

### Things to do, book your son can read or appropriate websites which will be of help.

**Book: Book 1: Computer Systems** *(Supplied by the department. Every student has a copy)*

#### Websites:

-Teach-ICT: <http://www.teach-ict.com/ks3home.htm> Provides up-to-date guidance on Curriculum units and worksheets.

- Computer Theory for 7-11 year olds by Simon Haughton  
[www.simonhaughton.co.uk](http://www.simonhaughton.co.uk)

-The Computer Information Centre: <http://www.compinfo.co.uk/> A one-stop reference resource for IT

### Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

- November
- February
- May
- July

### Any other information (e.g. equipment the pupil must have etc.)

Textbook & Exercise book (Supplied by the Department), USB, Pens, Pencils, Ruler, Rubber and all normal school equipment.

