

# St. Aloysius' College

## CURRICULUM BOOKLET

2014-2015



YEAR 7

# ENGLISH

The Acting Heads of Department are Ms Doorly and Ms. Kennedy who can be contacted by telephone at school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

During the course of the year, your son will study a novel, non-fiction, poetry, drama, a media unit and Shakespeare. He will take part in a range of speaking and listening activities to include individual, paired and group work in order to develop independent thought. The units chosen by the teacher are dependent on the class make-up and text availability but may include:

	Speaking & Listening	Reading	Writing
<b>Induction Unit</b> - Revising text types			✓
<b>Introduction to Shakespeare</b> – Shakespeare and drama with Globe Model homework project	✓	✓	✓
<b>Writing poetry</b> – poetry and poetic technique			✓
<b>Novels</b> – Stormbreaker, The Boy in the Striped Pyjamas, Chinese Cinderella, Skellig		✓	✓
<b>Badger Books</b> – guided reading		✓	
<b>Story Openings and endings</b> - narrative			✓
<b>Library learning</b> – reading skills		✓	
<b>Preparation for exams</b> – basic skills and essay writing structure			✓
<b>Writing Skills</b> – Dystopian story writing, writing horror			✓
<b>Arctic Adventure</b> – non fiction and media texts, real world contexts	✓	✓	✓

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

Students should be encouraged to read as much quality fiction as possible throughout their school life. A recommended reading list is available from the Library.

In order to improve their reading of non-fiction, students should be encouraged to read and discuss articles from magazines and newspapers in addition to 'junk mail' which can be examined in terms of its text type, purpose, audience and type of language.

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

Pens, pencils, ruler, rubber, highlighters, reading book (essential), mini-dictionary, mini-thesaurus

## TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST BE ABLE TO SPELL AND USE IN THEIR WORK:

Adjective	Connective	Punctuation	Skimming
Adverb	Noun	Rhyme	Suffix
Advertise	Paragraph	Rhythm	Verb
Ballad	Plural	Scanning	Vocabulary
Comma	Prefix	Singular	Vowel

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

Here is a list 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

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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	Fraction	Decimal	Percentage
Angle	Algebra	Equation	Term
Expression	Circle	Circumference	Radius
Perimeter	Area	Numerator	Denominator
Probability	Chance	Bar chart	Frequency

# SCIENCE

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

## COURSE OUTLINE

TERM	TOPICS TO BE STUDIED
Autumn	Safe Science Simple Chemical Reactions Acids & Alkalis Reproduction Forces & their Effects Particle Model of Liquids, Solids and Gases Rocks & Weathering Energy Resources
Spring	Electrical Circuits The Solar System & Beyond Environment & Feeding Relationships Variation & Classification Food & Digestion Respiration
Summer	Atoms & Elements Compound & Mixtures Separating Mixtures Heating & Cooling Ecological relationships Microbes & Diseases

### 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

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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 [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

# FRENCH

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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 you 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)	Les sports
Quel âge as-tu?	Je porte/il porte	Chez moi
ETRE/AVOIR	Blanc(s)/blanche(s)	Où?
J'habite en/au	Que fais-tu?	Combien de temps?
As-tu des freres et soeurs?	Qu'est-ce-que tu aimes faire?	J'achete
Quelle heure est-il?	Les opinions	Qu'est-ce-que tu vas
	Qu'est-ce-que c'est?	Faire? (ALLER + INF)



# SPANISH

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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

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, cena

Haber: hay/no hay

Llegar: llego a las (hora)

llego en...(transporte)

# HISTORY

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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

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The Head of Department is Ms McCarthy 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.

**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 local area Pupils study the local area and learn how to interpret maps, including the use of grid references, scale, direction, relief and the key. This leads on to a wider study of how to use a range of different maps.

The British Isles. Pupils study a range of geographical themes about the British Isles including landscape formation, geological timescales, weather and climate, the economy and cultural identity.

## **SPRING**

Glaciation Pupils study the natural processes and features of glaciations. Pupils will focus on features found in the UK to relate to their previous study and build their knowledge further.

Africa Pupils are introduced to the general geography of Africa. There is knowledge based assessment of countries and capital cities as well as a study of the natural features, weather and climate and different cultures.

## **SUMMER**

Rivers Pupils study the water cycle and its importance and linked to rivers. The river processes that shapes the earth surface and the resulting landforms. The social and economic benefits that are associated with river land forms. The uses of rivers and flood prevention methods used.

Natural Resources Pupils will study the formation of natural resources such as coal, oil, gas and will study the impact of using such resources, to include climate change. Pupils will understand the alternative energy sources and the advantages and disadvantages of these.

## **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.

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

Physical geography	Relief	Urban	Secondary industry
Human geography	Scale	Rural	Tertiary industry
Environmental geography	Direction	Land use	Quaternary industry
Grid references	Compass	Weather	Identity
Contours	Landscape	Primary industry	Infrastructure

# ART AND DESIGN

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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.

# MUSIC

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The Head of Music is Mr T Graham and can be contacted either on ext: 231 or via email on graham.t2@sta.islington.sch.uk where any additional questions about GCSE music can be discussed.

## COURSE OUTLINE

### Autumn Term

- *Overview:* An introduction to general music skills – listening, performing and composing
- *Projects:* 'Rhythm & Notation', 'Keyboard Skills & Notation' – 'Musicals'
- *Practical Work:* Keyboard & Percussion composition activities, Keyboard & Percussion performance activities, Singing Work
- *Commentary Work:* Introductory Listening and Appraising activities

### Spring Term

- *Overview:* An introduction to general music skills continued
- *Projects:* 'Instruments of the Orchestra', 'African Music' and 'Singing Work'
- *Practical Work:* Keyboard & Percussion composition activities, Keyboard & Percussion performance activities, Singing performance activities
- *Commentary Work:* Further Listening and Appraising activities

### Summer Term

- *Overview:* Consolidation of general music skills
- *Projects:* 'Chinese Music & Pentatonic Scales', 'Sequencing Skills' and 'Advert Music'
- *Practical Work:* Keyboard composition activities, Keyboard performance activities and Singing skills
- *Commentary Work:* Critical Listening, Appraising and Evaluation activities

## ADDITIONAL CURRICULAR ACTIVITIES

- **Homework:** Learn music vocabulary. Research the background information to topics: Composers, Works and Dates. Practise composition ideas at home. Practise performance pieces at home
- **Clubs:** Orchestra, Choir, Rock Orchestra, Jazz Band, Year 7 Rap and Drumming Club, Keyboard Club
- **Performances:** Christmas Concert, Summer Concert
- **Trips:** Attending concerts, engaging in workshops, involvement in performances

# PHYSICAL EDUCATION

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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 and provide 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  
Hockey  
Table Tennis  
Tennis  
Cricket  
Athletics  
Badminton

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 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.

# DESIGN TECHNOLOGY

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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** - Year 7 students will be introduced to safe practices in the workshop and good standards for presentation of written folder work. Students will become familiar with the workshop environment and to learn to use hand tools and machinery safely including strip heater and pillar drill.

## **AUTUMN - Key Fob and Packaging Project**

Students will learn about wood/plastics and their classification. The project will build on the graphics skills of the students. The pupils will learn about specifications as part of the design process. The students will also design a package for their key fob. They are expected to learn to use 2D design tool, freehand sketching and other graphics media.

## **SPRING – Electronic Project**

Practical design and make project including the use of electronics. As part of this project pupils will focus on the National Curriculum assessment strand Exploring ideas. They will learn to measure, cut and join materials accurately and safely. They will also learn how to make stable structures and build simple circuits using basic electronic components.

They will develop practical skills in the use of modelling, soldering together electronic components and basic hand tools and equipment.

## **SUMMER – Desk tidy/Stationery holder**

This project covers basic plastic and wood theories and joints. The students produce a stationary based on an Egyptian/Art Deco theme. The project will cover most area of the design process. The use of www to research Art Deco shapes and details including jigs and templates will be introduced.

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

Any visits to exhibitions or museums will encourage and improve students' awareness of design and designers work. Students should be encouraged to draw, design, and take part in craft based interests outside school where possible. Any Design Technology or general Design History based books are worth looking at to help with inspiration. The school library has a good collection, and some books are available in the department.

[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 there may be a short knowledge test to identify strengths in understanding and areas of development for pupils to work towards. Each **half term** pupils will receive a level assessment (AP1, AP2 and AP3) of work covered in the modules and will contribute to their final grading.

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

Purchasing appropriate 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 beyond the class average.

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

Design Brief	Recycling	Sketching	Rendering/shading
Specification	jigs	Metal	CAD/CAM
Research	Tenon saw	Function	Analysis
Pillar drill	Bench hook	Annotation	Soft wood
Hazard	Coping saw	Acrylic	Net Development

# ICT (Information & Communication Technology)

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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 (AP1)**

### **COURSE OUTLINE: Spreadsheet**

During this unit, students will gain, build and reinforce their knowledge of using spreadsheets. They will learn to develop and interrogate models to obtain results. They will also make use of functions, formulae and conditional formatting while formatting their spreadsheets for a specific purpose.

Candidates will be able to show that they understand:

- How to interrogate a model.
- How to use formulae & functions in order to do calculations.
- How to format a spreadsheet.
- How to manipulate & navigate around the features of spreadsheet.

## **WINTER (AP2)**

### **COURSE OUTLINE: Computer Theory**

Students will learn the basics of computing theory. Students will also learn fundamental computer theory which will enhance their ideas and knowledge about how computers work.

Students will be able to show that they understand:

- Input and Output devices.
- Data Memory and conversations.
- Storage Devices.
- What the parts of a computer system are
- What an algorithm is
- What computer control is
- What computer simulations are
- What computer programming is
- How to select software appropriately
- What the Internet is
- How data be sent over the Internet
- What the World Wide Web is
- How to use search technologies effectively
- What digital communication and collaboration is
- How to stay safe when communicating digitally



## SPRING (AP3)

### COURSE OUTLINE: Unit 7.4 - Introduction to 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"

Through this unit learners will be able to:

- Find out how to use scratch to program basic instructions
- Find how scripts work and target audience scratch.
- Find out how sprites and costumes work
- Make characters move
- Understand what sprites can do
- Find out how to repeat instructions
- Use Loops (forever and repeat)
- Run simple instructions lots of times
- Make a simple game
- Use Scratch to learn basic control routines

## SUMMER (AP4)

### COURSE OUTLINE: Microsoft Database

In most businesses, the use of computerised databases are very common. Businesses use databases to store and process data. Students will be learning about the fundamentals of what databases are and how to create them.

During this unit students will build and interrogate database models to obtain results. They will also make use of tables, queries and reports for a specific purpose.

Candidates will be able to show that they understand:

- How to create tables using validations.
- How to create queries including simple, parameter and complex queries.
- How to create reports at a professional standard.

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

#### 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

-Free Images <http://www.freeimages.co.uk/> A clipart graphic site.

#### 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.)

USB, Pens, Pencils, Ruler, Rubber and all normal school equipment.

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

Spreadsheet	Formulae	Sprites	Resolution
Data Memory	Sorting & Filtering	Presentation	WWW
Input Devices	Interrogate	Editing	Downloading
Output Devices	Formatting	Rendering	Interactivity
Storage Devices	Functions	File Types	Database