

# GRADE 7

**INTERNATIONAL SCHOOL OF BEARN**

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**Parent Curriculum Guide**



# Parent Curriculum Guide

## Grade 7

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# WELCOME TO GRADE 7

Dear Parents,

Your child is now entering Grade 7, the first year of Key Stage 3.

*The National Curriculum in the UK defines the minimum educational requirements for students of compulsory school age (5-16 years). It is organised on the basis of five Key Stages. At the end of each Key Stage, students take assessments to determine the levels they have reached.*

- ✓ *Foundation Stage (Early Years and Reception/3-5 year olds)*
- ✓ *Key Stage 1 (Grades 1-2/5-7 year olds) Primary School*
- ✓ *Key Stage 2 (Grades 3-6/7-11 year olds) - Primary School*
- ✓ *Key Stage 3 (Grades 7-9/11-14 year olds) - Secondary School*
- ✓ *Key Stage 4/IGCSE (Grades 10-11/14 – 16 year olds) - Secondary School*
- ✓ *International Baccalaureate Diploma (Grades 12-13/16 – 18 year olds) - Secondary School*

In this booklet, you will find an outline of the topics we will be covering through the year in each subject.

We hope this information will be useful for you to support your child at home.

Individual subject areas are named below alongside the teachers responsible for planning and delivering that part of the curriculum.

Subject	Person responsible
English	English/Humanities teacher
Mathematics	Maths teacher
Science	Science teacher
History	English/Humanities teacher
Geography	English/Humanities teacher
Design and Technology	DT teacher
ICT	ICT teacher
Music	Music teacher
Art	Art teacher
French as a foreign language	FLE language teacher
French as a mother tongue	FLM language teacher
Spanish	Spanish language teacher
English as a second language	ESL language teacher
Physical Education	Class teacher or specialist instructors
Drama	Drama teacher

In mixed year groups, according to the best interests of the class, the range of work may be a composite programme.

If you want more information on the main subjects' schemes of work, go to [www.standards.dfes.gov.uk/schemes3](http://www.standards.dfes.gov.uk/schemes3)

# HOMework

Homework is an integral part of our curriculum. The nature and amount of homework vary according to the age and individual needs of the pupil and activity being undertaken. The school sets four main aims for its homework policy:

1. to develop the very useful habit of regular unsupervised work;
2. to extend the amount of time available for study;
3. to enable the children to follow further interests they have developed in school;
4. to encourage greater parental awareness of and involvement in their child's learning.

Homework will only be most effective if all concerned understand the pattern and format of all activities. A home/school diary is given to record all work set and provide a means of communication between school and parents. This should be signed weekly as a record of completion. We are conscious of the fact that homework tasks need to be worthwhile and that at this age, children often have many outside interests which they and parents are keen for them to follow. We try to get the right balance, both in the amount and the type of homework that children are given.

- **Homework: the teacher's role**

Homework assignments are an extension or reinforcement of activities carried out during class lessons. Tasks are set within the student's ability to enable them to work independently at home.

- **Homework: the role of parents at home**

Parents should be supportive and use the homework task as a means of positive involvement in their child's learning and participation in school activities.

If your child has been unable to do the homework, has not understood the work or spent too much time on it, a note of explanation should be written to the teacher involved.

- **If your child is absent from school due to sickness**

A parent who wishes to receive homework for his/her child must make a request to the teacher or the office. Parents must remember that homework is a consolidation of class activities and it is not always possible to set a task immediately.

- **If your child is absent from school for other reasons**

Any parent who insists on taking their child away for extra holidays during the term time must accept that no homework will be set and that their child may have to make up the work missed upon returning to school.

- **Extra homework given by the teachers**

The teachers have the right to ask a child to catch up with class work at home if he/she has noticed that the child has not worked sufficiently during class time. In that case, the teacher will write a note to the parents in the diary stating why the extra work has been given.

- **Homework Timetable**

At the beginning of each school year students will be issued with a homework timetable indicating which subjects will set homework on which day.

## Reporting

An interim progress report is issued to parents partway through the second term and a full report issued at the end of the summer term. There is an opportunity to discuss your child's progress in a formal parent/teachers consultation evening soon after the interim report has been issued.

# English

## Aims and Purposes of English

At Key Stage 3 English seeks to:

- Provide pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- Enable all pupils to develop sophisticated literacy skills
- Promote continuity and progression between KS2 and KS3.
- Improve and consolidate pupils' knowledge, skills and understanding in English.

The Key Stage 3 framework for teaching English is structured as follows:

- **Writing**

### Grade 7 Expectations

By the end of grade 7 most pupils should be able, independently, to:

- ✓ write an organised, continuous text of informative, descriptive or explanatory writing, appropriate to the subject
- ✓ link ideas in grammatically correct sentences
- ✓ use correct punctuation to signal beginnings and ends of sentences
- ✓ use writing to help learning and memory.

### Grade 7 Writing Objectives

- ✓ introduce, develop and conclude pieces of writing appropriately
- ✓ group sentences into coherent paragraphs, with sub-headings as appropriate
- ✓ plan and develop ideas and lines of thinking in continuous text
- ✓ join ideas within sentences including using links of time (*then, later, meanwhile*) and cause (*so, because, since*)
- ✓ use punctuation correctly to mark sentences (*full stops, capital letters, question/exclamation marks, commas*) and clarify meaning
- ✓ make notes, summaries, etc to clarify ideas and thinking which can be used later

- **Speaking and Listening**

### Grade 7 Expectations

By the end of grade 7 most pupils should be able, independently, to:

- ✓ ask and answer questions using appropriate terminology
- ✓ give a clear explanation of something they have learned, *eg from reading, from an experiment, visit, talk*, using appropriate subject knowledge
- ✓ listen with sustained attention and show understanding of what is heard
- ✓ contribute usefully to pair or group activity, showing understanding of the task.

### Grade 7 Speaking and Listening Objectives

- ✓ ask questions to gain clarification and further information (*Why ? How ? What ? What then ?*)
- ✓ answer questions using relevant evidence or reasons
- ✓ organise, sequence and link what they say so listeners can follow it
- ✓ identify the main points of a talk, TV programme, etc
- ✓ collaborate with others to share information and ideas, and solve problems

- **Reading**

### **Grade 7 Expectations**

By the end of grade 7 most pupils should be able, independently, to:

- ✓ read with understanding an information text of several paragraphs written in continuous prose, and identify the main messages
- ✓ understand and interpret the relationship between print, pictures, charts, tables, diagrams on paper or screen
- ✓ use appropriate strategies to read for identified purposes
- ✓ use organisational features to locate texts and information.

### **Grade 7 Reading Objectives**

- ✓ identify the main points in each paragraph, distinguishing key points from supporting material
- ✓ follow the sequence of actions, processes or ideas being described
- ✓ spot connections and links between how information is presented in different forms
- ✓ use skimming, scanning, highlighting and note-taking as appropriate to different texts
- ✓ find information using contents, index, glossary, key words, hotlinks, etc

- **Vocabulary and Spelling**

### **Grades 7, 8 and 9 Vocabulary and Spelling Objectives**

- ✓ read and use accurately vocabulary which relates to key concepts in the subject
- ✓ distinguish between everyday uses of words and their subject-specific use
- ✓ recognise links between words related by word families and roots
- ✓ understand and use correctly terms of qualification (*fully, slightly, similarly, mostly*) and comparison (*less, fewer, more, most, ...er/est*)
- ✓ learn and spell subject-specific key words correctly
- ✓ use their knowledge of spelling patterns and sentence grammar to avoid errors and confusions
- ✓ use strategies to attempt, find and check spellings

**In grade 7, we will work on all aspects of the Key Stage 3 English framework using a range of texts chosen from the following areas:**

- Recent and contemporary fiction
- Literary non-fiction (diaries, biographies, autobiographies)
- Classic literature
- Information and reference texts
- Media texts (editorials, leaflets, adverts)
- Poetry – classic and contemporary
- Playscripts

# Mathematics

## The Mathematics Curriculum

*Mathematics in grades 7, 8 and 9 follows the National Curriculum framework as set out by the DfES. The teaching programmes continue and extend the progression and expectations in the Primary Framework seeking to ensure that all students have the skills and understanding they will need in everyday life, whilst also encouraging their ability to think both logically and creatively.*

The yearly teaching programmes for grades 7 to 9 are organised in six strands linked to the National Curriculum programmes of study.

The six strands and the topics they cover are:

### Using and Applying Mathematics to Solve Problems

- Problem solving and applications in a variety of contexts to develop reasoning, thinking and communication skills

### Numbers and the Number System

- Place value, ordering and rounding
- Integers, powers and roots
- Fractions decimals, percentages, ratio and proportion

### Calculations

- Number operations and the relations between them
- Mental methods and rapid recall of number facts
- Written methods
- Calculator methods
- Checking results

### Algebra

- Equation, formula and identities
- Sequences, functions and graphs

### Shape, Space and Measures

- geometrical reasoning: lines, angles and shapes
- transformations
- coordinates
- construction and loci
- measures and mensuration

### Handling Data

- Specifying a problem, planning and collecting data
- Processing and representing data
- Interpreting and discussing results
- Probability

## Overview of Grade 7

### Resources

The main text book used in the teaching of Maths in grade 7 is 'Maths Connect 1' published by Heinemann and which is specifically written around the National Curriculum Framework. There are three books for each year group which take into consideration all levels of ability. All three are used to support and extend students as well as provide the core curriculum. Various other texts are used to provide additional support and include revision guides, dedicated educational websites, nationally set assessment tests as well as work written and produced by subject teachers.

### AUTUMN TERM

a) **Algebra 1 : Sequences and Functions**

- ✓ Sequences
- ✓ Generating sequences
- ✓ Investigating sequences
- ✓ Function machines
- ✓ Use of letters in equations

b) **Number 1: Place, Value and Ordering**

- ✓ Understanding decimals
- ✓ Multiplying and dividing by 10, 100, 1000
- ✓ Comparing and ordering decimals
- ✓ Order of operations
- ✓ Brackets and powers
- ✓ Adding

c) **Shape, Space and Measure 1: Perimeter, Area and 3D Shapes**

- ✓ Length and perimeter
- ✓ Areas of rectangles
- ✓ Connecting 2 and 3D shapes
- ✓ Cubes and cuboids

d) **Number 2: Fractions, Decimals and Percentages**

- ✓ Fractions
- ✓ Equivalent fractions
- ✓ Comparing fractions
- ✓ Adding and subtracting fractions
- ✓ Fractions of amounts
- ✓ Percentages

e) **Handling Data 1: Statistical Skills**

- ✓ The mode, median and range
- ✓ The mean
- ✓ Frequency tables
- ✓ Interpreting diagrams
- ✓ Describing probabilities
- ✓ Probability from 0 to 1

f) **Algebra 2: Expressions, Formulae and Brackets**

- ✓ Using algebra
- ✓ Collecting like terms
- ✓ Substitution
- ✓ Brackets and algebra
- ✓ Expanding brackets

g) **Shape, Space and Measure 2: Angles, Shapes and Coordinates**

- ✓ Lines, angles and shapes
- ✓ Angles
- ✓ Coordinates in four quadrants

## SPRING TERM

a) **Handling Data 2: Applying Statistical Skills**

- ✓ Grouping data
- ✓ Pie charts
- ✓ Planning an experiment or survey
- ✓ Collecting data
- ✓ Representing data

b) **Number 3: Calculating and Measuring**

- ✓ Rounding
- ✓ Positive and negative numbers
- ✓ Subtracting integers
- ✓ Multiplying
- ✓ Multiplying decimals
- ✓ Reading scales
- ✓ Measuring length
- ✓ Measuring mass and capacity

c) **Algebra 3: General Terms and Linear Graphs**

- ✓ Special numbers
- ✓ The general term
- ✓ Finding the general term
- ✓ Graphs
- ✓ Properties of graphs
- ✓ Special graphs

d) **Shape, Space and Measures 3: Properties of Triangles and Quadrilaterals**

- ✓ Triangles
- ✓ Quadrilaterals
- ✓ Drawing accurately
- ✓ Drawing shapes
- ✓ Visualising 2-D shapes

e) **Number 4: Percentages, Ratio and Proportion**

- ✓ Percentages
- ✓ Working with percentages
- ✓ Proportion
- ✓ Ratio and proportion

f) **Algebra 4: Linear Equations**

- ✓ Simplifying
- ✓ Solving equations
- ✓ Using equations

g) **Shape, Space and Measure 4: Transformations**

- ✓ Reflection
- ✓ Reflection symmetry
- ✓ Rotation
- ✓ Rotation symmetry
- ✓ Translation
- ✓ Transformations and coordinates

## SUMMER TERM

a) **Handling Data 3: Analysing Statistics and Probability**

- ✓ The three averages
- ✓ Comparing data
- ✓ Understanding graphs
- ✓ Designing a questionnaire
- ✓ Writing reports
- ✓ Possible outcomes

- ✓ Estimating probability
- ✓ Comparing probabilities

b) **Number 5: Multiples, Factors, Primes and Powers**

- ✓ Multiples
- ✓ Tests for divisibility
- ✓ Factors

- ✓ Prime numbers
- ✓ Squares and square roots
- ✓ Subtracting

- ✓ Dividing
- ✓ Dividing decimals

c) **Algebra 5: Equations, Functions and Graphs**

- ✓ Sequences in real life
- ✓ Spreadsheets
- ✓ Properties of graphs
- ✓ Plotting graphs
- ✓ Interpreting graphs
- ✓ Graphs in real life
- ✓ Using formula

d) **Space, Shape and Measure 5: Exploring Polygons and Nets**

- ✓ Dotty shapes
- ✓ Folded shapes
- ✓ Constructing quadrilaterals
- ✓ Constructing nets
- ✓ Investigating ne

### **Assessment**

Opportunities for assessment are built into each unit of work. Students are assessed continually through the marking of class work, project work and homework. At the end of each unit the students are given a formal test which is pitched at an appropriate level for the group. The outcomes are used to review individual progress and check whether students are ready to move onto the next activity or require additional support or challenge. Near the end of the year a final examination is taken to assess students' progress over the whole year. This mathematics test is based on optional National Curriculum tests set by the QCA.

# Science

## The Science Curriculum

Science in grades 7, 8, and 9 follows the National Curriculum Framework as set out by the DfES. It builds on the knowledge, understanding and skills pupils have developed in Key Stage 2 in grades 3, 4, 5 and 6. Within the schemes of work, students study 12 units as set out in the programme of study each year. An investigative approach through experiment and scientific enquiry is used throughout each unit of work. The schemes of work are designed to develop an interest in science, an enquiring mind and investigative skills necessary to appreciate the position of science in the world we live in.

## Aims and Purposes of Science

Our aim in Science is to offer children the opportunity to:

- build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;
- use scientific ideas and models to explain phenomena and events;
- understand a range of familiar applications of science;
- think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- communicate what they did and its significance;
- learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

## Content of Science at Key Stage 3

In the programme of study for science, the content is set out in a sequence of statements covering:

- **Scientific Enquiry (Sc1)**

Scientific enquiry has a central place in science because it helps students to understand how scientific ideas are developed and because the skills and processes of scientific enquiry are useful in many everyday applications.

Students need the experience of scientific investigation so that they can:

- ✓ Test out ideas experimentally
- ✓ Develop practical skills
- ✓ Carry out investigative field work
- ✓ Use collaborative approaches to solving problems
- ✓ Appreciate the importance of experimental evidence.

The different types of scientific enquiry can include:

- ✓ Pattern seeking
- ✓ Use of first-hand secondary sources of information
- ✓ Identification and classification
- ✓ Fair tests and control of variables
- ✓ Use of experimental models to explore an explanation.

- **Life Processes and Living Things (Sc2)**
- **Materials and their Properties (Sc3)**

- **Physical Processes (Sc4)**

## **Overview of Grade 7**

### **Resources**

The main text book used for grade 7 is 'Science Scheme 1' published by Heinemann which is specifically written around the National Curriculum Framework. This is further supplemented by other materials gathered from a variety of sources including text books CD ROMS, the internet and good practice gained from experienced teachers over a number of years. The course also provides opportunities for ICT, numeracy and literacy in keeping with NC guidelines.

### **The topics covered in Grade 7**

Year 7 students follow a balanced science course. This comprises of twelve units of work which focus on the practical and study skills necessary for the students to develop into competent scientists. Biology (Sc2), Chemistry (Sc3) and Physics (Sc4) topics make up the twelve units of work with the Scientific Enquiry skills (Sc1) taught across all units.

- **Sc 2 Biology**

<b>7A Cells</b>	<b>7B Reproduction</b>	<b>7C Environment and Feeding Relationships</b>	<b>7D Variation and Classification</b>
Cells, tissues and organs	Human reproduction	How environments vary	Variation within and between species
Cell structure	Protection and nurture of off spring	Adaptation of plants and animals	Scientific classification, introduction to and its importance
Plant and animal cell differences	Comparison of reproductive patterns in humans and other animals	Plant and animal interaction with environments	Patterns of variation in living things
Some functional cells	Adolescence, growth, maturity and menstruation	Feeding relationships	

- **Sc 3 Chemistry**

<b>7E Acids and Alkalis</b>	<b>7F Simple Chemical Reactions</b>	<b>7G Particle Model of Solids, Liquids and Gases</b>	<b>7H Solutions</b>
Acids and alkalis, chemical classification, properties and uses	Chemical changes resulting in new substances	Use of particle model to explain differences between solids, liquids and gases	Dissolving and separation of components of a solution
Use of indicators to classify solutions, acidic, alkaline and neutral	Simple chemical reactions of acids which produce a gas	How experimental evidence relates to theories and models	Distinction between a pure substance and a mixture
Use of pH scale to compare acidity and alkalinity	Burning as a chemical reaction involving gas, air or oxygen		Application of particle model of solids, liquids and gases in a range of contexts
	H and CO as substances made some reactions		
	Gases as real materials		
	Use of word equations to describe reactions		

- **Sc 4 Physics**

<b>7I Energy Resources</b>	<b>7J Electrical Circuits</b>	<b>7K Forces and their effects</b>	<b>7L Earth and beyond</b>
Energy in the context of fuels as convenient and valuable resources	Consolidate and extend circuit concepts	Build on the concept of force and its measurement	Consolidate ideas about the Sun and the Moon
The nature and use of fossil fuels and renewable sources	Electrical current flow and energy transfer to explain working circuits	The origin of friction, air resistance; up thrust and weight	Use models to explain phenomena such as eclipses and the seasons
Implications for the environment	Patterns in the measurements of current and voltage	Distinguish between mass and weight	That planets and satellites are seen by reflected light
Energy resources for living things	Use the concept of resistance qualitatively	Use the concept of speed	See the Sun as a star, an emitter of light
Role of the sun as the ultimate source of energy	Build circuits in which current flow is usefully controlled	Relate forces acting to changes in motion	Compare the Sun with other stars
	Hazards of electricity in the home	Situations in which forces are balanced and unbalanced	

### **Assessment**

Opportunities for assessing students' progress are built into each unit. Students are assessed continuously through the marking of class work, investigation work and homework. At the end of each unit the students sit a formal test which is pitched at an appropriate level for the year group. The outcomes are used to review individual progress and check whether students are ready to move on to the next activity or require more support and or challenge. They also provide a frame work for giving feedback to students. Near the end of the academic year a final examination is taken to monitor the students' progress over the whole year.

# History

## Aims and Purposes of History

*Our aim in History is to offer children the opportunity to:*

- *learn about the past in Britain and the wider world;*
- *consider how the past influences the present;*
- *find out about what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions;*
- *develop a chronological framework;*
- *see the diversity of human experience and understand more about themselves as individuals and members of society;*
- *reflect on their personal choices, attitudes and values;*
- *use evidence, weigh it up and reach their own conclusions;*
- *research, sift through evidence and argue a point of view.*

During key stage 3 pupils learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

## In Grade 7, we will cover the following units:

- **What is History?**

Students will spend some time at the beginning of the year examining what history is and why it is important. They will learn how to identify primary and secondary sources and the effect that bias has on them. Students will also revise the chronology of historical events.

- **The Roman Empire**

In this unit students find out about the birth and growth of the Roman Empire and investigate reasons why it was so successful. They look at specific features and achievements of Roman society such as the organisation of the army; buildings; the use of slaves; entertainment and education etc. Students are introduced to primary and secondary sources and are encouraged to begin making their own interpretations. Students also explore change and continuity by comparing Roman society with our own.

- **The Rise of Islam**

Students will examine the origins of Islam and the tenets of this religion along with the Sunni/Shia division within Islam. . They will investigate the Islamic Renaissance and their cultural and scientific achievements.

- **The Crusades**

Students will compare Christian and Islamic religions, and the causes of the Crusades. They will also, learn about the military tactics adopted during the crusades and different aspects of medieval warfare. The impact of the crusades on western Europe and the Islamic Empire will also be discussed.

- **Medieval Europe 1000 - 1500**

This unit explores the Social, Political and Economic History of Europe between 1000 and 1500. Students will examine how people lived in the Middle Ages, particularly looking at the Monarchy and the Feudal System. Students will investigate the causes of the Black Death and the impact it had on medieval Britain.

### **Assessment**

Students will be assessed in a variety of ways throughout the year, which will together contribute to their final assessment grade. Homework and assessment tasks will be given during every unit of study. These could take a variety of forms including investigations, presentations, essays, project work etc. Each piece of work that is assessed will be marked on one or more of the following points:

- Knowledge and Understanding
- Understanding and Application of Concepts
- Application of Skills
- Organization and Presentation

# Geography

## Aims and Purposes of Geography

*Geography teaching offers opportunities to:*

- *stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;*
- *foster pupils' sense of wonder at the beauty of the world around them;*
- *help pupils to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance pupils' sense of responsibility for the care of the earth and its people.*

## In Grade 7, we will cover the following units

- **Map Skills – an Introductory Unit**

In this unit students learn important geographical skills to do with reading and drawing maps, which they will need throughout key Stage 3. They will become familiar with different kinds of maps and their features, and will learn to use the information contained in them to find out about different places.

- **Rivers**

In this unit students will learn about the water cycle and how rainfall feeds into rivers. Students will learn the appropriate vocabulary to use when talking about different parts of rivers. Students will discover what weathering is and how it occurs. They will then examine how weathering shapes the land and different land formations caused by rivers.

- **Flooding**

Students will discover the causes of floods and how certain natural factors can increase the risk of flooding. They will also see how humans have increased the risk of flooding in many parts of the world. They will investigate different methods to help floods occurring. .

- **Plates Earthquakes and Volcanoes**

Students will discover what plates are and why they move. They will investigate the causes of earthquakes and the damage that they do. Students will also learn about volcanoes. How they are formed, why they erupt and the effects eruptions have. Students will also examine the links between plates, earthquakes and volcanic eruptions.

## Assessment

Students will be assessed in a variety of ways throughout the year, which will together contribute to their final assessment grade. Homework and assessment tasks will be given during every unit of study. These could take a variety of forms including investigations, presentations, essays, project work etc. Each piece of work that is assessed will be marked on one or more of the following points:

- Knowledge and Understanding
- Understanding and Application of Concepts
- Application of Skills
- Organization and Presentation

# Design and Technology

## The Design and Technology Curriculum

*Design and Technology in grades 7, 8 and 9 uses the National Curriculum Framework as a basis only for the teaching programmes enabling the programmes of study to be written around the needs of the students, staff expertise, school facilities and the whole school integrated approach the school has developed to some extra-curricular activities. However the aims and purposes of design and technology remain the same as those of the National Curriculum.*

### Aims and Purposes of Design Technology

At Key Stage 3 design and technology offers opportunities for pupils to:

- Develop their design and making skills
- Develop an understanding of materials and components
- Develop an understanding of systems and control and structures
- Nurture creativity and innovation through designing and making
- Explore values about attitudes to the man made world and how we live
- Develop a critical understanding of processes, products and their contribution to our society
- Prepare for making a contribution to life and work in a technological society
- Relate and apply knowledge and understanding from across the curriculum

### Content of Design and Technology at Key Stage 3:

In the programme of study for design and technology, students will learn to solve problems following a form of the 'Design Process'. They will be encouraged to be creative and imaginative when formulating ideas and to develop practical skills using hand and simple machine processes.

The courses are a progression of learning modules usually based on design and make assignments (DMTs). Some will be predominantly skills based while others could be analytical or design based requiring an imaginative response. Each course can be broken down into the following elements:

Analytical skills	Research skills	Designing skills
Product analysis Research analysis Data analysis Systems analysis Problem analysis	<u>Primary research</u> Books/ magazines Reports/articles Internet/CD ROMs Existing products	Product specification Generation of ideas Developing solutions Computer aided design
<b>Planning</b>	<u>Secondary research</u> Client interviews Surveys/questionnaires Models/mock-ups	<b>Manufacture</b>
Production of working drawings Selection of materials Methods and procedures Production time scale	<u>Market surveys</u> Product testing	Measurement and marking out Cutting and shaping Combining Finishing and treating Assembling
<b>Evaluating</b>	<b>Communication</b>	
Evaluation of ideas Evaluation of end product Testing Modifying	Simple 2D sketching 3D drawings- isometric/oblique/perspective Orthographic drawings Written reports	Verbal presentations Data presentation Models and mock-ups Computer generated drawings/models

## Overview of Grade 7

Modules of work for grade 7 will include some of the following depending on the previous experiences of the group.

- **Product analysis** Cereal bar packaging
- **Structures** Bridge design challenge
- **Food packaging** Tropic bar
- **Promotional product** Memo pad
- **Electronic product** Steady hand game
- **Stage set design** School summer production

Modules will be improved or modified, added or discarded in an on-going review of course content, resources available and success of final outcome.

## Assessment

Students will be encouraged to work individually and in groups with specific areas of responsibility. Their work will be assessed after each module is completed. Each module will have a slightly different emphasis and students will be made aware of their attainment level and how to improve on it.

# ICT

## The Information Communication Technology Curriculum

*ICT in grades 7, 8 and 9 uses the Framework set out by the DfES National Strategy for Key Stage 3 as a basis for the ICT curriculum. During Key Stage 3 the aim is to enable students to become independent users of ICT tools and information sources. Where possible, students will be able to undertake tasks such as the production of the Programme and Publicity material for the School productions.*

### ICT offers opportunities for students to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;
- Develop initiative and independent learning skills;
- Acquire knowledge and understanding of the quality and reliability of information;
- Learn how to undertake a range of increasingly tasks using a variety of ICT tools;
- Understand how ICT can help their work in other subjects;
- Develop the ability to judge when and how to use ICT and where it has its limitations;
- Acquire an understanding of the application and use of ICT in the outside world.

### The teaching objectives are:

Finding things out by	Develop ideas and make things	Exchange and share information
Using data and information sources Searching and selecting Organising and investigating	Analyse and automate processes Models and modelling Control and monitoring	Fitness for purpose Refine and present information Communicate

## Grade 7

The units which may be undertaken in Grade 7 provide opportunities for work on information searching and presentation, DTP, spreadsheets, databases, control systems and datalogging. The units may include:

- Using ICT
- Information and Presentation
- Processing Text and Images
- Models: Rules and Investigations
- Data: designing structure, capturing and presenting data
- Control: input, process and output
- Measuring Physical Data

### Assessment

There is no National Assessment of ICT at Key Stage 3 but internal school assessments will be used to identify progress of each student to enable support or further challenge to be given where appropriate. Assessment will be achieved by monitoring class work, the marking of homework and the assessing of various assignments that are undertaken throughout the year, continuous assessment in effect.

# Music

## Aims and Purposes of Music

*Our aim in Music is to offer children the opportunity to:*

- *develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgements about music quality;*
- *acquire the knowledge, skills and understanding needed to make music, eg in community music making, and, where appropriate, to follow a music-related career;*
- *develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, eg listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.*

## In Grade 7, we will cover the following units:

- **Exploring the Rhythm**

To learn different rhythmical patterns, to play them and to learn to read them.

- **Musical Notation**

To identify C D E F G A B sounds, to identify and use the duration units of semibreve, minim, crotchet, quavers and semiquavers.

- **Singing**

To sing in unison with awareness of rhythm and pulse, to sing with a growing sense of pitch, to sing in parts, to control their singing through their control of breathing, dynamics and expression.

- **Listening**

To recognise the instruments of string, brass and woodwind family, to identify and explain the orchestra, to describe and use musical elements( dynamics, tempo, texture and structure), to respond to different music, to discuss about styles and composers, to learn about the musical language to describe the music they hear.

# Art

## Aims and Purposes of Art and Design

*Our aim in Art and Design is to offer children the opportunity to:*

- *develop their creativity and imagination through visual, tactile and sensory experiences;*
- *develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings;*
- *learn to make value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments;*
- *explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design in the contemporary world and in different times and cultures.*

## Content of Art and Design at Key Stage 3

In art and design, pupils develop skills and techniques in order to be able to:

- explore and develop ideas;
- investigate and make art, craft and design;
- improve skills and study techniques
- evaluate and develop work.
- develop on-going sketchbook work

They acquire and apply knowledge and understanding of:

- the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences;
- codes and conventions and how these are used to represent ideas, beliefs and values in works of art, craft and design;
- continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world.

# French as a Foreign Language

## Aims and Purposes of a Foreign Language

*Our aim in French is to offer children the opportunity to:*

- *become increasingly familiar with the sounds, written form and grammar of a modern foreign language;*
- *use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;*
- *develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of French;*
- *use French as the principal means of communication within the classroom, and outside school*
- *increase their cultural awareness by learning about French-speaking countries and their peoples, and by working with materials from those countries.*

*The MFL Department would like to develop learners' interests, aspirations and attitudes by providing a breadth of experience in using the foreign language(s) in both spoken and written forms in a variety of situations.*

*Courses are based on the 4 Attainment Targets of the National Curriculum:*

- ✓ *Listening*
- ✓ *Speaking*
- ✓ *Reading*
- ✓ *Writing*

## Resources

The main text book used for grade 7 is *MéTRO 1* published by Heinemann which is specifically written around the National Curriculum Framework. This is further supplemented by various other sources gathered and compiled by the subject teacher. The course provides opportunities for ICT, numeracy and literacy in keeping with NC guidelines.

## In Grade 7, we will cover the following units:

- |                               |                               |                                     |
|-------------------------------|-------------------------------|-------------------------------------|
| • <b><u>Block A</u></b>       | • <b><u>Block B</u></b>       | • <b><u>Block C</u></b>             |
| Spellings and alphabet        | Spellings & alphabet          | Parts of the body                   |
| Classroom language            | Descriptions: colours & sizes | Sport & leisure                     |
| Hello & goodbye               | Pets                          | Places in town, tourist information |
| Names & ages                  | Likes & dislikes              | Asking the way & directions         |
| Numbers 0-100                 | Dates & festivals             | Time                                |
| Days of the week              | Shopping: clothes & presents  | School day                          |
| Family & friends              | Food & drink                  | School subjects & opinions          |
| Where you live: homes & rooms | Countries                     |                                     |
| Weather & seasons             |                               |                                     |
| Daily routine                 |                               |                                     |

# French as a Mother Tongue

## Français langue maternelle

*Dans le cadre des finalités du collège et de la progression définies par l'Education Nationale, en classe de 6<sup>e</sup>, l'étude du récit est privilégiée, et les élèves sont initiés à l'argumentation.*

*Une place importante est donnée à la réception (lire et écouter) et à la production (dire et écrire) de textes narratifs. Une place est également donnée à la lecture, à l'identification de textes argumentatifs et à la présentation orale d'un point de vue.*

*L'éveil à la sensibilité esthétique et au goût de lire, d'écrire, de raconter oralement est un but majeur de ces activités.*

### Contenu du Programme

- **Le discours**

La mise en œuvre de situations de communication diverses et significatives permet de faire apparaître des notions de base: le message, l'émetteur, le récepteur, les divers registres de langue, les mots qui renvoient à la situation de communication.

L'organisation et la cohérence du discours

Trois formes du discours à identifier: narratif, descriptif, argumentatif

Les valeurs des temps verbaux dans les discours narratif et descriptif, principalement celles du présent, de l'imparfait, du passé composé, du passé simple

La ponctuation : segmentation du texte en phrases, de la phrase en propositions

La phrase : verbale et non-verbale, les types de phrase (déclaratif, impératif, interrogatif, exclamatif) et les formes de phrases (affirmative, négative, emphatique)

La proposition (indépendante, principale, subordonnée)

- **La morphosyntaxe**

Les classes de mots: le nom, le verbe, l'adjectif, les principaux déterminants.

- **Les fonctions**

- par rapport au nom: épithète, complément du nom, apposition

- par rapport au verbe : sujet et attribut du sujet, les compléments d'objet (direct, indirect; premier, second), complément circonstanciel (maîtrise des compléments circonstanciels de lieu, de temps et de cause)

- **Les conjugaisons**

A l'indicatif (présent, futur, imparfait, passé simple, passé composé, plus-que-parfait) et aux présents de l'impératif, du conditionnel et du subjonctif

- **Le lexique**

Enrichissement du vocabulaire: en particulier du temps, de l'espace, des sensations.

Étude du mot: sens général et sens contextuel; synonymes, doublets, antonymes; composition des mots (préfixe, radical, suffixe); étymologie (racines grecques et latines appartenant notamment aux champs lexicaux du temps et du lieu, locutions empruntées au latin)

- **L'orthographe**

Accords dans la proposition: sujet-verbe, sujet-attribut

Accords dans le groupe nominal

Accords avec l'auxiliaire être; accords avec l'auxiliaire avoir (compétence en cours d'acquisition)

Morphologie du verbe (temps appris en conjugaison)

- **Orthographe lexicale:**

Les mots appartenant aux vocabulaires étudiés (en se fondant sur les étymologies éclairantes)

Homophones lexicaux et grammaticaux les plus fréquents

# Spanish

## Aims and purposes of Spanish

Our aim in Spanish is to offer children the opportunity to:

- become increasingly familiar with the sounds, written form and grammar of a modern foreign language;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of Spanish;
- use Spanish as the principal means of communication within the classroom, and beyond it where opportunities exist;
- increase their cultural awareness by learning about Spanish-speaking countries and their peoples, and by working with materials from those countries.

## In grade 7, we will cover the following units:

- **Hola!**

In this first unit pupils learn to ask and answer simple questions about themselves in Spanish. They learn some useful classroom phrases and vocabulary for classroom objects as well as basic rules of pronunciation and spelling such as “¿Como te/se llama(s)?” “¿Cuantos tiene(s) tu/usted?”...

- **La Familia y Los Amigos**

In this unit pupils learn to talk and write about their family, friends and pets, and how to describe their appearance. In order to do so, they will learn about nationalities, and about physical features and personality.

- **El Horario**

In this unit pupils learn to talk about which school subjects they like, dislike and prefer, giving simple reasons. They learn to comment orally and in writing about their school timetable and the times of different activities, including mealtimes. They extend their learning about how to use a dictionary or glossary, and enhance memory work. Finally they will learn about what types of school subjects are in Spanish-speaking countries, a student’s timetables, and how schools look like in those countries.

- **En Casa**

In this unit pupils learn to ask and answer questions about daily routines using reflexive (e.g: *despertarse, levantarse*) and where they live using the verbs *ser* and *estar* appropriately. They describe what they and others do. They begin to develop creative writing skills.

- **En El Pueblo**

In this unit pupils learn about places in town and to ask for and give simple directions (e.g *a la izquierda, a la derecha, al norte*). In addition they describe and differentiate cities and countryside, especially the Spanish-speaking countries, and where they are located in the world. They also learn different –ir verbs.

- **Pasatiempos**

This final year 7 unit gives pupils an opportunity to use the language they have learnt so far to communicate about their hobbies, sports, interests and leisure activities. We use new language content such as *gustar, preferir* + infinitive, present continuous tense and modal verbs, *poder* or *querer*. The pupils have a chance to tell their likes and dislikes about those different themes using present tense. They also learn to talk about the weather and seasons.

## English as a Second language

The ESL programme aims at integrating non-English speaking children step by step into a new language and culture so that they can communicate and work effectively in all areas of school life.

Small groups and individual attention, a combination of withdrawal for special attention and mainstream support in regular classrooms, a friendly atmosphere and interaction between multi-cultural students all contribute to the academic growth of the child.

The skills of listening, speaking, reading and writing are combined in a meaningful total experience.

Listening and speaking are the initial stages of the learning process, reading and writing being the expression of these ideas in the more advanced stage. Oral expression is the first experience in the ESL classroom but the ultimate goal is to develop written English which is essential for later academic work in school.

Basic skills are usually acquired quite quickly, the courtesies and communication necessary for use in the classroom. This enables us to use role play, dialogues and plays.

Games, songs and poems all help the children lose their fear of speech, although for the older students written work is also extremely important to help them gain the confidence quickly in that area.

It is necessary for the ESL teachers to meet the parents of the children in the ESL groups at an early stage of their time in school so as to find out about the background and expectations.

There is no fixed entry or exit to the ESL programme, the main criteria being whether the child can function satisfactorily in the mainstream class. If the child is a complete beginner then the need is greater, especially for older children, and homework will be given to reinforce work done during lessons.

# Drama

## **Aims and Purposes of Drama**

Drama offers opportunities for pupils to participate in a wide range of drama activities and to evaluate their own and others' contributions. Pupils learn to:

- Use a variety of dramatic techniques to explore ideas, issues, texts and meanings;
- Use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays (for example through dialogue, movement and pace);
- Appreciate how the structure and organisation of scenes and plays contribute to dramatic effect;
- Evaluate critically the intentions and performance of dramas, which they have watched or in which they have taken part.

## **The range of drama activities includes:**

1. improvising and working in roles
2. devising, scripting and performing in plays
3. discussing and reviewing their own and others' performances

## **A summary of the range of work which may be covered in Year 7:**

- Conveying meaning through the use of body and space to create tableaux or still images
- Using the voice only to convey meaning for example, in a radio broadcast
- Interpreting a play script from initial read through to casting, rehearsal and performance
- Considering the role of director in a piece of drama
- Improvisation and role play within specific themes
- Writing a play script (from a short story)
- Exploring in role a variety of situations

# Library

*The role of our school library is to give students varied positive experience of books, to help create confident, enthusiastic readers and to promote the skills necessary for them to become independent life-long learners as outlined in our school philosophy. Our library is an integral part of the learning environment. It is used to support all areas of the curriculum by providing the resources and information that both the students and the teacher need.*

*Our library is used to teach students how to use, handle and respect books and strives to provide students with positive reading experiences and support personal reading for pleasure.*

## **Library skills, information and research skills**

During their time in the library, students are:

- encouraged to become lovers of books and reading
- taught how to use the library
- encouraged to use information skills taught in the classroom

## **Using the library**

All children are automatically members of the school library and are given a library pin number. They have the possibility to visit the library and borrow books at least once a week.

## **Book-borrowing possibilities:**

- Reception 2 books
- Grade 1 2 books
- Grade 2 2 books
- Grade 3 3 books
- Grade 4 3 books
- Grade 5 3 books
- Grade 6 3 books
- Grade 7 4 books
- Grade 8 4 books
- Grade 9 4 books

All children should use a plastic button-down folder for their library books and return them in the same state as they were borrowed. They may borrow books for up to 2 weeks.

## **Overdue books**

- If books are not returned by the date that they are due, they become overdue
- Overdue lists are sent out regularly and are displayed in the classroom
- If a child's name is on the list, he/she should return the book(s) without delay
- After a reasonable period of time, any outstanding book is regarded as "lost" and patrons are requested to pay replacement costs
- A student is responsible for books in school as well as at home and "lost in school" is not an acceptable justification!
- Those rules are also available for text books that some children received at the beginning of the year, in French language for example.