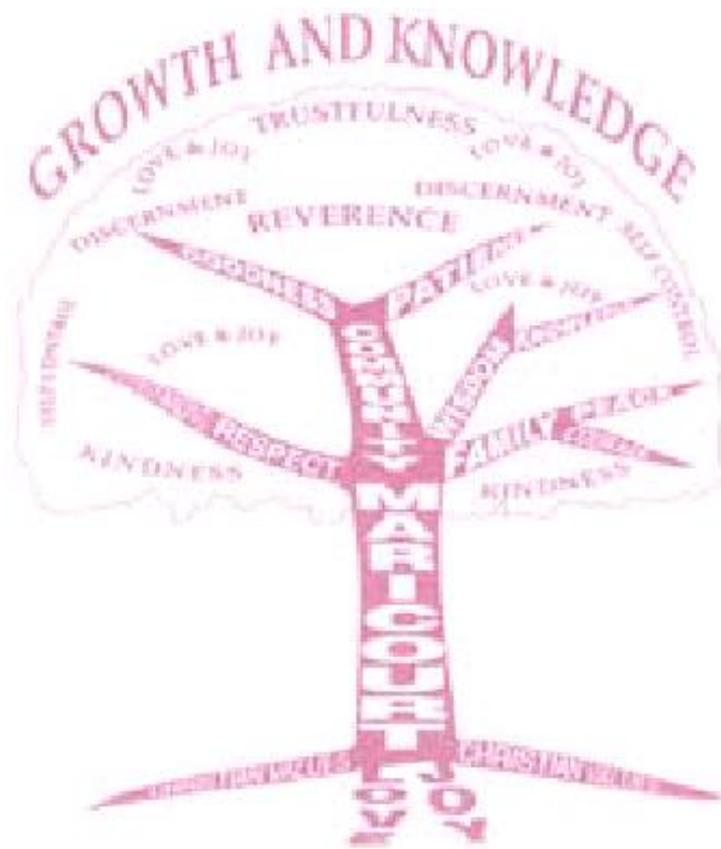


Maricourt Catholic High School



Curriculum Information – Year 7 2018/2019

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Religious Education

Course Content

Pupils examine what it means to be Christian. In 'The Living Church' pupils identify different types of community and explore what it means to belong to a community, the Maricourt Community and the wider catholic community. In 'Christ the Light' pupils differentiate between needs and wants, understand the gospel message that Jesus is the Saviour and explore ways in which Lent and Holy Week invite and challenge Christians in both their own faith and service to others. In 'Becoming fully human' pupils explore how self-esteem, self – knowledge and respect contribute to the growth and development of each person. Pupils also know and understand the Christian belief that the gift of life is the beginning of a loving relationship with God and that human beings have a unique place in creation. Pupils also complete a comparative study of Hindu communities in Britain.

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the course including;

- discussions, question/answer
- written exercises/project work
- use of role play and group work
- use of media and ICT
- Presentations

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons.

Tasks will include:

- Written exercises
- Learning Keywords
- Research exercises
- Creating illustrations and display work
- Revision

Assessment

Continual monitoring of classwork and homework will occur. Gold, silver and bronze progress indicators are awarded for six pieces of work throughout the year, one each half term.

Assessments in Year 7

- Community
- Baptism
- Lent
- Holy Week
- Forgiveness
- Power of the Holy Spirit

Personal Social and Health Education

Course Content

You & Your New School; Starting a New School, School Rules, Rights and Responsibilities, Learning in School, Communities, Volunteering, Relationships; Friendship, Bullying, Values, Healthy Lifestyles; Drug and Alcohol Awareness, Healthy Diet, Hygiene, Self Esteem, Diversity; Being a Citizen, British Identity, The Monarchy and Parliament, Risk; Safety in School and at Home, Travel Safety

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the teaching of PSHEE and Citizenship lessons in Years 7-11 including:

- Discussions, question/answer
- Computer based exercises/project studies
- Internet based research
- PowerPoint presentations
- Practical skill exercises
- Use of role play and group work
- Use of video clips and live performances
- Work experience and mock interviews (in Year 10 & 11)
- Group work tasks
- Debates

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated and scaffolded so that all students can be involved.

Our PSHEE and Citizenship Curriculum is further enriched by the guest speakers and external providers we bring in throughout the school year. Examples include Merseyside Police (Discussing Anti-Social Behaviour with Year 7 & 8), The Anthony Walker Foundation (Delivering Anti-Bullying and Hate Crime sessions with Year 8 and 10), Rob Thomas (Discussing Knife Crime with Year 10 students), Merseyside Youth Association (working with Year 7 & 8) and SMASH (working with a number of Year groups to discuss the dangers of Drug use). As well as these and numerous other visitors we also run a host of Enterprise activities and school trips which further enhance the Social, Moral, Spiritual and Cultural values of our pupils with our annual Year 9 retreat, visits to museums and art galleries and end-of-year reward trips to theme parks.

Extended work

Maricourt Pledges

These 14 pledges are made to all learners during their time at Maricourt...

- Be given a residential trip opportunity
- Watch a Professional Performance
- Present to an Audience (class, teachers, panel of external community members)

- Represent the school in an activity or sporting event (taking place in or out of school)
- Meet a person who can widen their knowledge of the world (a guest speaker)
- Receive an 'International' experience (residential abroad or guest speakers/activities)
- Visit or engage with a national or local park, museum, gallery or library
- Visit a place of worship or spiritual significance to widen knowledge of different cultures
- Take part in work related learning (work experience)
- Be involved in a club, society or organisation inside or outside of school
- Actively contribute to charity work or a community project inside or outside of school
- Be a volunteer within school or for an organisation outside of school
- Take part in a democratic vote every school year
- Take part in an Enterprise activity delivered by specialists

Maricourt prides itself on being able to offer such a variety of cultural experiences and developmental opportunities to our learners.

- Producing and presenting an assembly to the rest of the year group
- Research and extended reading tasks to consolidate learning that has taken place in lessons
- Community work achieved through the collection of Hampers and Good Shepherd Fundraising activities each year.

Assessment

Regular assessment takes place during all PSHEE & Citizenship lessons. Each Unit of work in each year group now has a self-assessment and teacher assessment form to be completed.

Throughout KS3 a series of Milestone Assessments are completed and feedback is given to students from the class teacher. Year 7 pupils now have a PSHEE & CITIZENSHIP PASSPORT that they will record, self-assess and reflect in to show their progress throughout the curriculum.

Connections for Learning

Connections for Learning is designed to support thinking skills and social and emotional aspects of learning. The core purpose is to provide students with the opportunity to:

- manage their emotions
- understand how they learn, to make mistakes and learn from their mistakes
- make direct connections across subjects to support the transference of skills.
- build resilience.

Course content

We provide year 7 pupils with the opportunity to practice skills discretely and allocate one hour a week of curriculum time. We teach the social and emotional aspects of the discrete course for term one and we use the 'Thinking Through School' resource to provide metacognitive opportunities in terms two and three.

Learning activities and teaching approaches

The learning space used is large and flexible, allowing pupils and staff to sit comfortably in a circle, to break and work in groups and to access computers in an adjacent room.

Extended work

Students have the opportunity to put into practice the tools they use in CfL to help them transfer skills across the curriculum. We set independent enquiry homework task that require the students to reflect and identify the skills they were using in another area of the curriculum.

Assessment

Students are not required to do any formal assessments but are asked termly to reflect on their own progress and identify their own strengths and weaknesses.

Mathematics

COURSE CONTENT

Students cover topics from Number, Algebra, Geometry & Measures, Probability and Statistics throughout Years 7 building on their prior knowledge. Students' skills in terms of using and applying maths are developed through all units of work.

Below is an overview of units covered during year 7:

| Set 1 Outline | Set 2 and 3 Outline | Set 4 and 5 Outline |
|--|--|--|
| Unit 1 Analysing and displaying data | Unit 1 Analysing and displaying data | Unit 1 Analysing and displaying data |
| Unit 2 Number skills | Unit 2 Number skills | Unit 2 Calculating |
| Unit 3 Equations, functions and formulae | Unit 3 Expressions, functions and formulae | Unit 3 Expressions, functions and formulae |
| Unit 4 Fractions | Unit 4 Decimals and measures | Unit 4: Graphs |
| Unit 5 Angles and shapes | Unit 5 Fractions | Unit 5 Factors and multiples |
| Unit 6 Decimals | Unit 6 Probability | Unit 6 Decimals and measures |
| Unit 7 Equations | Unit 7 Ratio and proportion | Unit 7 Angles and lines |
| Unit 8 Multiplicative reasoning | Unit 8 Lines and angles | Unit 8 Measuring and shapes |
| Unit 9 Perimeter, area and volume | Unit 9 Sequences and graphs | Unit 9 Fractions, decimals and percentages |
| Unit 10 Sequences and graphs | Unit 10 Transformations | Unit 10: Transformations |

Learning activities and teaching approaches

Students are taught in ability groups within the two school bands and are formally tested three times a year; at the end of each term. The progress of students is monitored regularly, with changes in teaching groups possible if we feel a student is misplaced and it is affecting their progress.

Extended work

Students have the opportunity to attend the weekly puzzle club taking place in A13 every Tuesday Lunch. Here they will be able to think logically to solve puzzles and deepen their mathematical understanding.

Students also have the opportunity to attend the weekly chess club taking place in N12 every Wednesday lunch. This club is for pupils of all ability in chess and is attended by pupils from year 7 – 13.

Students in Years 7, 8, 9, 10 and 12/13 are entered for the UK Mathematical challenges at Junior, Intermediate and Senior Levels respectively. Many of our students achieve Gold, Silver and Bronze certificates.

Assessment

There will be formal milestone assessments throughout Year 7.

Milestone 1 – week beginning 18th December 2017

Milestone 2 – week beginning 12th March 2018

End of Year exam – week beginning 4th June 2018

The teacher generally assesses attitude, effort and organization. This will form the picture that the class teacher builds up of a student. These will be recorded formally through the progress reviews and reports.

English

Course Content

Throughout the English curriculum there is a clear focus on improving students' basic skills of technical accuracy, namely their spelling, grammar and punctuation. Our approach to teaching grammar emphasises the function of words, phrases and clauses in context, and helps students to develop their understanding of the ways that parts of sentence structures operate on their own and in relation to other, larger structures.

The year 7 curriculum allows students to study two authors in depth and encounter a variety of literary forms. The curriculum is also designed to prepare students for progression into the next year's programme of study and, indeed, the next key stage.

Students are encouraged to become fluent, independent, critical readers of all kinds of texts, who question and reflect on what they have read and who enjoy reading for pleasure. Independent reading is promoted through one timetabled library lesson each week. Ten minutes at the start of every English lesson is dedicated to silent, independent reading. Students in year 7 take part in the Accelerated Reader Programme.

Below is an overview of our long-term plan for the academic year:

| Term 1 | Term 2 | Term 3 and 4 | Term 5 | Term 6 | End of Year Exam |
|-------------------|----------------------------------|-------------------------------|------------------|--------------------------------------|-------------------------|
| Gothic Literature | Modern Play A Christmas Carol | Study of a contemporary novel | Writing to Argue | Revision and consolidation of skills | Reading Paper (Fiction) |

SPaG Content in Yr 7

Word classes, modal verbs, sentence structures and variety, subordinating/coordinating connectives, imperatives, noun phrases, pre- and post-modification of nouns using adjectives and prepositional phrases, synonyms and intensifiers, present participles to create a sense of immediacy and verb tense to convey action, adverbials, adjectives and expanding noun phrases, using punctuation, including full stops, capital letters, commas, parenthetical commas, ellipses and dashes to emphasise meaning.

Learning Activities and Teaching Approaches

A variety of teaching and learning styles are used to help students develop their understanding of how meaning is created in both their own writing and in literary texts. Activities and learning are shaped so that students write for a variety of audiences and purposes and learn to appreciate the

benefits of drafting and redrafting and proof reading. Students are encouraged to recognise the power of talk as a means of exploring language and ideas. They have opportunities in the classroom to take part in small groups, class discussions, role plays and drama. Students are encouraged to work independently and collaboratively in small groups, according to the task set. The department is well resourced with a variety of up-to-date materials.

Extended Work

Students take part in the Accelerated Reader Programme which can be accessed from a home computer. One of their homework tasks each week is to read for twenty minutes each evening. Parents/guardians are required to fill in the record form in their reading logs. Other homework tasks might include: various writing tasks; preparing a presentation; grammar; spelling or research.

Throughout the academic year the department provides a range of extra-curricular opportunities. These include: theatre trips; National Poetry Day events; World Book Day; poet in residence project, visiting authors. We also offer a drama, journalism and reading clubs.

Assessment

At KS3 the department uses a combination of formative assessment and summative assessment. This ensures both the effective on-going monitoring of pupil progress and the diagnosis of areas for individual development, as well as the assessment of how overall learning has progressed at regular intervals.

Students complete either a reading or writing task at the end of each unit. These pieces focus on the assessment of specific skills or competences and are marked as a portfolio in assessment books that follow the pupil across the key stage.

Art

Course Content

In year 7 pupils are taught Art and Design once a week. They cover 2 Schemes of Work over the year swapping at February, the mid year point. Running 2 lengthy Schemes of Work enables pupils extended opportunity to develop a range of approaches to an initial starting point, re visit and improve work and is more in keeping with GCSE style projects.

In September pupils begin the theme “**Drawing**”. They will cover the basic formal elements of drawing including tone and shade, texture, pattern and marking making. In October pupils will explore “The Big Draw” style activities to encourage pupils’ confidence, creativity, spontaneity, experimentation and enjoyment of drawing.

In February pupils begin the theme “**Colour**”. They will cover the basic formal elements of colour including the colour wheel, colour mixing, colour theory, wet and dry colour techniques.

Outcomes will be determined by individual teachers and all pupils will study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day ran parallel to practical work.

All year 7 pupils will study **Architecture** during one of their Schemes of Work.

Learning activities and Teaching approaches

A range of teaching and learning approaches will be adapted to ensure pupils have opportunity to;

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

All pupils will be expected to participate in tasks and activities will be differentiated to ensure this.

Extended work

Extended work will be given once every 2 weeks with tasks in between such as collecting, gathering, research etc. Tasks will be directly relevant to class work and will cover tasks such as drawing, copying artists work, producing original designs, completion of worksheets, collage etc.

Pupils will also produce a literacy based research task that will encourage them to visit a library, gallery and/or make comparisons between artworks.

Assessment

Assessment will follow the school policy.

Informal assessment such as verbal feedback, self/ peer assessment, touch marking should be present in each lesson. Formal assessed work will be completed each half term. Pupils will be given positive feedback as well as specific advice on how to improve. Pupils will also be marked on effort and be told if on target or not.

Progress will be measured from a baseline drawing test carried out at the beginning of the year.

Computer Science

“Computing is not about computers any more. It is about living.”

The computing curriculum can be considered as built from three strands:

- **Computer Science:** the scientific and practical study of computation; what can be computed, how to compute it, and how computation may be applied to the solution of problems.
- **Information Technology:** concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.
- **Digital Literacy:** the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.

The year 7 course is the initial skills building for ICT and Computer Science; separated into 6 units of work. From the onset of their studies we introduce the students to a range of different skills both in ICT and Computing.

Course Content

- **File Management/Word processing** -In this unit students will explore word processing skills in MS Word. They will format different word processing documents.
- **E-Safety** -Students will explore the topic of E-safety and presenting their findings in different forms such as Posters and Presentations. They will then work on a group project and present their ideas to the class.
- **Hardware/Software** - Students will be introduced to different input, output and storage devices and their uses. They will also be introduced into different types of software including operating systems and application software.
- **Spreadsheets** -Students will learn how to model data and present information.
- **Control** -Students will be introduced into the notion of sequencing of instructions.
- **Small Basic** -Students will use Small Basic to gain familiarity with basic programming concepts.

Learning Activities and Teaching Approaches

A range of teaching styles are embedded into the course content to suit the needs of all students, including:

- Discussion, question/answer
- Group work
- Individual tasks
- Practical tasks
- Research
- Presentation

Extended Work

Extended work will vary according to the work being covered, but will always map directly into unit of study. Examples include:

- Research exercise
- Extension tasks
- Common homework

Assessment

Each unit of work finishes with an end of unit assessment in order to map in what band the student is currently working at. Pupils will have access to the assessment sheet whilst completing the assessment which sets the criteria for each flight path. Students will make improvements of these assessment based on the feedback they have received. Students will complete homework each term which will also be assessed.

Design Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts.

Course Content

At Maricourt, in year 7 and 8 students follow an introductory course in three specialist areas:

- Food and Nutrition
- Textiles
- Product Design

Students spend three hours per fortnight in either food/textiles or product design.

Students are introduced to the design process and are taught basic skills such as the use of tools and equipment. Following introductory projects to assess levels, students will undertake projects where they are expected to develop their own ideas, work independently to solve problems and use a wide range of resources and equipment. Students will be asked to consider their own and others' needs wants and values.

Learning Activities and Teaching Approaches

The courses will be developing a repertoire of skills that include:

- Designing and making skills
- Knowledge and application of the principles of nutrition and health
- Knowledge about the source, seasonality and characteristics of ingredients
- Ability to feed yourself a healthy and varied diet
- Knowledge and understanding of materials including mechanisms and control systems
- Knowledge and understanding of 2D design, CAD/CAM
- Ability to investigate and analyse existing products
- Knowledge and understanding of existing products that can provide starting points and ideas
- Knowledge and application of health and safety procedures

In each specialist subject, students will work on 'design and make' projects, using different materials, processes and skills. They will be required to develop, and model ideas, plan, make and evaluate products.

Projects covered include:

Textiles

- An introduction to skills and techniques, students will also explore the origin and structure of fibres and fabrics. They will learn about the suitability of fabrics for particular products and learn basic construction and decorative techniques.
- 'In the Bag' - making a decorated/creative textiles bag suitable for their identified target market. Students will apply prior knowledge of materials and construction techniques to design and make a bag.

Food

- An introductory unit exploring staple foods and basic skills, students will also investigate the functions of common ingredients
- Healthy eating, students will need to research seasonal foods and ways of adapting food products to make them healthier

Product Design

- After learning basic skills, material properties and modelling techniques, students use 2D design and ICT packages to design a rolling ball game
- Use basic electronics to design and make a celebration card
- Explore structures

Extended Work

In Food students will be challenged by comparing the different ways nutritional information is given about the food products we eat.

In textiles students will be challenged by working independently to conduct an in depth research project into a material of their choice.

In product design students will be challenged by investigating manufacturing techniques and extending the context of the design task.

Assessment

Assessment in Design and Technology will be based on National Curriculum expectations and students will be assessed against the school marking system. Students will be given regular next steps advice about how to develop their skills and knowledge.

Geography

Geography is a dynamic and progressive subject that affects us all in our lifetime, whether it is directly or indirectly. ***Geography is the subject which holds the key to our future.***

Geography extend students' locational knowledge and key geographical skills, encouraging them to think interactively about the interrelationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future, their future. Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills. In studying geography students encounter different societies and cultures, stimulating them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Course Content

- An introduction to Geography. This involves the introduction of the different forms of Geography to the Students (physical, human, and environmental geography). The topic will also encourage students to use maps to use maps to locate themselves and key places across the world, using and developing a range of map skills
- Weather and climate. This topic will allow the students to investigate the different causes and effects of major weather events, to identify the difference between weather and climate and to consider the several factors that climates are dependent on. It will also allow the students to develop their geographical skills to measure weather events and to present their results.
- My Passport. Students will study the key countries and cities within the world; with a major focus upon Asia and the Middle East. Students will explore some of the major Geographical issues in these countries, such as the impacts of a rapidly growing Asian population, Conflict and the growing economies within these countries.

Learning activities and teaching approaches

A full range of teaching and learning activities will be used in each topic mentioned above, the aim of which is to ensure that students are fully involved in classroom activities. In addition all exercises will be fully differentiated to allow every student to be involved in the exercises. This range of activities will include:

- Written exercises
- Use of video and ICT
- Independent research exercises
- Presentation exercises
- Role play activities
- Graph/chart/table creation and evaluation
- Individual, pair and group work activities

Extended work

Students will be provided with opportunities for extended work within the classroom and as homework's. These activities will vary between topics, but will always be fully relevant to the topic being studied. The activities may include extended written exercises, open-ended projects, and research activities. There are also a number of websites within the Geography classrooms and books available to the students.

Assessment

There is continual monitoring and the student's classwork, homework and extended activities. In order to help us to provide attainment levels, there will be 6 assessments across each year group. This is 2 assessments per topic (mentioned above)

History

Course content

Year 7

- Merseyside Pre 1066 – What is history? What was Merseyside like pre 1066? What was your local area like? How does Merseyside compare now to pre 1066?
- Battle of Hastings and Norman Conquest
- Castles and weapons
- Medieval life in villages and towns
- Religion in Medieval Times
- Death at Canterbury Cathedral
- The Black Death
- Peasants Revolt
- The King and Parliament – King John and the Magna Carta
- Edward I, Wales and Scotland
- The Tudor's - Henry VIII – The Break with Rome and The Reformation. Mary I and the reign of Elizabeth I.
- James I
- The Gunpowder Plot
- The English Civil War including the role of Charles I, Oliver Cromwell and Liverpool.
- The Plague and Great Fire of London

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the course including:

- Discussions, question/answer
- Written exercises/project studies
- Source work exercises
- Debates and arguments
- Mysteries
- Use of role play and group work
- Use of video clips, ICT and music
- Multiple choice questions
- Storyboard activities

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons. All of these will be accessible through the school VLE.

Tasks will include:

- Written exercises (questions, paragraphs, short accounts)

- Project studies (usually over a number of weeks)
- Research exercises
- Creating illustrations and display work
- Watching documentaries
- Completion of classwork

Pupils are actively encouraged to use the History rooms, books and equipment at lunchtimes and after school. History club is provided in the lower school and upper school for pupils to gain support, or take part in creating castles and the department newsletter

Assessment

Continual monitoring of classwork and extended work occurs and is marked in line with school policy. Attainment levels, are given on six pieces of work over the year, two each term. These are then recorded by staff in the department tracker. Pupils are given time to read, reflect and act upon their teacher's comments in lesson time to support their development and progress.

Assessments currently cover in Year 7

- The Battle of Hastings
- Attacking and defending a castle
- Literacy project on the Black Death
- The Break with Rome
- Significance of Tudor monarchs – board game.
- Summer exam

Modern Foreign Languages

Course Content

All students In Year 7 study Spanish. We use a lively, communicative approach to build on the language learning which took place in Primary School and to develop students' confidence in communicating in a foreign language. All students also have the opportunity to take part in a national Spanish Spelling Bee competition and an international online language learning competition.

The following areas of language are introduced:

My life; My free time; My school; My family and friends; My city

Learning activities and approaches

Students are given every opportunity to practise skills in a variety of situations and contexts. These include:

- Pair work
- Group work
- Songs
- Games
- Gap filling
- Comprehension activities
- Making videos
- Reading for pleasure
- Drama and mime
- Use of online activities in the language lab
- Working in small groups with our Foreign Language Assistant

Extended work

Students are offered the opportunity to do extended work both in class and as homework. This enables students to further develop competence in the four skills of listening, speaking, reading and writing. They may include the following:

- Learning new vocabulary
- Longer reading tasks of authentic or adapted resources
- Reading authentic /adapted materials for fun
- Preparing for and/or recording a speaking or writing task

Assessment

Student progress is constantly monitored and at the end of each module students are formally assessed in comprehension skills (listening and reading,) and in speaking or writing. Students are regularly given time to respond to written and verbal feedback to improve their own work before the final assessments.

Extra-curricular activities

Students in Year 7 are invited to join the lunch-time clubs which take place every week. We have a French club for those students who studied French at Primary School or for those students who wish to learn a second language. We also have a lunch time club for students who want to practise for the Spanish Spelling Bee competition and for students wanting to learn about wider cultural events.

Music

Course Content

Music at Maricourt encourages and enables pupils to become confident and capable performers, composers and listeners. Through KS3 they develop these three strands, whilst learning about a variety of genres of music and how the elements of music are used in them:

- Unit 1 – Vocal Skills
- Unit 2 – Graphic Score / Rhythm
- Unit 3 – Pitch notation / keyboard skills
- Unit 4 – Pop Music
- Unit 5 – Programme Music
- Unit 6 – African Music

Learning Activities and Teaching Approaches

A range of teaching and learning approaches will be used to ensure that pupils are enabled to:

- play and sing a variety of music by ear, from memory and from notation
- plan and rehearse group performances in a variety of styles
- improvise, select, arrange and combine musical ideas individually and in groups
- listen in order to identify musical features and elements
- act on feedback given
- give constructive comments about their own and others work

Students will develop the skills needed to perform with confidence a variety of songs, keyboard pieces and drumming pieces. They will also be able to aurally identify a variety of features of music and will be able to use their knowledge and understanding to inform their composition skills. They will also have an appreciation of the importance and the cultural context of these styles.

Extended Work

Extended work, of about 30 minutes will be set at least once each half term:

- Spellings of key words
- Research on a topic
- Notation work
- Practice of a performance piece
- Revising specific musical vocabulary

Assessment

Students' work will be assessed at the conclusion of each topic.

A student will be assessed in:

- Performance Skills – accuracy of pitch, timing, rhythm and dynamics

A student will be assessed in:

- Control of vocal and instrumental sounds
- Ability to perform with others
- Developing an awareness of the skills needed from the audience's viewpoint
- Imaginative organisation of sounds in creating compositions
- Using a combination of expressive stimuli and technical information
- Listening and understanding skills, identifying musical features and answering contextual based questions
- Responses and evaluations of class performances and recorded music

Extra-Curricular Activities

The Music Department provides opportunities for those who wish to be involved at lunchtimes and after school. Students can book the numerous rooms for individual or group practise. All students have the opportunity to have lessons with the Music Support Service at no extra charge. In many cases there is no rental surcharge for the loan of instruments. Students are not vetted in any way before being allowed to play an instrument. Music for some students is an expression of themselves and for others a means of developing coordination, speech, language, listening, memory, imagination, social skills and confidence.

Students are able over the year to perform in numerous events and join groups run by Sefton Music Support Service.

Physical Education

Course content

Students are introduced to a wide range of activities in Year 7. This includes how to overcome opponents in direct competition through team and individual games including Badminton, Basketball, Cricket, Football, Hockey, Netball, Rounders, Rugby, Softball and Tennis. Students are also taught other competitive sports such as Athletics and Gymnastics along with health related exercise. Boys and girls are also taught dance. Girls cover Cultural Influences 'African and Indian (Bollywood)' and Contemporary dance using stimuli. Students also have the opportunity to take part in non traditional activities such as Ultimate Frisbee, Sit down volleyball, Golf and Boccia.

Learning activities and teaching approaches

Students are always given the opportunity to work in a variety of situations: individually, in pairs and in groups or teams. Students take an active role in teaching their classmates through leading a warm up and cool down session, through observing performance and through offering help and advice. Students are encouraged to evaluate their performances compared to previous ones. They will have the opportunity to compete in inter-form sports events.

During the year, students will be introduced to a wide range of rules and regulations from different sports. In dance students will develop performance and choreographic skills and experience different choreographic techniques.

Extended work and Extra Curricular activities

In year 7 students will be asked to produce an extended literacy project based around different cultures in dance and the history of sports. Students may also be asked to plan work at home. This could be for a warm up or perhaps for preparing a sequence for gymnastics or dance.

Extra curricular activities are an important part of Physical Education and students should attend at least one club. For year 7 students extra curricular clubs and teams include Athletics, Badminton, Basketball, Cricket, Cross Country, Dance, Football, Fitness, Hockey, Netball, Multi skills, Rounders, Rugby, Swimming, Softball, Tag rugby and Tennis. Teams are entered into local, regional and national competitions.

Assessment

- Students are assessed through 9 strands in PE and include:-
- Individual and team games
- Gymnastics
- Dance
- Problem Solving
- Health and Fitness
- Athletics
- Rules and Officiating
- Evaluation of Performance
- Coaching and Leadership

Students are continually assessed throughout the year in all of the above areas. Opportunities are provided in the activities covered to develop individual skills. Students' effort, attainment and progress are assessed and recorded every half term. These are then used to complete reports to parents.

Science

The Science course in Year 7 builds on their scientific knowledge and understanding from Key Stage 2 and makes connections between the different areas of science. The course begins with an introductory module that extends students' scientific practical skills and emphasises the need for safe working procedures. Students have 6 one hour lessons in the two week cycle. Over the year they complete six science modules. The delivery includes the traditional skill of using models to explain phenomena and how to carry out scientific investigation, but also covers the communication of science, cultural, ethical and moral issues surrounding science and the applications of science in the 'real' world.

Course Content

Term 1

Fizz, Pop, Bang

Alive!

Term 2

Feel the Force

Study the Sting

Term 3

Little & Large

Space

Learning activities and teaching approaches

Students will build scientific knowledge and understanding from Key Stage 2 and make connections between different areas of science. They will use scientific ideas and models to explain phenomena and events, and understand a range of familiar applications of science. Students will carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work. They will communicate what they did and its significance and learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

Extended work

Students will be given a variety of pieces of work to extend their learning. These may take the form of experimental reports, worksheets, open ended questions, leaflet and poster designing, reading and/or research. Furthermore, students will be expected to access online support to revisit topics and to aid with revision.

Assessment

The method of assessing students focuses on areas of scientific knowledge as well as *How Science Works*. At the end of a topic the students will have an assessed task to determine their progress. Additionally, at the end of each term there will be a theory based exam. Together these will enable us to monitor student progress through the National Curriculum.