

THE ELIZABETHAN ACADEMY RETFORD

Year 7 Curriculum Information Booklet 2016-17 for Parents/Carers



Dear Parent

This booklet provides you with details of the curriculum which your child will follow in this year at the Elizabethan Academy. It has been designed to allow you to help them to plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment your child needs is indicated, along with some ways in which parents can help students with their studies. We have the following basic expectations of our students:

1. To attend school regularly, on time and in school uniform.
2. To keep up with homework deadlines.
3. To bring the correct equipment and books required for learning to all lessons.
4. To use their planner correctly for organisation, deadlines and target setting.
5. To participate positively in lessons.
6. To involve themselves in the extra-curricular experiences offered during the year.

Please do not hesitate to contact me should you have any questions about the school's curriculum as a whole, and individual teachers or Faculty Leaders if your queries are subject specific. They can be contacted using the email addresses which are in the 'Contact Us' section of the school's website.

I hope that you will find this information useful.

Mr J White



Vice Principal

Getting Involved Ten Top Tips

“You have been your child’s first teacher from the moment they were born. You have helped to shape their lives and the way they behave, so why stop now?”

1. Children need a place to do their homework, somewhere with plenty of room to spread out their books and equipment. They also need quiet and a space where younger siblings will not disturb them.
2. Keep pens, pencils, calculators etc handy.
3. Dip into a dictionary to check meanings and spellings. Encourage children to look up words for themselves.
4. Help them with their homework - but don’t do it for them! Ask them for an explanation; it will help them to work more clearly through a problem if they have to articulate their thinking.
5. Watch out for television programmes, films and DVDs that are related to what they are learning in school.
6. Every-so-often, talk about their work and look through their books with them. Focus on the comments the teachers have written and ask them to explain the targets they have been given. Ask them what they need to do to improve.
7. Use every day activities like going to the shops to help them put their learning into practice.
8. Go out and about and enjoy learning together. You don’t have to be the expert. Children enjoy teaching parents and younger siblings things they don’t know!
9. Breakfast gives energy to learn. A healthy meal at the start of the day is essential.
10. Educational games, books and things to do on the internet can help make learning really enjoyable.



National Curriculum Levels are going... GCSEs are changing...

The government has removed National Curriculum Levels. Students at primary school will no longer have standardised 'levels' and many secondary schools will be changing attainment reports at KS3 to fit more closely with the standards required at GCSE. Over the next few years, the new and reformed GCSEs will be more rigorous; most will now be assessed at the end of Y11 with linear exams.

From August 2017 onwards, GCSE results will be graded differently.

As shown in the table, GCSE grades will gradually be changed from letters to numbers. English and Maths were the first to change in 2015 (results awarded in summer 2017) followed by all other subjects during the subsequent two years. If your child is in Year 7, 8 or 9, all of their GCSEs will be graded on the number scale. From summer 2019 onwards all GCSEs will be awarded using grades 1 to 9.

The current A* to G system does not directly mirror the new system. The new grade 4 is the bottom of a grade C and the top of the grade C is a new grade 5. On the current system a grade C is considered a good pass. However, on the new scale a grade 5 is considered a good pass, thus meaning it is going to be harder to achieve the benchmark grade the government has set. It is expected that a grade 5 or above will be the benchmark many colleges and sixth form providers will set for their entry policy.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Annotations in the table:

- GOOD PASS (DfE)**: 5 and above = top of C and above
- AWARDING**: 4 and above = bottom of C and above

Throughout your child's time in school, you will have become familiar with the term 'levels'. The government has made the decision to abolish levels throughout primary and secondary schools in England and Wales: this allows schools and teachers the freedom to assess children using their own grading systems. We have decided all students in Years 7, 8 and 9 will now be assessed on the new scale of 1 to 9 with 9 being the highest. This is based upon the new GCSE grading system.

Each grade will also be split into three fine grades (+, =, -) enabling progress to be clearly seen and measured throughout each year. For example:

- 2 - Just started to work at this grade
- 2 = Solidly working at this grade
- 2 + Working towards the top end of this grade

Due to the new grading system being based on the new GCSEs, it would be expected that some students will be working below a grade 1; where this is the case, students will be assessed on 'working towards' grades (Preparatory, Emerging, Developing) until they are ready to progress onto the GCSE scale. These will also be sub-divided into three fine grades (+, =, -) as above.

English

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Matilda, Roald Dahl Descriptive writing	Range of Roald Dahl texts or novels of your choice
Half term 2 (Nov-Dec)		
Half term 3 (Jan-Feb)	Mythical creatures	Reading of fantasy texts e.g. Roald Dahl
Half term 4 (Feb-Mar)	Poetry	Poetry writing Read a wide range of poems
Half term 5 (Apr-May)	Introduction to Shakespeare	Read story versions of Shakespeare's texts / play versions Research Elizabethan English
Half term 6 (May-Jul)	Survival	Reading of newspaper articles and non-fiction texts

Home learning tasks	Spelling, vocabulary and grammar activities. Memory skills. Creative writing projects.
Assessment – tasks, frequency, style	Half termly reading and writing assessments. These will be essay style and follow the format of GCSE questions, although at an appropriate pitch for Y7 students.
Equipment that students will need	Pen, pencil, reading book.

How to help your child at home	Encourage your child to read for at least 20 minutes a day to develop comprehension and vocabulary skills.
Useful websites/books/resources	BBC bitesize.
Extra-curricular activities	Creative writing. Wider reading.

Faculty Leader	Miss J Harrington
Teachers within the faculty	Mrs G Hudson, Ms G Lucas, Mr S Maye, Mr G Mounsey, Ms P Nicholls, Mr A Sellars, Ms S Withall, Ms V Withall, Mrs H Turner, Miss H Newton

Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Working with whole numbers Measuring Coordinates and translations	My maths – students have their log in details
Half term 2 (Nov-Dec)	Moving past the point Using a census for school data Folding and turning shapes Negative numbers	Mathletics in line support
Half term 3 (Jan-Feb)	A survey about us Generalising using letters Parts of a whole	BBC Bite size Key Stage 3
Half term 4 (Feb-Mar)	Angle facts Exploring sequences Percentages	Key stage 3 revision workbooks, new specification
Half term 5 (Apr-May)	Introducing probability Angles	Collins Maths Skills Builder
Half term 6 (May-Jul)	Exact or just accurate Real life graphs Area and perimeter	

Home learning tasks	Weekly basic skills tasks. My maths to support current learning.
Assessment – tasks, frequency, style	Rock stars – weekly focus on times tables. Term assessment for entire year group to baseline each student.
Equipment that students will need	Scientific calculator, we suggest a Casio, ruler, pencil, protractor, compass.

How to help your child at home	Share sessions on My maths with them, test them on times tables every day, review the weekly skills tasks to see common problems that they get wrong, ask to see their diagnostic book, this has teacher comments and upgrade time in it.
Extra-curricular activities	Maths club on Thursday after school with Mr Lister.

Faculty Leader	Mr T Mason
Teachers within the faculty	Mrs J Bowler, Mr L Dainty, Mr C d 'Albuquerque, Mr A Gray, Miss R Hather, Ms E Lester, Mrs V Lindley, Mr M Lister, Mrs L Scott

Science

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Health and Safety introductory module:	Active Learn resource – contains PPT slides and chapters of the text book
Half term 2 (Nov-Dec)	7A – Cells, tissues, organs and systems 7B – Sexual reproduction in animals 7E – Mixtures and separations 7I – Energy	Working Scientifically Exploring Science Year 7 Book Horrible Science books
Half term 3 (Jan-Feb)	7C – Muscles and bones 7F – Acids and alkalis	Active Learn resource – contains PPT slides and chapters of the text book
Half term 4 (Feb-Mar)	7G – The particle model 7J – Current electricity	Working Scientifically Exploring Science Year 7 Book Horrible Science books
Half term 5 (Apr-May)	7D – Ecosystems 7H – Atoms, elements and molecules	Active Learn resource – contains PPT slides and chapters of the text book
Half term 6 (May-Jul)	7K – Forces 7L – Sound	Working Scientifically Exploring Science Year 7 Book Horrible Science books

Home learning tasks	Home learning tasks will include: <ul style="list-style-type: none"> • Posters • Worksheets • Individual research • Writing methods, drawing graphs, writing conclusions • Analysis of data • Literacy activities • Revision • Model making
Assessment – tasks, frequency, style	<p>Students will sit the Yr7 baseline test, after the introductory health and safety module in term 1.</p> <p>Students will sit formal assessments at the end of each term (December, March and July). These tests will be based on the skills and knowledge taught across all the units of study during that term. The final exam will be based in the school hall.</p> <p>Students will also have mini tests throughout the step they are working on which will cover recall of facts, basic knowledge and understanding of the relevant topic and literacy and numeracy skills.</p>

	Assessment and class books will also be marked according to the science departments marking policy.
Equipment that students will need	Scientific calculator (needed for all biology, chemistry and physics units throughout KS3 and KS4), protractor.
How to help your child at home	<p>Ask your children what they are currently doing in science and get them to talk to you about what they are learning.</p> <p>Try not to let your child use the internet to do their homework all the time.</p> <p>If your child says they are struggling with their homework get them to discuss what they already know with you and use this as a starting point.</p> <p>If your child has been given project work to do over a period of time, help them to plan effectively so that it isn't rushed at the last minute.</p>
Useful websites/books/resources	<p>KS3 Bitesize.</p> <p>The School VLE.</p> <p>A general science encyclopaedia and dictionary may help.</p>
Extra-curricular activities	<p>Science ambassadors.</p> <p>London trip.</p> <p>Science activities during activities week.</p> <p>Revision sessions for individual topics – at lunch or afterschool. See your teacher for details.</p>
Faculty Leader	Miss H McGill
Teachers within the faculty	Mrs J Astle, Miss C Harrison, Mr A Lister, Mr T Mason, Mr J Alexander, Mrs S Smith, Miss K Ratcliffe, Miss N Hankinson, Mrs S Gray

Information & Communication Technology

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Word processing skills	Practicing activities at home
Half term 2 (Nov-Dec)	Coding with a microbit	Experiment with the website microbit.org
Half term 3 (Jan-Feb)	Binary Staying safe	Reading about online safety – web search
Half term 4 (Feb-Mar)	Spreadsheet skills	Practicing activities at home
Half term 5 (Apr-May)	Coding with scratch	Experiment with the website https://scratch.mit.edu/
Half term 6 (May-Jul)	Graphics skills	

Home learning tasks	Students will be given tasks to support the classroom topic work. This will be varied in style and may be extended tasks that last for a number of weeks.
Assessment – tasks, frequency, style	There is a baseline assessment within the first few weeks of starting in year 7. During the year there are 5 assessments that are linked to the projects that have been studied. There will also be an end of year assessment covering all topics taught during year 7.
Equipment that students will need	There may be sheets to complete and stick into their books so scissors, glue and coloured pencils may be needed. Access to a computer and the internet will help but is not essential. There are machines available at school for students to use at lunch time.

How to help your child at home	Talk with them about the work they are doing, proof read for accuracy and give your opinion on the progress and development of their projects.
Useful websites/books/resources	BBC bitesize.
Extra-curricular activities	Coding club, coding for girls, ICT lunch club.

Faculty Leader	Mr N Oldbury
Teachers within the faculty	Mr N Oldbury, Miss L Gilliland

Physical Education

	Curriculum Content
Half term 1 (Sep-Oct)	A blend of baseline assessment, football, rugby, netball, gymnastics.
Half term 2 (Nov-Dec)	A blend of football, rugby, netball, gymnastics, fitness, basketball.
Half term 3 (Jan-Feb)	A blend of football, rugby, netball, gymnastics, fitness, basketball.
Half term 4 (Feb-Mar)	A blend of football, rugby, netball, gymnastics, fitness, basketball.
Half term 5 (Apr-May)	A blend of athletics, tennis, rounders, cricket, softball.
Half term 6 (May-Jul)	A blend of athletics, tennis, rounders, cricket, softball.

Home learning tasks	The PE department does not set traditional homework tasks. We encourage students to participate in a wide range of extra-curricular clubs and activities. We also ask students to follow sporting events through different types of media coverage.
Assessment – tasks, frequency, style	Students undertake baseline testing during the first few weeks of term. They are then grouped by ability. Students are then assessed at the end of every activity (every 8 weeks).
Equipment that students will need	Students will be required to bring their full PE kit – as per the requirements stated in the school planner.

How to help your child at home	Encourage your child to adopt a healthy and active lifestyle outside of school hours. We advise that students should undertake the recommended 30 minutes of exercise every day.
Useful websites/books/resources	www.bbc.co.uk/sport
Extra-curricular activities	The extra-curricular programme generally follows the activities which are being delivered during lessons to allow students further time to develop their skills. In addition to this, we run a full fixtures programme where we compete against other local schools in various activities.

Faculty Leader	Mr M Bright
Teachers within the faculty	Mr A Brown, Miss A Clark, Miss S Riley, Mr M Greenwood

French

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> • Introducing yourself • Family • Pets • Alphabet • Age and birthday 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Likes and dislikes • Describing yourself • Talking about other people 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> • School subjects • Opinions and reasons • Timetable • School day • Food 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Town and village • Giving directions • Talking about where you go • Inviting someone out 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com
Half term 5 (Apr-May)	<ul style="list-style-type: none"> • Computers and mobiles • Sports • Free time activities 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com
Half term 6 (May-Jul)	<ul style="list-style-type: none"> • Holidays • Drinks and snacks • Holiday plans • Future tense 	www.memrise.com , www.linguascope.com www.pearsonactivelearn.com

Home learning tasks	<ul style="list-style-type: none"> • Vocabulary learning • Reading worksheets • Cultural research • Use of a variety of websites to learn vocabulary and develop reading and listening skills • Short writing tasks to be complete with aid of vocabulary booklet
Assessment – tasks, frequency, style	<p>October – speaking and writing assessment.</p> <p>December – listening, speaking, reading and writing assessment.</p> <p>April – listening and reading assessment.</p> <p>June – listening, speaking, reading and writing assessment.</p>
Equipment that students will need	French-English dictionary.

How to help your child at home	<ul style="list-style-type: none"> • Take a positive and active interest in their homework. • Parents can help students revise for vocabulary tests by using the 'look, cover, say, write, check' method often used at primary school.
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	<ul style="list-style-type: none"> • Parents are welcome to use the vocabulary booklet to test students on key vocabulary. • Encourage your child to find examples of language in real life e.g. signs, food, packages, shampoo bottles. • Libraries may have books in the language your child is learning • Encourage your child to use the phrases / words they have learnt in their everyday lives. • Help your child to find a pen pal abroad who will write to your child in both their own language and English. They can email, write letters and send pictures or postcards. • The internet has many activity sheets, websites and games available in different languages for children.
Useful websites/books/resources	www.memrise.com ; www.linguascope.com ; www.pearsonactivelearn.com
Extra-curricular activities	Homework support every Wednesday lunch time and after school in MFL 4.

Faculty Leader	Mrs S Morris – French and Spanish
Teachers within the faculty	Miss R Hall – French and Spanish Miss M Bryant – French and German Mr J White – German

German

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> • Cultural information about German speaking countries • Introducing yourself • Counting to 19 • Using the verb 'to be' • German alphabet • Saying where you live • Describing your character • Talking about your belongings • Using the verb 'to have' • Talking about your favourite things 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Talking about pets • Using pronouns • Talking about 'superpets' • Family members and ages • Describing family members • Birthdays 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Saying what sports you do • Giving opinions • Saying what hobbies you have • Saying how often you do things • Talking about how you use your mobile phone and the computer • German word order 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Saying what subjects you do • Extending sentences using connectives • Days + times • German word order • Describing your teachers • School facilities and rules 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 5 (Apr-May)	<ul style="list-style-type: none"> • What there is in your town • Buying souvenirs • Buying snacks and drinks • Understanding Euros 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 6 (May-Jul)	Revision and end of year exams.	www.memrise.com www.linguascope.com www.pearsonactivelearn.com

Home learning tasks	<ul style="list-style-type: none"> • Vocabulary learning • Reading worksheets • Cultural research • Use of a variety of websites to learn vocabulary and develop reading and listening skills • Short writing tasks to be complete with aid of vocabulary booklet
Assessment – tasks, frequency, style	<p>October – speaking and writing assessment.</p> <p>December – listening, speaking, reading and writing assessment.</p> <p>April – listening and reading assessment.</p> <p>June – listening, speaking, reading and writing assessment.</p>
Equipment that students will need	German-English dictionary

How to help your child at home	<ul style="list-style-type: none"> • Take a positive and active interest in their homework. • Parents can help students revise for vocabulary tests by using the 'look, cover, say, write, check' method often used at primary school. • Parents are welcome to use the vocabulary booklet to test students on key vocabulary. • Encourage your child to find examples of language in real life e.g. signs, food, packages, shampoo bottles • Libraries may have books in the language your child is learning • Encourage your child to use the phrases / words they have learnt in their everyday lives. • Help your child to find a pen pal abroad who will write to your child in both their own language and English. They can email, write letters and send pictures or postcards • The internet has many activity sheets, websites and games available in different languages for children.
Useful websites/books/resources	www.memrise.com ; www.linguascope.com ; www.pearsonactivelearn.com
Extra-curricular activities	Homework support every Wednesday lunch time and after school in MFL 4.

Faculty Leader	Mrs S Morris – French and Spanish
Teachers within the faculty	Miss B Hall – French and Spanish Miss M Bryant – French and German Mr J White – German

Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> • Introducing yourself • Age • Birthday • Alphabet • Pencil case items • Items in a classroom 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> • School subjects • Saying what you do in lessons • Talking about your teachers • Giving opinions and reasons • Talking about snacks 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Family • Pets • Appearance and character • Hair and eyes 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Saying what you do in your free time • Telling the time • Talking about sports • Saying what you like to do • Saying what you are going to do 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 5 (Apr-May)	<ul style="list-style-type: none"> • Describing where you live • Talking about your home • Talking about activities you do in your house • Describing your bedroom • Daily routine 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com
Half term 6 (May-Jul)	<ul style="list-style-type: none"> • Revision • End of year assessments 	www.memrise.com www.linguascope.com www.pearsonactivelearn.com

Home learning tasks	<ul style="list-style-type: none"> • Vocabulary learning • Reading worksheets • Cultural research • Use of a variety of websites to learn vocabulary and develop reading and listening skills • Short writing tasks to be complete with aid of vocabulary booklet
Assessment – tasks, frequency, style	<p>October – speaking and writing assessment.</p> <p>December – listening, speaking, reading and writing assessment.</p> <p>April – listening and reading assessment.</p> <p>June – listening, speaking, reading and writing assessment.</p>
Equipment that students will need	Spanish-English dictionary

How to help your child at home	<ul style="list-style-type: none"> • Take a positive and active interest in their homework. • Parents can help students revise for vocabulary tests by using the 'look, cover, say, write, check' method often used at primary school. • Parents are welcome to use the vocabulary booklet to test students on key vocabulary. • Encourage your child to find examples of language in real life e.g. signs, food, packages, shampoo bottles. • Libraries may have books in the language your child is learning • Encourage your child to use the phrases / words they have learnt in their everyday lives. • Help your child to find a pen pal abroad who will write to your child in both their own language and English. They can email, write letters and send pictures or postcards. • The internet has many activity sheets, websites and games available in different languages for children.
Useful websites/books/resources	www.memrise.com ; www.linguascope.com ; www.pearsonactivelearn.com
Extra-curricular activities	Homework support every Wednesday lunch time and after school in MFL 4.

Faculty Leader	Mrs S Morris – French and Spanish
Teachers within the faculty	Miss B Hall – French and Spanish Miss M Bryant – French and German Mr J White – German

Religious Education

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Our world: this topic looks at how religion began in the world, how different parts of religion came to be e.g. holy books, celebrations and clothing.	Extension: to develop the diary to include different perspectives on the 'story so far'.
Half term 2 (Nov-Dec)		
Half term 3 (Jan-Feb)	Passport to the world: this section looks at different religions and communities from all over the world. Students are given a 'passport' which is stamped every lesson when they demonstrate good understanding.	To research or complete further reading on the different communities that are studied or the different religions.
Half term 4 (Feb-Mar)	The environment: this topic looks at what the environment is, what different religions teach about the environment and what we can do to protect it.	To look into different environmental issues on a local or global scale and the different projects that have been put in place to try and solve the problems or if nothing has been done.
Half term 5 (Apr-May)		
Half term 6 (May-Jul)	The afterlife: this topic looks at the different religious views on the afterlife such as: 'what do Christians believe heaven is like? Who believes in reincarnation etc.	Think about your own thoughts and what you believe about the different religious ideas about the afterlife. Start to evaluate other beliefs.
Home learning tasks	Students given tasks from homework 'menu' these vary from research tasks to worksheets, poems, word searches.	
Assessment – tasks, frequency, style	<p>Various types of assessment.</p> <p>Topic one is continuously assessed from a diary activity.</p> <p>Topic two is assessed as group task, designing a new community based on what they discovered about communities around the world.</p> <p>Topic three is a written task based on sources of information about the environment.</p> <p>Initially students will have a baseline assessment to see what they have covered already.</p>	
Equipment that students will need	Pen, pencil, ruler, compass, coloured pencils, sharpener and eraser.	

How to help your child at home	Discuss the topics they are studying in class, ensure that they understand the things they are learning.
Useful websites/books/resources	
Extra-curricular activities	

Faculty Leader	Mrs E Reid
Teachers within the faculty	Miss H Swift, Ms C Prince, Ms A Puttergill

Design Technology

	Curriculum Content
Half term 1 (Sep-Oct)	<p>In the first half of the winter term, all students complete the creativity module. This is a project combining a range of skills to help the teacher ascertain what prior knowledge students bring with them from primary school. After this module, students move into ability streamed groups and work on a rotational system around four different subjects under the DT umbrella.</p> <p>The four subjects are as follows:</p> <p>Catering: This project introduces students to kitchen utensils, equipment and hygiene and safety. Students make four dishes which each utilise different pieces of equipment and parts of the oven.</p> <p>Resistant Materials: In this project students make a wind chime from MDF, aluminium and steel. This shows them how to work safely with a range of tools intended to be used on different materials.</p> <p>Textiles: This project will introduce students to designing and making as a sequential process. Students will be required to design a puppet to specific requirements laid out in a design brief and then they will be required to make it whilst using both hand and machining skills.</p> <p>Graphics: In this project students will learn about the power of branding and how to develop a brand to meet the needs of a specific target market. Students will design the packaging for a chocolate bar and then create the bar to be wrapped for final presentation.</p> <p>Each project assesses a different sub-skill of DT, they are planning, designing, making and evaluating. In addition to this, at the end of each project, students will sit an end of unit test to assess their knowledge of the subject. The score from this will be combined with their assessment from the project.</p> <p>At the end of the year and as a culmination of all projects, a final test is sat which combines all of the skills learned across the year.</p>
Half term 2 (Nov-Dec)	
Half term 3 (Jan-Feb)	
Half term 4 (Feb-Mar)	
Half term 5 (Apr-May)	
Half term 6 (May-Jul)	
<p>Home learning tasks: Assessment – tasks, frequency, style</p>	<p>A variety of tasks will be set depending on the focus area of the specific project. Pupils will be set a new piece of homework every other lesson to support their learning in each project, they will take the form of research, wider reading, numeracy and literacy. This will be recorded on the VLE and on a homework sticker which is provided for students to put into planners.</p>

Equipment that students will need	<p>For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils.</p> <p>During the catering rotation, students have the opportunity to bring ingredients which will enable them to take part in practical lessons. A list of ingredients will be provided one week in advance of the lesson.</p>
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How to help your child at home	In Design Technology we have high expectation of homework. Please spend time reviewing homework tasks prior to and after completion to ensure the task has been accurately met. In addition, please review.
Useful websites/books/resources	Books: CGP Key Stage Three D&T revision guide
Extra-curricular activities	Ye Olde Bell – KS3 Masterchef Students compete in a series of ‘food for a fiver’ rounds in school which culminates in chef judging by professionals. The winner then goes onto prepare their dish in a professional kitchen to compete against other local schools.

Faculty Leader	Mrs H Ashton-Braithwaite
Teachers within the faculty	Miss E Gatt, Mr Burdett, Mrs K Ward

Art

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Objective drawing exercises Activity: Use of a variety of materials to explore: line, form/tone, texture/detail, colour.	Drawing familiar objects at home, following the same activities – linear drawing, tone, colour etc.
Half term 2 (Nov-Dec)	What's in a building Activity: Colour painting exercise (Influenced by the work of Robert Delaunay). Self-image Activity: Mixed media drawing (Influenced by Picasso)	Any reading up on the colour wheel could be useful. Reading about Cubism and Picasso in particular will be very useful – this links into Year 8 projects too.
Half term 3 (Jan-Feb)	What's in a building Activity: Claywork (Influenced by the work of Antoni Gaudi)	Any reading up on the architecture of Antoni Gaudi will be useful here.
Half term 4 (Feb-Mar)	As above – as a usually short term the SoW covers tile making and small sculpture making.	
Half term 5 (Apr-May)	Recreating Landscapes Activity: Printmaking Activity: ICT/Mixed Media/Collage	Look at the work of Vincent Van Gogh and David Hockney.
Half term 6 (May-Jul)	Continued from previous project. Finish with drawing exercises.	Research other landscape artists that the students may like and write them down at the back of their sketchbook to discuss in class.

Home learning tasks	<p>These will vary depending on the nature of the class work and the projects being covered. Typical Art homework tasks take the form of observational drawing exercises, imaginative/subjective drawing, collage, collecting facts about a particular artist, collecting images to use in class, 3D sculpture e.g. making a small scale 3D imaginative room (sounds daunting but it has proved to be a very popular homework exercise).</p> <p>Homework is generally set each week (with a week to complete it); there may be some homework set with extended deadlines, e.g. the imaginative room would normally have a 3 week deadline.</p>
Assessment – tasks, frequency, style	<p>Assessment is continual throughout the year. Homework tasks are assessed using new assessment criteria with praise and advice/targets given to help improve independent learning. Class work is regularly assessed, particularly project work. Some</p>

	<p>drawing exercises may receive verbal or written advice but not all will be given grades.</p> <p>During the year we have a formal assessment of a drawing test (approximately once a term – including a baseline test early in the first term). These are assessed using a proforma that indicates areas of success and areas for improvement. It also makes clear the level of achievement and the target level for the next drawing test.</p>
Equipment that students will need	Pen, pencil, eraser, sharpener essential. Colour crayons helpful for homework tasks. Extras could be a 2B and 4B pencil for tonal work, scissors and glue to help with collage tasks but we do have these to borrow in Art clubs etc.

How to help your child at home	<ul style="list-style-type: none"> • Encourage your children to look carefully at the objects they are drawing (it sounds obvious but many students will think they know what an object looks like and try to draw from memory or only look at an object a couple of times). • If you have skills in drawing, by all means draw examples to help with understanding of how to observe an object, then encourage your child to have a go. Although tempting, avoid doing the homework for them. • When your child is using the computer at home for research, encourage reading of the information and selection of appropriate facts. It may be easier to print off some information and go through it, highlighting areas of interest that can then be copied up. • Visit galleries and local exhibitions wherever possible.
Useful websites/books/ resources	<ul style="list-style-type: none"> • www.artcyclopedia.com • www.google.com • www.wotartist.com
Extra-curricular activities	<p>We run Art clubs after school that can help build confidence as well as help with homework tasks.</p> <p>There are occasional catch-up sessions at lunchtimes. These help if a student has been absent and wants to catch-up with a painting for example, or do some extra work on a homework task, or borrow/use some of our materials to finish a homework piece.</p>

Faculty Leader	Mr N Brownhill
Teachers within the faculty	Miss L Hobbs , Lead Teacher in Art – Mrs C Draper

Performance Studies

	Curriculum Content	Suggested reading or extension activities
Half term 1 * (Sep-Oct)	Mime, Image and Movement	Watching silent movies – Charlie Chaplin/ Buster Keaton are perfect!
Half term 2 * (Nov-Dec)	Storytelling through Drama: Darkwood Manor	Practise Reading out loud to someone using expression to keep them interested – Roald Dahl is ideal for this
Half term 3 * (Jan-Feb)	Dance 1: Charleston	Researching the dance styles on youtube to find examples of the dances in practise
Half term 4 (Feb-Mar) *	Dance 2: Bollywood	
Half term 5 * (Apr-May)	Characterisation	Reading simple drama texts (plays) to think about how you would play the character – there are plenty to choose from/ borrow in the department- ask your teacher!
Half term 6 * (May-Jul)	Devising Drama	

*The times you study these units may be different depending on whether you are on rotation 1, 2 or 3

Home learning tasks	Home learning tasks will take a variety of forms, from preparing ideas for a performance in the next lesson, evaluating work completed in the classroom, to researching a particular topic that is being studied. All work will be completed in Home Learning Booklets dedicated to each Unit of Study.
Assessment – tasks, frequency, style	<p>In KS3 pupils are assessed under the following Criteria:</p> <ul style="list-style-type: none"> • Voice & Characterisation • Use of Movement • Creating a performance <p>Students will be assessed on a regular basis in the classroom. This may be an informal self-assessment task, a peer assessment, or a formal teacher assessment of the work at the end of each unit.</p>
Equipment that students will need	PE kit for Dance Lessons; Students are welcome to bring plimsoll type shoes to wear in all drama/dance lessons as outdoor shoes are removed for health and safety purposes.

How to help your child at home	<p>Encourage pupils to discuss drama after they have watched any (be it a movie, stage play, TV show, or even a Soap Opera! Strictly Come Dancing and similar programs are excellent for looking at quality of movement and a range of Dance styles.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What was effective about the drama/acting? Why was it effective? • What was not effective? Why was it not effective? How could it have been improved? • How did the director/actors create dramatic tension? • How did the designers (sound, music, set, lighting, costume, special effects) help to create the world of the drama?
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	Enable (if possible) student access to seeing live drama on the stage: local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/ West End Shows (mostly London based, but some tour to regional venues).
Useful websites/books/resources	http://www.majesticretford.com/ - What's on in Retford! www.sheffieldtheatres.co.uk Official site for the city's three theatres. Includes details of upcoming events and facilities.
Extra-curricular activities	KS3 Drama Club (Thursday after School throughout the year). School Production – annual production rehearsals during autumn and early spring term. Dance Club (See Mrs Cowan for details).

Faculty Leader	Mr N Brownhill
Teachers within the faculty	Mr N Brownhill , Miss C Prince, Mrs C Cowan, Ms A Puttersgill

Music

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Baseline assessment activities: vocal skills, notation reading, pulse & rhythm, instrumental experience.	Listen to music containing repeated patterns, explore notation on apps.
Half term 2 (Nov-Dec)	Graphic Scores, alternative music-reading skills, Elements of Music, Christmas activities.	Create homemade instruments using recycled materials, identify elements in pop songs.
Half term 3 (Jan-Feb)	Whole Class Instrumental Skills: Ukelele/Guitar.	Access extra-curricular activities: Guitar club.
Half term 4 (Feb-Mar)	Whole Class Instrumental Skills: Ukelele/Guitar or Music Technology.	Online music technology programs.
Half term 5 (Apr-May)	Composition, Programme Music, World Music.	Research world music, Youtube, any descriptive music.
Half term 6 (May-Jul)	World Music continued. Music for Film & Media.	Film genres, TV, Radio, online listening.

Home learning tasks	<p>Online Music Resource page – VLE access</p> <p>Elements of Music – poster/comparison</p> <p>Research information</p> <p>Vocal – exploring the voice, listening to a variety of different styles, singing in class & Choir</p> <p>Instrumental – research types of ensembles</p> <p>Media: Film – listening to and comparing film music, adverts & radio jingles, descriptive music.</p>
Assessment – tasks, frequency, style	<p>Practical assessment are at the end of each unit – usually half-termly. Students will be assessed according to agreed criteria and will also complete a written evaluation which will review the practical work and assess their use of language, literacy etc.</p>
Equipment that students will need	<p>Basic equipment – pen, pencil, rubber, ruler. Instruments are provided.</p> <p>Headphones – in-ear/mp3/mobile or over-ear (do not bring expensive headsets into school).</p>

How to help your child at home	<p>Encourage your child to listen to a variety of musical styles and genres on radio, CD, mp3, TV.</p> <p>Explore music on the internet: Youtube, Grooveshark, iTunes, Classic FM.</p> <p>Access the Music Online Resource page on the VLE.</p>
Useful websites/books/resources	<p>Youtube.com</p> <p>www.elizabethan.notts.sch.uk/ VLE/area/music/ks3/online music resource page</p> <p>www.spotify.com.</p>

Extra-curricular activities	Lunchtime activities – students can access keyboards at lunch on various days if they obtain a pass for that day at morning break. Instrumental ensembles and Choir rehearsals are detailed on the music noticeboard – see staff for membership details.
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Faculty Leader	Mr N Brownhill
Teachers within the faculty	Mr R Trippett, Mrs C Cowan, visiting instrumental teaching staff

Geography

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Key skills and map skills	Use of an atlas. Students need to learn the location and spelling of the world's continents, oceans and major countries.
Half term 2 (Nov-Dec)	Settlements and urbanisation	
Half term 3 (Jan-Feb)	Natural hazards	Keep up to date with natural disasters in the world by watching the news.
Half term 4 (Feb-Mar)	Africa – a continent of contrasts	Any written information or documentary on Africa will help your child improve their knowledge of this vast continent.
Half term 5 (Apr-May)	Weather, climate and flooding	Keep up to date with global weather events in the world by watching the news.
Half term 6 (May-Jul)	Pole to Pole	

Home learning tasks	Students are provided with a detailed sheet listing all the homework for the year. One will be set each week from the sheet and this includes a 'stretch and challenge' activity, which students are encouraged to complete.
Assessment – tasks, frequency, style	Baseline assessment in early September, followed by a formal assessment at the end of each unit of work.
Equipment that students will need	Pen, pencil, ruler, compass, coloured pencils, sharpener and eraser.

How to help your child at home	Please ensure all homework is completed on time, including the 'stretch and challenge' activities which will help with progress. Also encourage your child to watch the news and read news articles to keep up to date with Geography in the news, such as natural disasters and weather hazards.
Useful websites/books/resources	http://www.sciencekids.co.nz/geography.html http://www.kidsgeo.com/ http://www.ngkids.co.uk/
Extra-curricular activities	Read national geographic magazines, activities which involve map reading such as orienteering or Duke of Edinburgh expeditions, attend all fieldtrips offered.

Faculty Leader	Miss V Boneham
Teachers within the faculty	Miss S Kent, Miss G Mackey, Mrs C Prince

ABC/PSHE

	Curriculum Content
Half term 1 (Sep-Oct)	Managing transition: this topic looks at making the move from primary to secondary school, the problems that might arise and how to deal with them. It also looks into different learning styles and skills needed to succeed.
Half term 2 (Nov-Dec)	Careers: this topic explores the skills that employers need, the skills we already have and different opportunities and possibilities related to career paths and future plans.
Half term 3 (Jan-Feb)	Fairtrade and the environment: in this topic students look at our environment and environmental problems that affect us both locally and globally. We then explore the subject of Fairtrade, what it is, the products it affects, as well as the advantages and disadvantages of Fairtrade.
Half term 4 (Feb-Mar)	Elections and political parties: this topic covers the different political parties that exist in the UK currently, as well as changes throughout history. It also looks at how a democratic society works and how we vote.
Half term 5 (Apr-May)	Relationships: this looks at friendships, what makes good relationships, what makes a bad relationship and how to deal with friendship breakdowns. It also considers a sense of self, as well as family life and how to communicate with family members.
Half term 6 (May-Jul)	Substance abuse and personal safety: this section is an introduction into how different substances are classed as drugs and what the law states. It considers safety on the internet and out in the 'real world', as well as the measures we can take to ensure we are safe and who to contact if we feel unsafe or know of someone else who is not safe.

Home learning tasks	Tasks vary from research, to personal views, long answer questions (essay style), key word tasks.
Assessment – tasks, frequency, style	There will be a short assessment at the end of each topic. These will be based on an activity summarising what students have done during the topic.
Equipment that students will need	Basic school equipment.

How to help your child at home	To discuss the topics they are studying to ensure understanding and that they feel comfortable discussing different aspects of their school life and the wider world.
Useful websites/books/resources	
Extra-curricular activities	

Faculty Leader	Miss E Reid
Teachers within the faculty	Miss H Swift, Miss C Prince

History

	Curriculum Content	Suggested Reading or Extension Ideas
Half term 1 (Sep-Oct)	<p>What is History? Baseline Assessment - Historical Skills: How do we find out about the past?</p> <p>Is Bill Goldman an innocent man?</p>	<p>Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.</p>
Half term 2 (Nov-Dec)	<p>Life in the Middle Ages: Medieval Theme Park Guide</p> <p>The Battle of Hastings: Assessment: Why did William win the Battle of Hastings?</p>	<p>Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.</p>
Half term 3 (Jan-Feb)	<p>The Norman Conquest: How did William control England? What was the Feudal system?</p> <p>The Black Death: How did the Black Death affect people in the Middle Ages?</p>	<p>Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.</p>
Half term 4 (Feb-Mar)	<p>Kings and Parliament: Why did King John fall out with the Barons?</p> <p>What has Magna Carta done for me?</p> <p>Assessment: what kind of King was John?</p>	<p>Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.</p>
Half term 5 (Apr-May)	<p>The Medieval Church: Why could no-one ignore the Church? The Church Game</p> <p>Assessment: The Medieval Church.</p>	<p>Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.</p>

Half term 6 (May-Jul)	Power and Conflict: Why did Henry and Becket become enemies?	Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school resource centre have a wide range of excellent books which students can borrow for free.
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Home learning tasks	Varied: may be extended writing, research, creative activities.
Assessment – tasks, frequency, style	Baseline assessment in September, plus various assessments during the year, usually one per term and usually essay based.
Equipment that students will need	Pen, pencil, ruler

How to help your child at home	<p>Ask about what they are doing in history and check/monitor homework quality. All homework tasks are put on the VLE, along with hints and useful support materials.</p> <p>We try to flag up useful films and TV programmes before they are broadcast. Please allow the students to watch these and discuss what they can learn from them.</p> <p>We are especially keen to hear about students' historical learning outside the classroom, such as visits to historical sites and research into family history, for e.g. what great granddad did in WW2. Students are encouraged to lead whole class activities which can be based on this kind of first-hand accounts.</p>
Useful websites/books/resources	Spartacus Educational, BBC Bitesize, SchoolHistory.co.uk, Think History.co.uk
Extra-curricular activities	History club every Tuesday, plus at least one trip. In the past, this has included visits to the Galleries of Justice in Nottingham, Southwell Workhouse and the York Dungeons.

Faculty Leader	Mr I Greenwood
Teachers within the faculty	Miss S Swift, Miss G Mackey

