

THE ELIZABETHAN ACADEMY



Year 7 Curriculum Information Booklet

2017 ~ 2018

Dear Parent/Carer

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. Research has demonstrated that support from home and encouraging reading has a direct impact on student achievement. Please do not hesitate to contact us if you want further assistance on aspects of support.

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.

I hope that you will find this information useful.

Mrs C Horrocks



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.



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)	Survival Non Fiction	Reading of newspaper articles and non-fiction texts eg. Bear Grylls
Half term 5 (Apr-May)	Animal Poetry	Poetry writing Read a wide range of poems Animal research
Half term 6 (May-Jul)	Introduction to Shakespeare	Read story versions of Shakespeare's texts/play versions. Research Elizabethan English

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	Mrs Barstow
Teachers within the faculty	Mrs Hudson, Ms Lucas, Mr Maye, Mr Mounsey, Ms Nicholls, Ms S Withall, Ms V Withall, Mrs Turner.

Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Number- Place Value Number – Addition and Subtraction	My maths – students have their log in details to access a self-marking site, it adjusts the types of questions that students get based upon their understanding of a range of topic.
Half term 2 (Nov-Dec)	Number – Multiplication and Division	Mathletics on line support. An interactive maths site that builds on prior knowledge.
Half term 3 (Jan-Feb)	Number – Fractions Number - Statistic	BBC Bite size Key Stage 3
Half term 4 (Feb-Mar)	Number – Negative numbers	Key stage 3 revision workbooks. The faculty offer a range of different graded books that you can purchase.
Half term 5 (Apr-May)	Algebra	Collins Maths Skills Builder
Half term 6 (May-Jul)	Geometry – Lines and Angles	cgpbooks.co.uk/interactive_ks3_maths

Home learning tasks	The faculty are keen to use Flipped Learning style tasks that prepare students for specific lessons. This may be memorising a specific formula or a method of calculation.
Assessment – tasks, frequency, style	In September the Faculty will bench mark every student with a non-calculator maths skills examination. Each half term there will be an assessment for each student based upon the modules they have completed. At the end of the year there will be a full examination of all the topics covered in year 7, this will prepare the students for the transition into year 8. Rock Stars – weekly focus on times tables. Homework tasks will often be Flip Learning to prepare the students for the next lesson and will involve a number of memorise tasks to secure an understanding of the key concepts of mathematics.
Equipment that students will need	Scientific calculator (we recommend 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 struggle with. Ask to see their diagnostic book to see what the teacher is commenting on. You will be able to see upgrade time showing how well they are understanding special topics.
Extra-curricular activities	The Maths Faculty provide a range of revision ideas and support for homework every Thursday after school. Please feel free to come along and spend some time focussed on maths problem solving skills.

Faculty Leader	Mr Mason
Teachers within the faculty	Mrs Bowler, Mr Brown, Mr Dainty, Mr D 'Albuquerque, Mrs Ellis, Ms Lester, Mrs Lindley, Mr M Lister, Mrs Scott, Mrs Smith.

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	Students will sit the Year 7 baseline test, after the introductory health and safety module in term 1. 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. 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. Assessment and class books will also be marked according to the science departments marking policy.
Equipment that students will need	Protractor, Scientific calculator (needed for all biology, chemistry and physics units throughout KS3 and KS4).

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 the time they spend on it so that it isn't done and 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 McGill
Teachers within the faculty	Mrs Astle, Mrs Gibbs, Mr A Lister, Mr Mason, Mr Alexander, Mrs Smith, Miss Ratcliffe, Miss Hankinson, Mrs Gray.

Information & Communication Technology

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Graphic skills	Looking at graphics and understanding how they are drawn
Half term 2 (Nov-Dec)	Word processing skills	Practicing activities at home
Half term 3 (Jan-Feb)	Coding with a microbit	Experiment with the website microbit.org
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)	Coding with scratch Consolidation, assessment	

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 what they are doing, proof read their work for accuracy and give your opinion of the development of their projects
Useful websites/books/resources	BBC bitesize
Extra-curricular activities	Coding club, coding for girls, ICT lunch club

Faculty Leader	Mr Oldbury
Teachers within the faculty	Miss Gilliland

Physical Education

	Curriculum Content	Suggested reading or extension activities
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 base line testing during the first few weeks of term. From this students will be ability grouped. Students are assessed then at the end of every activity which occurs 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 prospectus.

How to help your child at home	Encourage your child to adopt a healthy and active lifestyle outside of school hours. We therefore recommend that students undertake the recommended 30minutes 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 their lessons to allow students further time to develop their skills. Additional to this, we run a full fixtures programme where we compete against other local schools in various activities

Faculty Leader	Mr Bright
Teachers within the faculty	Mr Brown, Miss Clark, Miss Riley, Miss Bramley, Miss Stephen

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 and 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 and www.pearsonactivelearn.com
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> • School subjects • Opinions and reasons • Using the 12 hour clock 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Describing your timetable • School day • Food 	www.memrise.com, www.linguascope.com and 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 and www.pearsonactivelearn.com
Half term 6 (May-Jul)	<ul style="list-style-type: none"> • Describing what other people do • End of Year Project 	www.memrise.com, www.linguascope.com and 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>September – writing and speaking assessments</p> <p>December – listening, reading and writing assessments</p> <p>January - speaking assessment</p> <p>March – listening, reading and writing assessments</p> <p>May – speaking 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. • 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
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	<ul style="list-style-type: none"> 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 Morris – French and Spanish
Teachers within the faculty	Miss Bryant – French and German Mr White – French and 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 31 + birthdays • German alphabet • Saying where you live • Describing your character 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Talking about pets • Talking about 'superpets' • Family members and ages • Describing family members 	www.memrise.com, www.linguascope.com and 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 and 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 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 5 (Apr-May)	<ul style="list-style-type: none"> • School rules • Developing reading skills • Your dream school 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 6 (May-Jul)	Revision and end of year exams	www.memrise.com, www.linguascope.com and 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>September – writing and speaking assessments</p> <p>December – listening, reading and writing assessments</p> <p>January – speaking assessment</p> <p>March – listening reading and writing assessments</p> <p>May – speaking assessment</p> <p>June – listening, speaking 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

Faculty Leader	Mrs Morris – French and Spanish
Teachers within the faculty	Miss Bryant – French and German Mr White – French and German

Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> • Introducing yourself • Talking about your personality • Talking about age, brothers and sisters • Saying when your birthday is • Talking about your pets 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Saying what you like to do • Saying what you do in your spare time • Talking about the weather • Saying what sports you do 	www.memrise.com, www.linguascope.com and www.pearsonactivelearn.com
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Saying what subjects you study • Giving Pets • Appearance and character • Hair and eyes 	www.memrise.com, www.linguascope.com and 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 and 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 and 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 and 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>Feb - speaking assessment</p> <p>April – listening and reading assessment</p> <p>May – speaking assessment</p> <p>June – listening, 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.
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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 M Bryant – French and German Mr J White – German

Religious Education

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Inspirational People: This topic explores the characteristics that make a person inspirational. Current real life examples are drawn upon to engage student interest. Students will also learn about historical inspirational figures such as Martin Luther King and Mahatma Gandhi.	To keep a journey of current inspirational figures – for example, the action of the emergency services during terrorist attacks.
Half term 2 (Nov-Dec)	Inspirational People: This topic explores the characteristics that make a person inspirational. Current real life examples are drawn upon to engage student interest. Students will also learn about historical inspirational figures such as Martin Luther King and Mahatma Gandhi.	To keep a journey of current inspirational figures – for example, the action of the emergency services during terrorist attacks.
Half term 3 (Jan-Feb)	Islam: This topic will allow students to explore the religion of Islam and to challenge stereotypes of Muslims which are portrayed in the media.	To produce a handbook about Islam to be displayed on the humanities corridor.
Half term 4 (Feb-Mar)	Islam: This topic will allow students to explore the religion of Islam and to challenge stereotypes of Muslims which are portrayed in the media.	To produce a handbook about Islam to be displayed on the humanities corridor.
Half term 5 (Apr-May)	Suffering: This topic explores the difference between natural and moral suffering. Students will also study Christian teachings such as the Fall and Job.	To produce a collage of types of suffering in the world.
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.	To produce a collage of types of suffering in the world.
Home learning tasks	Students given tasks from homework 'menu' these vary from research tasks to worksheets, poems, word searches.	
Assessment – tasks, frequency, style	Each topic will be assessed with an end of topic assessment. Therefore students will be assessed three times over the year. In addition, students will have one piece of classwork assessed each term.	
Equipment that students will need	Pen and ruler	

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	BBC Bitesize
Extra-curricular activities	
Faculty Leader	Mrs Gillon
Teachers within the faculty	Ms Ager, Mrs Reid, Mrs Lester, Mrs Hudson, Ms Prince.

Design Technology

	Curriculum Content
Half term 1 (Sep-Oct)	<p>In the first half two weeks of term 1, students will complete a series of baseline challenges designed to highlight their ability in key DT skills; annotating, designing and evaluating as well as allow teachers to ascertain any previous knowledge from primary school.</p> <p>The four subjects are as follows:</p> <p>Catering: Students will demonstrate a range of basic cooking skills in order to cook a series of simple dishes. Alongside this students will learn about what a well-balanced diet looks like, and the importance of it.</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 exam 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)	
Home learning tasks: Assessment – tasks, frequency, style	Homework tasks set in Design and Technology will require students to either revise a topic (e.g. key words) or carry out a piece of research prior to a lesson.
Equipment that students will need	For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils. 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.
How to help your child at home	Please ensure students are equipped for lessons and contact the school with any enquiries (e.g. regarding ingredients) with plenty of notice prior to the lesson.
Useful websites/books/ resources	Follow us on twitter @eadt4 http://thestemlaboratory.com technologystudent.com http://engineeringforkids.com/ https://www.nhs.uk/change4life https://www.bbcgoodfood.com/
Faculty Leader	Miss Gatt
Teachers within the faculty	Mrs Braithwaite, Mr Burdett, Mrs Ward, Miss Stephen, Mrs Richardson

Art

Art will form 1 part of your Expressive Arts Rotation. The subjects in the rotation are Drama, Art and Music & Dance. You will be taught in 2 blocks of lessons throughout the year. During each block you will have 2 lesson per week. Each block contains 12-14 lessons.

	Curriculum Content	Suggested reading or extension activities
Block 1a	Objective drawing exercises. Activity: Use of a variety of materials to explore: line, form/tone, texture/detail, colour. Self Image Activity: Mixed media drawing (influenced by Picasso).	Drawing familiar objects at home, following the same activities – linear drawing, tone, colour etc. Reading about Cubism and Picasso in particular will be very good – this links into Year 8 projects too.
Block 1b	Object drawing exercises Activity: Use of variety of materials to explore: line, form/tone, texture/Detail, colour. Self image: Activity: Mixed media drawing (influenced by Picasso).	Drawing familiar objects at home, following the same activities – linear drawing, tone, colour etc. Reading about Cubism and Picasso in particular will be very useful – this links into Year 8 projects too.
Block 2a	What's in a building Activity: Colage (influenced by the work of Antoni Gaudi) Recreating Landscapes Activity: Claywork	Any reading up on the architecture of Antoni Gaudi will be useful here. Look at the work of Vincent Van Gough and David Hockney. Research other landscape artists that the students may like and write them down at the back of their sketchbook to mention in class.
Block 2b	What's in a building. Activity: Collage (influenced by the work of Antoni Gaudi) Recreating Lanscape Activity: Claywork	Any reading up on the architecture of Antoni Gaudi will be useful here. Research other landscape artists that the students may like and write them down at the back of their sketchbook to mention in class
Home learning tasks	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).	

	Homework is set regularly (with a week to complete it); there may be some homework set with extended deadlines, e.g. the imaginative room would normally have about 3 weeks to complete it.
Assessment – tasks, frequency, style	Assessment is continual throughout the year. Homework tasks are assessed using new assessment criteria with praise and advice/targets given to help improve their independent learning. Class work is regularly assessed, particularly project work. Some drawing exercises may receive verbal or written advice but not all will be given grades. During the year we have a formal assessment of a drawing test (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 they have achieved and the target level for the next drawing test.
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 the child understand how you have observed an object, then encourage them to have a go themselves. Although tempting, avoid doing the homework for them. • If they are using the computer at home for research, encourage them to read the information and select appropriate facts. It may be easier to print off some information and go through it with them, 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	We run Art Clubs after school that can help build confidence as well as help with homework tasks. There are occasional catch-up sessions run 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.

Faculty Leader	Mr Brownhill
Teachers within the faculty	Lead Teacher in Art – Mrs Draper. Teacher of Art - Miss Hobbs

Drama

Drama will form 1 part of your Expressive Arts Rotation. The subjects in the rotation are Drama, Art and Music & Dance. You will be taught in 2 blocks of lessons throughout the year. During each block you will have 2 lesson per week. Each block contains 12-14 lessons.

	Curriculum Content	Suggested reading or extension activities
Block 1a	Mime, Image and Movement	Watching silent movies – Charlie Chaplin/Buster Keaton are perfect!
Block 1b	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!
Block 2a	Storytelling through Drama: Darkwood Manor	Practice reading out loud to someone using expression to keep them interested – Roald Dahl is ideal for this.
Block 2b	Devising Drama	Reading simple drama texts (plays) to think about how the playwright has chosen to tell the story (structure) – there are plenty to choose from/borrow in the department – ask your teacher!

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.
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 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?
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	<ul style="list-style-type: none"> • 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? <p>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).</p>
Useful websites/books/resources	<p>http://www.majesticretford.com/ - What's on in Retford!</p> <p>www.sheffieldtheatres.co.uk Official site for the city's three theatres. Includes details of upcoming events and facilities.</p>
Extra-curricular activities	<p>KS3 Drama Club (Thursday after School throughout the year). School Production – annual production rehearsals during autumn and early spring term.</p> <p>Dance Club (See Mrs Cowan for details).</p>

Faculty Leader	Mr Brownhill
Teachers within the faculty	Miss Prince

Music

Music will form 1 part of your Expressive Arts Rotation. The subjects in the rotation are Drama, Art and Music & Dance. You will be taught in blocks of lessons throughout the year. During each block you will have 2 lesson per week. Each block contains 12-14 lessons.

	Curriculum Content	Suggested reading or extension activities
Block 1a	Baseline assessment activities: vocal skills, notation reading, pulse & rhythm, instrumental experience.	Listen to music containing repeated patterns, explore notation on apps.
Block 1b	Elements of Music	Create homemade instruments using recycled materials, identify elements in pop songs.
Block 2a	Whole Class Instrumental Skills: Ukelele/Guitar/Repeated Patterns/Jazz & The Blues.	Access extra-curricular activities: Guitar club.
Block 2b	Composition, Programme Music, World Music.	Research world music, Youtube, any descriptive music.

Home learning tasks	<p>Listening to styles, specific pieces, answering questions and identifying features.</p> <p>Theory/Notation – learning the basics of reading music.</p> <p>Elements of Music – poster/comparison.</p> <p>Research information about composers, styles, bands & artists.</p> <p>Vocal – exploring the voice, listening to a variety of different styles, singing.</p> <p>Instrumental – research types of ensembles.</p> <p>Descriptive music: listening to pieces that describe including Film music.</p>
Assessment – tasks, frequency, style	Practical assessment are at the end of each half-termly unit. 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.
Equipment that students will need	<p>Basic equipment – pen, pencil, rubber, ruler.</p> <p>Headphones – in-ear/MP3/mobile or over-ear (please do not bring expensive headsets into school).</p> <p>Classroom instruments are provided.</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, discussing musical elements such as mood, style, volume, speed, instruments and purpose. Listen to musicals, film music, pop, rock and alternative music, look out old record collections, CDs, cassettes, playlists</p> <p>Explore music on the internet: Youtube, Grooveshark, iTunes, Classic FM.</p> <p>See what's on in the local area – Retford, Newark, Nottingham, Sheffield, Lincoln – look out for live events provided by the local music hub and Inspire</p>
Useful websites/books/resources	<p>www.youtube.com http://groovesharks.org/</p> <p>www.spotify.com http://www.classicfm.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)	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 3 (Jan-Feb)	Powerful Planet	Keep up to date with natural disasters in the world by watching the news/documentaries and conducting additional research. There have been a number of tropical storms and earthquakes around the globe recently.
Half term 4 (Feb-Mar)	Weather and Climate	Keep up to date with global weather events in the world by watching the news/documentaries and conducting additional research.
Half term 5 (Apr-May)	World under water	Keep up to date with global flooding events and flood management schemes in the world by watching the news/documentaries and conducting additional research.
Half term 6 (May-Jul)	Pole to Pole	Students will work in groups to research and produce detailed presentations on a range of aspects about countries along a particular line of longitude. Students can start looking at an atlas or a map and decide if there are any countries they would specifically like to research.
Home learning tasks	Homework will be set each week and this will include 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 their 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 Boneham	
Teachers within the faculty	Mrs Prince	

History

	Curriculum Content
Half term 1 (Sep-Oct)	What is History? Baseline Assessment
Half term 2 (Nov-Dec)	Life in the Middle Ages The Battle of Hastings
Half term 3 (Jan-Feb)	Norman Conquest The Black Death
Half term 4 (Feb-Mar)	Kings and Parliament
Half term 5 (Apr-May)	The Medieval Church
Half term 6 (May-Jul)	Power and Conflict

Home learning tasks	Vary-may be extended writing, research, creative activities.
Assessment – tasks, frequency, style	Baseline assessment in September, plus various assessments during the year-roughly one per term and usually essay based.
Equipment that students will need	Pen, pencil, ruler

How to help your child at home	Ask them about what they are doing in history and check/monitor homework quality.
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.

Faculty Leader	Miss Boneham
Teachers within the faculty	Mr Greenwood, Mrs Cadwell

