

# Montsaye Academy



## Year 7 Curriculum Outline 2017/2018

### Year 7 Curriculum Overview

The students are taught 25 hours of lessons each week with x6 50 minute lessons per day. The curriculum in Year 7 allows students to build on the learning and knowledge established at primary school and to extend their skills and knowledge across a broad range of subjects. For many students, Year 7 is a time to experience new opportunities, be exposed to new ideas and learn new skills. The emphasis is on providing an enjoyable, stimulating and challenging learning experience for all students. Teachers are encouraged to plan and structure lessons that develop students' learning skills as well as subject knowledge. The learning that is undertaken is supported by regular homework that is set using the 'showmyhomework' website service.

The curriculum is supported by a number of extended learning opportunities available for all students both during the school day and in the after school sessions. These opportunities range from taking an active role in form times to sporting activities. Students are given an array of opportunities to take part in offsite educational visits through different subjects. All students follow a programme of PSHE throughout the year that is designed to broaden the students' understanding of their place in our community and in developing knowledge about themselves.

<b>Subject</b>	<b>Number of lessons per week</b>
Art	1
Computing (IT)	1
Design Technology	3
Drama	1
English	4
Geography	2
History	2
Languages	3
Mathematics	4
Music	1
Physical Education	2
Religious and Social Studies	2
Science	4

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Art	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 1
<p><b>Introduction:</b></p> <p>The national curriculum for art aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>		
<p><b>Modules to be covered in the year:</b></p> <p>Year 7 students will learn and develop the building blocks of art, which will prepare them for all areas of art and design at secondary school. They will study a variety of art techniques, giving them an opportunity to experiment with a wide range of media. They will experience traditional crafts and new technology.</p> <p>They will be encouraged to develop their own ideas and beliefs, creating their own artistic style.</p> <p>Students will look at a variety of traditional and contemporary artists – they will learn to review and evaluate the work of artists and how to apply these methods and styles to their own work.</p> <p><b>Specific projects/areas covered</b></p> <p>Formal elements, still life, Vincent Scarpace fish, Kandinsky plates, Hundertwasser mixed media and observational drawing.</p>	<p><b>Assessment:</b></p> <p>Students' work is marked using the academy's assessment policy. All work will also be given a strength, target and effort grade.</p> <p>Students' performance in art will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• understanding artist links</li> <li>• exploring and experimenting with materials and techniques</li> <li>• ability to record and draw</li> <li>• creating a personal and unique final piece that is inspired by artist links</li> </ul>	

**Extended Learning Opportunities and Enrichment Activities:**

All students were involved in The Big Draw, which took place in October.

All students were given the opportunity to enter the Christmas card competition in December.

If needed, students can attend extra support sessions after school

**Additional Information or Requirements:**

All students are provided with sketchbooks for classwork and homework. They are expected to bring basic equipment (pencil, pen, rubber etc.) to their art lessons.

**Useful websites for further information:**

<http://www.bbc.co.uk/arts/yourpaintings/>

<http://www.artcyclopedia.com/>

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Computing	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week: 1</b>
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**Introduction:**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

**Modules to be covered in the year:**

**What is a computer?**

- Computer hardware
- Computer software
- Data representation

**Think like a Computer Scientist**

- Algorithms
- Introduction to pseudo code
- Control with Flowol/Logo

**Game creation**

- Kodu game lab

**Web Awareness**

- How the web works
- Website design
- HTML, CSS and Software

**Programming with Scratch**

- Drawing and manipulating shapes
- Programming a calculator

**Assessment:**

- Baseline testing
- Portfolio of work
- Final assessment activity
- Website and content
- Portfolio of work
- End of year test

Assessment levels are based on the CAS progression levels 1-8.

**Extended Learning Opportunities and Enrichment Activities:**

Much of the software used is free and students are encouraged to download it and use it at home.

Hour of code and code academy websites are promoted as an extension to programming and analysis units.

All students have access to the Hodder dynamic learning website.

All students have access to Microsoft Office 365 for free home use.

Coding club running as a session 6, allowing students to further develop their programming skills in a supportive and challenging environment.

### **Additional Information or Requirements:**

The introduction of computing is entering the second year of a proposed three year development cycle. The programme of study is moving students away from the software package driven courses of the past and towards the development of computation thinking skills.

### **Useful websites for further information:**

<http://www.computingschool.org.uk/>

<http://scratch.mit.edu/>

<https://www.python.org/>

<http://my.dynamic-learning.co.uk>

<b>Subject:</b> Design Technology	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week: 3</b>
<p><b>Introduction:</b></p> <p>The national curriculum for design technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li><li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</li><li>• critique, evaluate and test their ideas and products and the work of others.</li><li>• understand and apply the principles of nutrition and learn how to cook.</li></ul>		
<p><b>Extended Learning Opportunities and Enrichment Activities:</b></p> <p>A textiles club takes place every week for students to work on additional practical tasks.</p> <p>Students will have the opportunity to take part in food challenges such as The Great Montsaye Bake Off.</p> <p>In product design, extension tasks are available for design and investigation into design styles and movements. Students are encouraged to produce individual designs and develop a 'job bag' of inspirational materials that are used for designing and developing prototypes. In addition students are encouraged to vary methods of presenting work and develop a 'live' design folio along with an investigation into current advances in design and materials technology.</p>		
<p><b>Additional Information or Requirements:</b></p> <p>Students will need a 'can do' approach and a willingness to get involved and strive to improve their skills and capabilities. They will be expected to develop their own 'style' during design and make activities.</p> <p>During the food module, recipes will be provided a week in advance and students will be expected to bring their own ingredients.</p> <p>Students must bring basic equipment such as pens, pencils, coloured pencils, ruler and an eraser to lessons.</p>		

**Useful websites for further information:**

[www.tuvie.com](http://www.tuvie.com) inspirational design for a variety of items

<http://www.designyourway.net/blog/inspiration/cool-and-innovative-product-design-examples/> subscribe for free updates on new design ideas and concepts

<http://www.quora.com/What-are-some-awesome-examples-of-simple-yet-innovative-designs>

<https://designmuseum.org/> excellent resource for design styles and movements and inspirational designers past and present.

[www.nutrition.org.uk](http://www.nutrition.org.uk) useful for information on healthy eating and nutrition.

[www.bbcgoodfood.com](http://www.bbcgoodfood.com) excellent resource for recipes.



<b>Subject:</b> Drama	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 1
<p><b>Introduction:</b></p> <p>The aim of drama is to allow students to:</p> <ul style="list-style-type: none"> <li>• reflect on their participation in drama and identify areas for the development of dramatic techniques</li> <li>• develop techniques that enable them to create and maintain a variety of roles</li> <li>• explore and develop ideas, issues and relationships through work in role</li> <li>• collaborate in and evaluate the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.</li> </ul>		
<p><b>Modules to be covered in the year:</b></p> <p>Introduction to drama – students are encouraged to develop practical work on the themes of friendship and journeys introducing them to expected strategies, media and elements used throughout KS3.</p> <p>Fairy tales – students use fairy tales as the stimulus to explore the conventions used in pantomime. There will be a greater focus on props and use of stage space so the students begin to understand how a production goes together.</p> <p>Theatre history – students explore the origins of Greek theatre, morality and mystery plays from the middle ages, Elizabethan theatre and the progression of performance through to modern day. This topic lasts a whole term, there is lots to learn about!</p> <p>Horror - students use a variety of theatre skills to create atmosphere and tension.</p> <p>Tempest students study the themes and characters in a practical way.</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>✓ Students will take part in a baseline assessment to record a 'creating, performing, responding' mark within the first weeks of term. They will then take part in practical and written assessment at half term.</li> <li>✓ Practical assessments will take place at the end of the Christmas term.</li> <li>✓ Assessments on each theatre age will take place through practical activities in class with a written assessment at half term and Easter.</li> <li>✓ A practical and written assessment will take place at half term.</li> </ul>	

'The boy who didn't want to go to school' – a chance to explore a theme using physical skills

- ✓ A written project highlighting the development and evaluation of their final piece will be produced.
- ✓ A practical assessment will also take place in class and if work is of a high enough standard students will take their work into our feeder primaries.

**Extended Learning Opportunities and Enrichment Activities:**

Weekly drama club

Theatre visits (the attended production changes annually depending on local schedules).

**Additional Information or Requirements:**

Drama needs a lot of energy, determination and focus. Students will be expected to take part to the best of their ability every lesson.

**Useful websites for further information:**

<http://www.nationaltheatre.org.uk/backstage/commedia-dellarte>

<http://www.bbc.co.uk/schools/gcsebitesize/drama>

<http://www.rsc.org.uk/education/yps/>

<http://www.royalndderngate.co.uk/whatson/?Genre=4096>

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> English	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 4
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### **Introduction:**

The overarching aim for English in the national curriculum is to promote mastery of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
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### **Modules to be covered in the year:**

- Understanding a Modern Text
- Pre Nineteenth Century Poetry Unit
- Understanding Shakespeare
- Short Story Unit
- Nineteenth Century Literature
- Creative Writing Unit

### **Assessment:**

- NGRT reading test – terms 1 and 6
- Analysis of an extract from a novel
- Analysis of an unseen poem
- Homework Project
- Short Story assessment
- Year 7 English Language Paper 1
- Year 7 English Language Paper 2

### **Useful websites for further information:**

[www.bbc.co.uk/education/ks3/english](http://www.bbc.co.uk/education/ks3/english)  
[www.educationalquizzes.com/ks3/english](http://www.educationalquizzes.com/ks3/english)  
[www.schoolreadinglist.co.uk](http://www.schoolreadinglist.co.uk)  
[www.poetryzone.co.uk](http://www.poetryzone.co.uk)  
[www.channel4learning.com](http://www.channel4learning.com)  
[www.theguardian.com/childrens-books-site](http://www.theguardian.com/childrens-books-site)

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Geography	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 2
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### **Introduction:**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Modules to be covered in the year:**

- Earth story
- The UK and its people
- Our changing coastline
- The growth and change of the UK's towns and cities
- Weather and climate
- A study of Africa

### **Assessment:**

Each module has one formal assessment which takes the form of an exam-style question. In addition to this students are tested frequently in lessons using a variety of oral and written tasks and tests.

### **Extended Learning Opportunities and Enrichment Activities:**

Homework takes the form of a series of extended research projects, one project per term, which are linked to each of the modules

### **Useful websites for further information:**

<http://www.bbc.co.uk/education/subjects/zrw76sg>  
[www.georesources.co.uk/indexks3.htm](http://www.georesources.co.uk/indexks3.htm)  
[www.educationquizzes.com/ks3/geography](http://www.educationquizzes.com/ks3/geography)  
[http://education.nationalgeographic.com/education/?ar\\_a=1](http://education.nationalgeographic.com/education/?ar_a=1)

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> History	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 2
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### **Introduction:**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of the islands now known as the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Modules to be covered in the year:**

- What is history's study skills?
- The Norman conquest
- Medieval life
- Tudor England

### **Assessment:**

- History skills test
- Why William won the Battle of Hastings
- How powerful was the church in the Middle Ages?
- How do you survive the Black Death?
- Was Henry VIII a good King?
- Who was the bloodiest Tudor?



<b>Subject:</b> Languages (French)	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week: 3</b>
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**Introduction:**

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries'*

**The National Curriculum in England Framework Document, September 2013**

We work very closely with our main feeder schools and use the start of the year to create a clear picture of the depth of understanding pupils have gained in French during Years 3 – 6. During the first 2 weeks, we assess students and we will use that information as the basis for future reporting.

Our Curriculum is based around 12 Steps in grammar, listening, reading, speaking and writing. These 12 Steps are directly linked to the 9 GCSE grades and build upon the foundations set in the primary setting. During Year 7, our curriculum is set around the first 5 steps in all of these skill areas. All students are challenged in every lesson using the steps as appropriate to each individual student's needs. Lessons have a high focus on grammar acquisition whilst continuing to develop listening, reading, writing and speaking skills.

**Modules to be covered in the year:**

**Mon collègue**

- Opinions of school subjects and giving reasons.
- Describing your timetable.

**Famille et Copains**

- Descriptions of family members
- Animals
- Physical descriptions

**Chez moi**

- Description of where you live
- Houses and rooms
- Furniture

**On va en ville**

- Places in town
- Asking for & giving directions
- Expressing opinions
- At the snack-bar – food & drink

**Assessment:**

We assess students at the end of each topic.

Each assessment point consists of a grammar assessment and a combination of 2 of the 4 remaining skill areas: listening; reading; writing and speaking.

At the end of the academic year, we will conduct a series of assessments on all of the topics covered throughout the year.

Each student will have their own assessment folder and this will be updated at each assessment point throughout KS3.

**Ma journée**

- Daily routine

**On s'amuse**

- Sports
- Hobbies & Activities

**Extended Learning Opportunities and Enrichment Activities:**

Homework is set once a week and is seen as a vital part of learning a language. The homework includes vocabulary learning, targeted reading tasks and writing tasks in preparation for formal assessments. Parents will be encouraged to purchase a French dictionary for use at home (and in the academy, although dictionaries are available in all classrooms).

In addition to the normal processing/spreadsheet/PowerPoint packages, we have specialist languages software to help with learning in the full range of topics at different levels to engage students of different abilities to fulfil their potential. Students enjoy ICT lessons and all groups have frequent access to the computers in the school. Students are encouraged to make the most of the many language learning websites and APPS now available to support their learning at home and they can also access support materials through the school's VLE.

During Year 7, students will be informed about the residential visit to Rue in northern France which takes place at the start of Year 8. This is a well-established and highly recommended trip which combines learning of the French language, experiencing the French culture, outward bound activities and trips to the battlefields of the first world war.

**Additional Information or Requirements:**

Parental involvement in helping students with homework is strongly encouraged. Even if you have no language knowledge at all, you can still check that homework is carefully done, take an interest in the work being covered, and help with revision by testing your child with their vocabulary lists.

Should you require any further information, please do not hesitate to contact Mr R Stanton, Head of Modern Foreign Languages.

**Useful websites for further information:**

[www.languagesonline.org](http://www.languagesonline.org)  
[www.linguascope.com](http://www.linguascope.com)  
[www.zondle.com](http://www.zondle.com)  
[www.memorisenow.net](http://www.memorisenow.net)  
[www.quizlet.com](http://www.quizlet.com)

## CURRICULUM OUTLINE YEAR 7



**Subject:** Mathematics

**Grouping:**  
Mixed Ability

**Numbers of lessons per week: 4**

**Introduction:** The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We are following a mastery style curriculum. Students will cover fewer topics but in greater depth so that skills can be embedded.

**Modules to be covered in the year:**

Place value & number work  
Fractions  
Percentages  
Geometry  
Algebra

**Assessment:**

Students do a short assessment on each module.

Students are formally tested during the year.

**Extended Learning Opportunities and Enrichment Activities:**

A variety of enrichment opportunities are built into the scheme of work. In term 5, students are expected to complete a homework project on 3D shape.

**Additional Information or Requirements:**

It is essential for students to have basic equipment of a pen, pencil and ruler. Other geometry equipment (protractor and a pair of compasses) is beneficial. Students are advised to have a scientific calculator.

**Useful websites for further information:**

[www.mymaths.co.uk](http://www.mymaths.co.uk)

nrich – excellent for problem solving



## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Music	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 1
<p><b>Introduction:</b></p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>		
<p><b>Modules to be covered in the year:</b></p> <p><u>Bridging Unit</u> – includes composing, performing, listening and commenting. Will include musicianship and notation skills as part of the transition;</p> <p><u>Expressionism and Serialism</u> – a look at early 20<sup>th</sup> century music and the use of all 12 semitones in composition;</p> <p><u>Folk music</u> – how music has developed and is progressing through the genre of Folk;</p> <p><u>Performance</u> – use of graded performing cards to improve and develop performing skills on keyboards and other instruments;</p> <p><u>Singing</u> – class and individualised singing for all students through a wide variety of song types;</p> <p><u>Music for Night and Day</u> – the exploration of the different elements of music employed to achieve the difference between music for morning and evening/night.</p>	<p><b>Assessment:</b></p> <p>Using the music department student assessment trackers, pupils are assessed both formatively and summatively.</p> <p>Students also assess themselves and other students as well as an overall assessment by the music teacher. The 5 levels are: copper, bronze, silver, gold and platinum. These vary broadly, but not exactly but equate to NC levels 3-7. The Year 7 cohort is following the mastery curriculum model.</p> <p>Students are set a baseline entry level in the September of their arrival and a target set for achievement in progressing towards the end of Year 7 and Year 8.</p>	

**Extended Learning Opportunities and Enrichment Activities:**

Choir, concert band, junior band, brass band, guitars, jazz group, string orchestra, musicianship class.

Christmas concert, junior choral festival and summer concert. Also class concerts ad hoc.

**Additional Information or Requirements:**

Instrumental and singing lessons given, £90.00 per term for eleven 20 minute lessons on: woodwind, brass, strings, guitar, drums, voice and piano/keyboard.

Lessons given by the Northamptonshire Music and Performing Arts Trust team (NMPAT) and piano by Mrs Bird. The two classroom music teachers are Mrs Rebecca Swailes and Mrs Natalie Gardner.

**Useful Websites for further information:**

The New National Curriculum for Music – government website.

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Physical Education	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 2
<p><b>Introduction:</b></p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>		
<p><b>Modules to be covered in the year:</b></p> <p>During Year 7 students will take part in a wide range of activities including:</p> <ul style="list-style-type: none"> <li>▪ Rugby</li> <li>▪ Football</li> <li>▪ Netball</li> <li>▪ Hockey</li> <li>▪ Dance</li> <li>▪ Fitness</li> <li>▪ Basketball</li> <li>▪ Orienteering</li> <li>▪ Short tennis</li> <li>▪ Cricket</li> <li>▪ Rounder's</li> </ul>	<p><b>Assessment:</b></p> <p>Students are assessed at the end of each unit of activity that they take part in.</p> <p>Overall progress is judged using an average level across the students best 3 sports/activities.</p>	
<p><b>Extended Learning Opportunities and Enrichment Activities:</b></p> <p>The PE department works alongside sports centre staff and external coaches to provide a wide range of extra-curricular clubs and activities. Some of these are recreational, whereas others feed into teams that play competitive fixtures within the district and county.</p> <p>During 2017/2018 the extra-curricular timetable is likely to include the following sports/activities: rugby; football; netball; dance; fitness; dodgeball; swimming; athletics; basketball; table tennis; badminton; cricket; rounder's; athletics and tennis.</p>		
<p><b>Additional Information or Requirements:</b></p> <p>Please see the PE kit list included within the 'Welcome to Montsaye' brochure.</p>		
<p><b>Useful websites for further information:</b></p> <p>For an idea of what goes on in the PE department and for updates on teams and fixtures at Montsaye you might like to follow us on Twitter @montsayepe.</p>		

## CURRICULUM OUTLINE YEAR 7



**Subject:** Religious & Social Studies

**Grouping:**  
Mixed Ability

**Numbers of lessons per week: 2**

**Introduction:**

Students in Year 7 will complete units on the history of religion, community, diversity and tolerance and wealth and poverty. They will design a piece of artwork with a written explanation based around the theme of God, for possible entry into the Spirited Arts competition

Students are encouraged to discuss their own thoughts and ideas in their writing and are guided to be able to explain their opinions and contrast and compare them with the views of others.

**Modules to be covered in the year:**

The history of religion  
Spirited Arts  
Community  
Wealth and poverty

**Assessment:**

There is one levelled assessment piece of work for each unit as well as regular feedback throughout.

**Extended Learning Opportunities and Enrichment Activities:**

Trip to St Albans Abbey  
Spirited Arts competition

**Additional Information or Requirements:**

Encouraging students to discuss the issues/topics at home.

Reading, listening, watching and talking about the news is also of great benefit.

**Useful websites for further information:**

[www.bbc.co.uk/newsround](http://www.bbc.co.uk/newsround)  
[www.bbc.co.uk/newshttp://old.natre.org.uk/db/](http://www.bbc.co.uk/newshttp://old.natre.org.uk/db/)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## CURRICULUM OUTLINE YEAR 7



<b>Subject:</b> Science	<b>Grouping:</b> Mixed Ability	<b>Numbers of lessons per week:</b> 3
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### Introduction:

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

### Modules to be covered in the year:

#### **Biology:**

Life and living processes 1  
Interdependence 1

#### **Chemistry:**

Particles and materials 1

#### **Physics:**

Forces 1  
Energy 1

### Assessment:

All modules have at least one mid-module test followed by an end of module test. All tests are marked and levelled by staff. Students receive feedback through levels and targets are set on how to improve or to make further progress through individual feedback.

Students are tested throughout the year with written tests after each section of each module. Section A of the test is purely factual recall; Section B is applying knowledge. Students receive regular feedback through the tests and through book marking. They receive targets on how to improve.

### Extended Learning Opportunities and Enrichment Activities:

The science department have run trips to the London Science museum, London Natural History museum, Big Bang Fair and others. We hope to offer the same and other similar trips this year.

Every Tuesday we run a science club in S2. Students need to see Mr Chandler to find out more and see if there are places available term to term.

Every term we nominate the Scientists of the Term, 2 students per year group. This award goes to students who are excelling in science in some way. Successful nominations meet the principal and receive a principal's award as well as house points.

We always get involved in Science Week, in March, where we raise awareness of science across the curriculum.

**Additional Information or Requirements:**

The science department sells KS3 revision guides at cost (£2.50 each this year). Your son/daughter will be told by their subject teacher if they require a revision guide. We suggest that students ask subject teachers which areas from the guides to read through at the end of modules to better prepare them for module tests.

**Useful websites for further information:**

[www.bbc.co.uk/education](http://www.bbc.co.uk/education) BBC KS2 bitesize

[www.SAMLEARNING.com](http://www.SAMLEARNING.com) log in and go to KS3 science. The topics are set out into biology, chemistry and physics.

[www.cgpbooks.co.uk/interactive\\_ks3\\_science](http://www.cgpbooks.co.uk/interactive_ks3_science) this works alongside the revision guides students can buy. Also each book has an APP code that students can use to receive revision tips through mobile devices.