CURRICULUM GUIDE
YEAR 7
Introduction

Welcome to the Year 7 Curriculum Guide, which has been revised and updated to take into account changes which have occurred over the last year.

It is our intention that this Guide should serve as a handy reference for parents and carers who have queries about their daughter’s learning. This Guide includes all the subjects your daughter will be studying and we have divided the information into two sections: General Information and Curriculum.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in enrichment activities, from sports to music, from drama to public speaking events.

Your daughter will be taught all the National Curriculum subjects and in addition she will also learn to develop essential qualities and skills through our Curriculum. Every student at Mulberry is given a laptop computer to use during her time in the school. These laptops, enabled with wireless internet access, have dramatically increased students’ confidence about ICT and helped promote the development of independent learning. In addition, all classrooms are equipped with interactive whiteboards and teachers make full use of this equipment to enhance participation and engagement in lessons. Mulberry’s ‘Virtual Learning Days’, during which all students take part in innovative learning activities using interactive technologies, have been hugely popular with both students and staff.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Ms. S. Rider

Assistant Headteacher
Section 1:
General Information
Aims and Mission Statement

Our Philosophy

We believe that students can flourish at Mulberry. Each learner is valued and respected equally, enjoying the highest possible standard of education and the chance to participate in everything that we do. We aim to enable our pupils to become confident, creative and questioning young women who are able to lead and excel in what they do. They demonstrate this in a number of ways, including making their contribution to the way that Mulberry is run, understanding the learning process and accepting the responsibility for taking their learning forward. We encourage and support them to make a positive contribution to our community and British society, now and in their future lives.

1. Provide a stimulating learning and teaching environment in which every pupil enjoys her education, feels safe and secure and is able to fulfil her full potential

2. Promote high standards of achievement and academic attainment for all, enabling every pupil to leave Mulberry School academically-well qualified, with a breadth of experience that has allowed her to develop and enrich all her talents and aptitudes

3. Create a learning environment which meets the educational and social needs of every pupil equally, regardless of ability, aptitude, ethnic background or disability, and which positively provides for their physical and emotional requirements

4. Provide a challenging, broad and a balanced curriculum from Years 7-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including arts and international school activities

5. Assist pupils to become confident, creative and questioning young women with the ability to lead in and contribute to a diverse range of fields including work, political and social citizenship, the community and family life

6. Support pupils to become independent, life-long learners who can meet, with confidence, the challenges of a diverse, rapidly changing global society and the world of work

7. Develop positive links with parents/carers and our wider community through partnerships and by making available the schools facilities and resources for family learning throughout the year

8. Invest in the professional development of our staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, building a learning community for all

In essence Mulberry School for Girls seeks to provide an educational experience which promotes confidence, creativity, leadership and learning for all it’s young women. It also seeks to contribute to its wider community.
Model of School Day

Monday to Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.40am</td>
<td>Registration/Assembly</td>
</tr>
<tr>
<td>9.00am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.50am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.40am</td>
<td>Break</td>
</tr>
<tr>
<td>11.00am</td>
<td>Period 3</td>
</tr>
<tr>
<td>11.50am</td>
<td>Period 4</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Lunch/Enrichment Clubs</td>
</tr>
<tr>
<td>1.50pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>2.40pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
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</tbody>
</table>

Year 7 Assembly takes place on a Tuesday

For the Enrichment Club timetable, please check the school website or check your daughter’s planner.

Year 7 Tutor Team

I would like to take this opportunity to introduce to you the team that will be responsible for your daughter’s academic and pastoral development during this very important year in her school career. I list below the Year 7 tutor team.

Head of Year: Ms. S. Spellman
Attached SLT: Ms. S. Rider

<table>
<thead>
<tr>
<th>Form</th>
<th>Form Tutor</th>
<th>Co-Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7M</td>
<td>Ms. C. McCarthy</td>
<td>Ms. E. Shariff/Ms. R. Wheeler</td>
</tr>
<tr>
<td>7U</td>
<td>Ms. S. R Rahman</td>
<td>Ms. A. Neyes/ Ms. M. J. Choudhury</td>
</tr>
<tr>
<td>7L</td>
<td>Ms. L. Kay</td>
<td>Ms. A. Galloway/ Ms. J. Richards</td>
</tr>
<tr>
<td>7B</td>
<td>Ms. H. Bissmire</td>
<td>Ms. K. Kletcher/ Ms. M. Begum</td>
</tr>
<tr>
<td>7E</td>
<td>Ms. W. Pearce</td>
<td></td>
</tr>
<tr>
<td>7R</td>
<td>Ms. C. Adams</td>
<td></td>
</tr>
<tr>
<td>7RA</td>
<td>Ms. J. Boyd</td>
<td></td>
</tr>
<tr>
<td>7Y</td>
<td>Ms. L. Roddam</td>
<td></td>
</tr>
</tbody>
</table>

Year 7 Learning Mentors: Ms. M. Samani/Ms. A. Ferdinand
**School Policies**

**Home School Agreement**

The school aims to ensure that all pupils are given equal opportunity to fulfil their potential. This agreement recognises the important partnership between parents/carers, pupils, governors and staff.

1. **CURRICULUM**

   **School**
   Mulberry School has a broad based curriculum, which satisfies National Curriculum requirements in which all pupils shall participate. Teaching staff for all subjects will be from both genders. Mulberry School is an Arts Specialist School.

   Where there is a choice of subject, for example between Spanish and Bengali in Year 7 and for Options at Key Stages 4 & 5, pupils will be enabled to make a guided and informed choice. Some subjects will include fieldwork and other off-site activities which will take place in lesson time and be supervised by staff. This includes theatre trips, enterprise education, work experience and other National Curriculum work such as careers events.

   **Parents/Pupils**
   Pupils will participate fully in all aspects of the curriculum. All pupils are required to take a swimming course in Year 7 as necessary and are expected to participate regularly in dance at Key Stage 3, Study Support, National Curriculum trips and visits and extra curricular activities.

2. **HOMEWORK**

   **School**
   Homework will be set each day in accordance with a planned timetable in order to support the progress and attainment of each pupil. Every pupil will be given a planner to record all homework given and assist organisation. Sometimes, pupils may be required to under-take Prep, supervised after school by qualified staff, if they are not making appropriate progress.

   **Parents/Pupils**
   Parents/guardians should check that pupils are completing their homework and sign their planner each week to indicate that this has been done satisfactorily. Comments are invited.
3. **CODE OF CONDUCT**

**School**
Mulberry school aims to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration and where all pupils can work undisturbed by others.

**Parents/Pupils**
All pupils are expected to show concern and consideration for others and this shall be reflected in their behaviour at all times.

Pupils are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential.

Parents are expected to co-operate with the school in matters of discipline and expectations.

4. **ATTENDANCE, PUNCTUALITY AND SCHOOL HOURS**

**School**
Pupils’ attendance and punctuality will be checked at registration a.m. and p.m., and at each lesson. Parents will be informed as quickly as possible of unexplained absence and any concerns reported to the Educational Social Worker. The school will keep up to date information of pupils’ addresses and telephone numbers. All this is to ensure the safety of pupils at all times.

Pupils will only leave the building or grounds with written permission from her Head of Year after parents have been contacted. Pupils are expected to report to the General Office to be signed out before leaving school during the school day. If returning to school before the end of the school day pupils must sign back in at the General Office.

Detentions – Normal school hours are from 8.45am to 3.30pm. However, pupils may be detained at the end of school until 4pm without advance warning being given. Parents/guardians will be notified in writing in advance of longer detentions. Detentions will be given for recurring lateness and reasons relating to conduct and work.

**Parents/Pupils**
Parents/guardians will comply with the Governors’ Extended Leave and Leave of Absence policy which does not allow such absences and ensure that their daughter attends school full time until the end of Year 13.
Pupils are expected to attend school each day unless there is a very good reason for being absent. A written explanation for any absence is always required on the day of return, even if parents have telephoned the school prior to this. Pupils are expected to arrive at school on time for both sessions and for all lessons.

Personal information – Parents will report any change of address and telephone, or change in family circumstances, **immediately** to the Head of Year in order to update records and enable the school to contact parents/guardians.

5. **EQUIPMENT, UNIFORM AND PERSONAL BELONGINGS**

**School**
Lockers are provided with keys for pupils’ use and all reasonable care is taken to secure the safety of personal belongings.

Appropriate facilities and equipment are provided for all on-site activities and the National Curriculum.

Mobile phones should not be brought into school and if a pupil is seen using a mobile phone it will be confiscated and a parent/carer will need to come into school at the end of the week in order to collect the telephone. This also applies to iPods, MP3 players, digital cameras and any other electrical equipment.

Pupils will be provided with a laptop for use during school. This can be charged in pupils’ lockers. The laptop should never be removed from school. The laptop is the pupil’s responsibility and therefore should this be damaged the school reserve the right to ask for money to cover any replacement/repairs.

**Parents/Pupils**
It is essential that pupils come to school fully equipped for all lessons. This should include two pens a pencil and a ruler, a calculator, a pocket dictionary and appropriate mathematical equipment.

Uniform and Physical Education kit are compulsory (see the school’s website for details). With regard to the enclosed uniform policy, pupils and parents should be aware that if pupils choose to wear a Mulberry coloured hijab it should be plain and not have any tassles, decorations or sequins. No denim, leisure wear or leather should be worn at any time. Shoes should be flat, strong and supportive. Trainers must be worn for PE. Any hardship in relation to uniform may be raised with your daughter’s Head of Year. Uniform grants are available to families on certain benefits.
Jewellery must not be worn in school, except for small studs for pierced ears. This rule is for the safety of pupils and to safeguard against loss of property. If the rule is disobeyed the jewellery will be confiscated.

Pupils are responsible for all personal property. The school is not responsible for money or valuables as they should not be brought to school.

It is recommended that only small amounts of money should be brought in to cover the pupil’s daily needs. If it is necessary to bring a large sum of money to school, it should be given into the care of the Pupil Reception for safekeeping.

6. THE ENVIRONMENT

School
Mulberry school aims to maintain a safe secure, and attractive working environment.

Parents/Pupils
Pupils will ensure that the school is kept free of litter, graffiti and chewing gum.
Homework Policy

1. Regular setting and marking of homework are associated with good education and effective schools.

2. The completion of homework tasks should develop a student's ability to work alone, to be self-motivated and well organised.

3. The setting of homework should generate a variety of worthwhile learning experiences which complement those at school, consolidating, extending and developing certain subject skills outside the classroom.

4. There should be a variety of homework tasks, within a co-ordinated framework, leading to a wider concept of homework. For all subjects, tasks will develop skills of researching, organising, writing, the reading of relevant materials and the enjoyment of reading.

5. Pupils should see the purpose and relevance of homework tasks set. These should arise naturally from, and lead to, classroom activities; they should be relevant and have a clear purpose.

6. Homework should not just be a time to finish off uncompleted classwork.

7. Students with language and learning needs, who require differentiated learning resources and tasks in the classroom, will also need differentiated homework. Able students should also be catered for and challenged by relevant tasks set for them.

8. Homework practice should be a matter for whole-school concern, not left to the initiative of individual teachers or departments. It should also reflect all the general aims and policies of the school.
Homework timetables are collated as soon as the school teaching timetable has been written. These are co-ordinated as far as is possible for the benefit of departments, year groups and individual pupils. Copies of these timetables are issued to tutors, H.O.D.s, H.O.Y.s, subject teachers, pupils and parents.

A Student Planner is issued to all pupils in which they should keep a record of homework set each day. Tutors and parents are asked to check this record and sign it each week. There is space for them and the pupils to make comments.

Homework is an important opportunity for home and school to keep in touch, and for parents to become involved in their daughters’ education. Links should be made through the planners, and through letters from departments to explain their home work requirements, as well as through letters from parents to explain why home work was found difficult or not done. Links should also be made through parents’ evenings and other contacts with year teams and teachers.

Many departments run homework support sessions during lunchtimes and after school; other homework clubs and study support sessions are being developed. Departmental guidelines on homework should be included in all departmental handbooks, including differentiated homework.

There should be regular monitoring and sampling of homework by Heads of Department/Faculties and Heads of Year and a checking of this against school aims and policies, in line with the School Development Plan.

The recommended time to be spent on homework each evening is:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TIME ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 8</td>
<td>1.5 hours</td>
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<tr>
<td>Year 9</td>
<td>2.5 hours</td>
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<tr>
<td>Year 10</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 11</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 12 &amp; 13</td>
<td>3 – 4 hours</td>
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</tbody>
</table>
PHSEE – Personal, Social, Health and Economic Education

Personal, social, health and economic education is a planned programme of lessons and experiences that help children and young people grow and develop as individuals and as members of families.

PSHEE deals with the real life issues young people face as they grow up and it equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions from primary to secondary school and beyond. It also enables children and young people to think about their own values and attitudes including British Values so that they will grow into confident individuals and members of society.

Key Stage 3
The Year 7 programme focuses on enabling the new students to settle confidently into the school and to develop ground rules for class discussion. Students explore how to stay safe through the key topics of healthy eating, sex and relationship education and legal and illegal drugs.

The Year 8 programme focuses on developing students’ emotional well-being and self-esteem and their understanding of financial management and careers.

In Year 9, students revisit the two strands of PSHEE: personal well-being and economic well-being and financial capability. Students learn about budgeting and have the opportunity to complete an enterprise project. They also prepare for their KS4 option choices.

Key Stage 4
At KS4, students explore the topic of staying healthy at a deeper level, looking at the consequences of risk-taking behaviour e.g. having unprotected sex, drink/drug driving, smoking and crime. They identify and learn how to manage the pressures on young people from the media and wider society. Students are taught to manage their personal finances and the consequences of getting into debt. They are given strategies to manage stress as they prepare for GCSE exams and plan for KS5 or getting a job.

At Mulberry, a planned programme of weekly PSHEE lessons is delivered to Years 7, 8, 9, 10 and 11 by members of staff. All are committed to supporting and enhancing the personal development of our students. In PSHEE teachers create an environment where students feel safe to explore and reflect on personal issues. Lessons are active and participatory, much of our work is discussion based.

Ms. H. R. Jenkins
Director of Personal Development
Section 2:
The Curriculum
AIMS OF THE ENGLISH FACULTY

- To develop every pupil's ability to use language with competence and confidence.
- To foster a love of reading and to stimulate interest and enjoyment of literature.
- To help pupils to make sense of themselves and the world around them by giving them access to creative ways in which to articulate their own experiences.

COURSE DESCRIPTION UNITS/MODULES

- Introduction to Genre
- Descriptive Writing - London Calling
- Narrative of Identity – Novel
- Poetry and academic writing
- The Art of Persuasion
- Shakespeare in Performance
- Year 7 Dragons’ Den

STUDENT GROUPING

Mixed ability groups and two extension groups.

HOW IT WILL BE ASSESSED

Students will be assessed throughout the year on their reading, writing and speaking and listening skills. Each half term unit will include a key assessment piece.

HOMEWORK

Homework is set twice a week in English. Homework tasks include written work as well as research and reading. Where students are required to research a topic on the internet or in the library, they will be given sufficient time in which to do this.

HOW IS THE COURSE TAUGHT

Students will be expected to read a range of literature including non-fiction. Lessons provide students with the opportunities to analyse literature and become skilled users of the English Language. Students will be encouraged to discuss ideas presented to us by writers and evaluate their success.

TEXT BOOKS/MATERIALS/VISITS

Students will be provided with core texts, dictionaries and thesauruses. We have theatre trips, writers and journalists coming to the school to perform to students and also organise theatre visits where possible.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHS</td>
<td>7</td>
<td>Ms. S Shepherd/Mr. I. James</td>
<td>4</td>
</tr>
</tbody>
</table>

**AIMS OF THE MATHS FACULTY**

- To provide opportunities for students to become confident with numeracy in everyday life.
- To teach students to use logic and encourage them to enjoy problem solving.
- To foster a love of mathematics and an enjoyment of numbers.

We teach a balance of Number, Algebra, Geometry and Statistics work, with Active Learning and Assessment for Learning at the heart of all our lessons.

**COURSE DESCRIPTION UNITS/MODULES**

- Algebra
- Geometry
- Probability
- Integers, Powers and Roots
- Problem solving
- Data handling

**STUDENT GROUPING**

Initially in mixed ability groups and then by ability groups.

**HOW IT WILL BE ASSESSED**

Students will be assessed every term with levelled questions.

**HOMEWORK**

Homework is set twice a week in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**

Pupils follow the year 6/7 transition units which bridge year 6 topics into the year 7 scheme of work.

A variety of whole school teaching and group work is used. Pupils are regularly given investigations to develop their problem solving strategies.

Common approaches are used throughout the faculty which allow conceptual models to be used to solve standard and non-standard problems.

Pupils visit the British Museum to explore the history of mathematics and gain an insight into its cultural development.

**TEXT BOOKS/MATERIALS/VISITS**

- Pen and Pencil
- Exercise book
- Scientific Calculator*
- Geometry Sets*
- Students have access to MyMaths and the VLE
AIMS OF THE SCIENCE FACULTY

- To inspire a love of science and develop an attitude of wonder about the world we live in.
- To enable pupils to understand how science works and to participate in scientific activities.
- To develop pupils’ scientific literacy so they are confident and creative participants in scientific discussion.
- To provide flexible, context-driven programmes of learning: science for all and science for scientists.
- To develop pupils’ knowledge about the opportunities available to them and their aspiration for further participation in science.
- To encourage teamwork and promote staff development.

COURSE DESCRIPTION UNITS/MODULES

**Scientific Thinking**
Pupils use scientific ideas and models to explain phenomena and develop them creatively to generate and test theories. They analyse and evaluate evidence from observations and experiments. For example, pupils build models of a cell and use microscopes to gather evidence about the nature of different types of cells.

**Applications and Implications of Science**
Pupils explore how the creative application of scientific ideas can bring about technological development and consequent changes in the way people think and behave. They examine the ethical and moral implications of using and applying science. For example, pupils use forensic science techniques to solve a murder mystery, and consider the strength of the evidence they gather.

**Cultural understanding**
Pupils recognize that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice. For example, pupils learn where our ideas about the solar system come from and how they have changed.

**Collaboration**
Pupils study scientific developments and common understanding across disciplines and boundaries. For example, pupils study food and digestion in the context of an ecological understanding of where food comes from and the impact food production has on the environment, and work together to grow their own vegetables.

STUDENT GROUPING

Mercury – fast track class with the aim of finishing KS3 by the end of year 8
Venus – High ability
Earth – mixed lower ability
Mars – mixed lower ability
Jupiter – mixed lower ability

HOW IT WILL BE ASSESSED
End of unit tests
Linear assessment - End of term test (Autumn, Spring and Summer)

HOMEWORK
<table>
<thead>
<tr>
<th>Homework is set twice a week in accordance with the School Homework Policy.</th>
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</thead>
<tbody>
<tr>
<td><strong>HOW IS THE COURSE TAUGHT</strong></td>
</tr>
<tr>
<td>Pupils explore the 4 key concepts which underpin science and how science works, to develop their knowledge, skills and understanding. They use key practical and enquiry skills, critically assess and understand evidence, and use a range of communication media to support their learning.</td>
</tr>
<tr>
<td><strong>TEXT BOOKS/MATERIALS/VISITS</strong></td>
</tr>
<tr>
<td>Visits will happen throughout the year as well as visits by STEM ambassadors</td>
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</tbody>
</table>
AIMS OF THE HISTORY DEPARTMENT
At Mulberry we aim to inspire students and create curiosity about the past. To this end we focus on active learning strategies and an enquiry based model for the History Curriculum.

We want to help students learn to:
- appreciate the achievements of individuals and societies.
- question source material and interpretations of the past.
- argue rationally using historical evidence to support their ideas.
- understand the nature of cause and consequence, continuity and change, similarity and difference.
- write clearly and concisely using a range of genres.
- appreciate the diversity of the world and to develop their own religious, cultural and political views through an understanding of the past.
- develop essential study skills such as the ability to locate and extract relevant information from a wide variety of sources; detect bias; analyse information; and develop their own original theories and ideas.

COURSE DESCRIPTION UNITS/MODULES
Introduction to History
Why did William the Conqueror win the Battle of Hastings? (historical interpretation)
The Middle Ages: Change and continuity 1066-1450 (change and continuity)
Who was the best Medieval King? (significance)
What were the Crusades and why did people go on them? (use of evidence)

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students will be assessed on progress through out units and tested on the knowledge they have gained at the end of each of the units.

HOMEWORK
Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT
Enquiry work within lessons and independent enquiry through research conducted outside of lessons.

TEXT BOOKS/MATERIALS/VISITS
Visits will happen throughout the year.
AIMS OF THE GEOGRAPHY DEPARTMENT

The study of geography helps make sense of our beautiful, complex and dynamic world and prepares you for your role as a global citizen in the twenty-first century. Geography stimulates an interest in, and a sense of wonder about places. It explains how places and landscapes are formed, how people and environment interact and how a diverse range of economies and societies are interconnected. It builds on your own experiences to investigate the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, for the present and future. Fieldwork is an essential element of this. You will learn to think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information. Geography inspires you to think about your own place in the world, their values and responsibilities to other people, to the environment and the sustainability of the planet.

There are a number of key concepts that underpin the study of geography, which you need to deepen and broaden your knowledge, skills and understanding.

These concepts are:
- Place
- Space
- Scale
- Interdependence
- Process (human and physical)
- Cultural Diversity

COURSE DESCRIPTION/UNITS/MODULES

Map skills – relief, grid references, scale, OS Maps, aerial photos etc.
Local area study: using fieldwork skills to explore the local area
‘My place in Britain’ – A study of physical and human landscapes in Britain

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Students are taught in line with the school marking policy with levels awarded for key assignments. Exercise books are marked regularly; grades are recorded and monitored by classroom teacher. End of topic tests and structured assignments. Tests will be in various formats, written assessments, debates, presentations / speeches, or enquiry based assessments.

HOMEWORK

Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT
A wide range of resources is used in lessons so that all types of learners can access lessons. Resources range from news articles through to videos and fieldwork.

<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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</thead>
<tbody>
<tr>
<td>Visits will happen throughout the year.</td>
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</tbody>
</table>
AIMS OF THE RS DEPARTMENT
Religious Studies at Mulberry follows a multi-faith approach. That means you will learn about the idea of religion by studying the six major faiths found in the United Kingdom: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

We want to make students think about your own beliefs and also about the beliefs of other people. That is why there are two main targets in Religious Studies:
- Learning about religion
- Learning from religion

COURSE DESCRIPTION/UNITS/MODULES
Introduction to RS
Students are introduced to the core concepts of faith, belief and religion, and develop a brief overview of the six major world faiths.

Is it right to fight?
Using the story of Moses and the Hebrew Exodus as a source, students conduct an investigation into whether, and under what circumstances, it is right to fight.

What does it mean to be Jewish?
Students explore contemporary Jewish belief and practice, including the role of the Torah, the observance of Shabbat and the festivals, and the difference between Reform, Orthodox and Ultra-Orthodox Judaism.

How do Hindus worship God?
Students examine the core Hindu beliefs, in particular looking at reincarnation, karma and nirvana, and consider how these beliefs are reflected in Hindu pooja.

What does it mean to have faith?
Students examine a range of different worldviews and analyse how people arrive at beliefs, considering how we can live harmoniously with those who don’t share our beliefs and reflecting on the importance of tolerance. Students will have the opportunity to take part in some structured interfaith dialogue as part of this unit.

How do Sikhs show their religion?
Students trace the early history of Sikhism from Guru Nanak onwards, and then go on to study contemporary Sikh practice, including the wearing of the 5Ks and the honour shown to the Guru Granth Sahib.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
RE class and homework is checked by the teacher regularly and one piece of written work is formally assessed at the end of each unit. Students will also be encouraged to assess each other’s work and set their own targets for improvement. Effort is rewarded through the school’s rewards system.

HOMEWORK
Homework will be set in line with the school homework policy.
<table>
<thead>
<tr>
<th>HOW IS THE COURSE TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is taught by specialist teachers using a range of materials, with a focus on active learning.</td>
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</table>

<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tbody>
<tr>
<td>The Year 7s will go on a walking tour of local religious sites, as well as being given the opportunity for a visit to a synagogue and Hindu temple.</td>
</tr>
<tr>
<td>SUBJECT</td>
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<tr>
<td>FRENCH</td>
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**AIMS OF THE FRENCH DEPARTMENT**
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work

**COURSE DISCRIPTION UNITS/MODULES**
- **Unit 1: On y a!** Students will be given an introduction into French
- **Unit 2: Les familles!** – students will learn how to give information about their family
- **Unit 3: Chez moi** – Talk about and understand different types of house
- **Unit 4: En ville et à la maison** – know where places and offer simple directions
- **Unit 5 : Une journée** – school and subjects

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout each unit

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
The four skills of the language – listening, speaking, reading and writing – are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**
Trips and visits will happen throughout the year.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>SPANISH</td>
<td>7</td>
<td>Mr. P. Whibley</td>
<td>2</td>
</tr>
</tbody>
</table>

**AIMS OF THE SPANISH DEPARTMENT**
- To enable students to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work

**COURSE DESCRIPTION UNITS/MODULES**

- **Unit 1: Me presento** - Talking about yourself
- **Unit 2: Me describo** - Describing yourself
- **Unit 3: El instituto** - Describing school and giving opinions
- **Unit 4: Me gusta** - Talking about food and drink

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout each unit.

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
The four skills of the language – listening, speaking, reading and writing – are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune students’ ears to the language in its most natural state. Furthermore, students are encouraged to be creative and to take risks with the language that they speak and write. We encourage students to be prepared to make mistakes as these are the best way to improve and develop. Ultimately, we want Students to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

*ZOOM español 1* textbook
There is a residential visit to Spain in Year 10.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>BENGALI</td>
<td>7</td>
<td>Mr. P. Whibley</td>
<td>2</td>
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</tbody>
</table>

**AIMS OF THE BENGALI DEPARTMENT**
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work

**COURSE DESCRIPTION UNITS/MODULES**
- Bangla as a nation
- Greetings and 21st February (Mother Tongue Day)
- Myself and my world
- Family
- Home, neighbours, daily routine
- School
- Food and drink

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed during at the end of each unit.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
The four skills of the language – listening, speaking, reading and writing – are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**
Visits will happen throughout the year.
SUBJECT | YEAR GROUP | HEAD OF FACULITY | LESSONS PER WEEK
---|---|---|---
ART | 7 | Ms. S. Woods | 2

**AIMS OF THE ART DEPARTMENT**
- To develop imagination and equip students with the tools to express themselves creatively through Art and Design.
- To develop self-confidence and raise self esteem through Art.
- To foster the love of Art and Design as an involvement for life, both as critic and creator.
- To enable students to understand and appreciate the educational, historical, social and cultural role of Art and Design.
- To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live.

**COURSE DESCRIPTION UNITS/MODULES**

**Environment - Printmaking**
This unit of work will develop students’ understanding of the design process. Looking at the work of Yinka Shonibare, Lucienne Day, Patrick Caulfield and African Textile artists. Students will develop a variety of skills and techniques, improve observational drawing skills and learn how to create a polystyrene print. Students will experience mono print, etching and will create a collagraph print.

**The Abstract - Sculpture**
This unit of work will introduce students to the work of abstract artists including Mark Rothko, Jackson Pollock, Alexander Calder and Jessica Stockholder. Students will study the music that inspired the abstract artist Wassily Kandinsky developing their skills in drawing and colour theory. The artworks that students will create will be a painted mobile sculpture. Students will use tissue paper, willow and wire to create their sculpture.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**

**Formative Assessment**
Throughout each project students will be formatively assessed. This will take place to track and monitor individual progress of skills, techniques and ability of a variety of creative and formal elements of art. Assessment will take on a variety of forms such as discussion, questioning, peer assessment, one on one feedback and monitoring of homework and class work.

**Summative Assessment**
Summative assessment will also take place at the end of each project. This will be presented as a level and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on:
- Sketchbook work
- Preparatory creative studies
Group work and collaboration
Final creative outcome
Evaluations and critical analysis of other artists work.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
Students will develop skills and techniques in all formal elements of art such as line, shape, form, tone, texture, pattern and colour. They will improve and develop these skills through observational drawing using a variety of media and materials. They will explore a variety of printing techniques such as mono printing, etching, collagraph and block printing. They will experiment with three-dimensional art and create sculptures using a variety of materials such as willow, paper and wire.

The Key Stage 3 Art and Design courses are taught in line with the National Curriculum. Students will be supported and encouraged to learn how to:

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

Pupils will also be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

**TEXT BOOKS/MATERIALS/VISITS**
All students will be given a work journal/sketchbook to record and develop their ideas, experiences and experimentation. This will also be used to develop their knowledge and understanding of a range of other artists through creating responses/studies and analysis of their work.

Students will have the opportunity to work with a range of media and materials in Art and Design. They will be encouraged to be creative and experiment. Students will be taught to understand how develop different styles and techniques and how they are able to refine their skills.

Throughout Key Stage 3 students will have the opportunity to attend visits to galleries and
museums, which link with their work. They will also experience artist in residence projects where they are able to work as part of a creative extended project.
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<th>SUBJECT</th>
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<th>LESSONS PER WEEK</th>
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<tr>
<td>DRAMA</td>
<td>7</td>
<td>Ms. S. Reinhold</td>
<td>2</td>
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**AIMS OF THE DRAMA DEPARTMENT**

- To develop imagination and equip students with the tools to express themselves creatively through Drama.
- To develop self-confidence and raise self esteem through Drama.
- To foster the love of Theatre Arts as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of Drama.

**COURSE DESCRIPTION UNITS/MODULES**

Unit 1 – Darkwood Manor. Students explore an issue through a variety of skills.

Unit 2 – Pantomime. Students explore the genre of pantomime through the use of storytelling, exaggeration, slapstick and commedia dell’arte.

Unit 3 – A Midsummer Night’s Dream: Students explore aspects of this Shakespeare text through characterisation, comedy, script.

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

Students’ progress will be assessed throughout the units by the teacher. Students are assessed on creating, performing and evaluating drama.

**HOMEWORK**

Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**

Students will develop their interest and enjoyment in drama and theatre both as participants and members of an audience. Students will develop skills such as empathy, teamwork and confidence.

**TEXT BOOKS/MATERIALS/VISITS**

Booklets are provided. The Pantomime trip takes place in January.
SUBJECT               YEAR GROUP               HEAD OF FACULTY               LESSONS PER WEEK
MUSIC                          7              Ms. S. Reinhold              2

AIMS OF THE MUSIC DEPARTMENT
- To develop imagination and equip students with the tools to express themselves creatively through Music.
- To develop self-confidence and raise self esteem through Music.
- To foster the love of Music as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of Music.

COURSE DESCRIPTION UNITS/MODULES
Introduction to musical language - Students are introduced to key musical concepts to be used throughout KS3. This unit will cover music theory at an equivalent of grade 1 theory.

Music from around the world - The unit is designed to give students a taste if different music and musical conventions from around the world. Students will use existing skills in performing, listening and composing. All students will take part in class, group and individual performance and composition tasks.

Blues and jazz - This unit aims to consolidate KS3 musical skills covered so far. Pupils will revisit and extend their skills using previous knowledge by looking at ways which blues music explores the use of chords and improvisation. Pupils will listen to a range of blues and jazz music. Through listening to, appraising and deploying techniques in the composition task activities, pupils will develop knowledge and understanding of pitch and notation and will develop their time-keeping skills.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Performance: students will be assessed on how they practise, rehearse and perform with awareness of different part and the roles and contribution of the different members of the group.

Composition: students will be assessed on how they improvise, exploring and developing musical ideas when performing and on how they produce, develop and extend musical ideas.

Listening: students will be assessed on how they listen and identify the expressive use of musical elements, devices, tonalities and structures. How they identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations. Students will also be expected to be able to identify the contextual influences that affect the way music is created, performed and heard.
<table>
<thead>
<tr>
<th>HOMEWORK</th>
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<tr>
<td>Homework will be set in line with the school homework policy.</td>
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<tr>
<th>HOW IS THE COURSE TAUGHT</th>
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<tr>
<td>This course will be taught through performance, composition and the appraisal of different types of music.</td>
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<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tbody>
<tr>
<td>Students will listen and watch a range of performances throughout this course. All musical instruments are provided.</td>
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<tr>
<td>SUBJECT</td>
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<tr>
<td>DANCE</td>
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**AIMS OF THE DANCE DEPARTMENT**

- To develop imagination and equip students with the tools to express themselves creatively through dance.
- To develop self-confidence and raise self esteem through dance.
- To foster the love of dance as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of dance.

**COURSE DESCRIPTION UNITS/MODULES**

**Autumn 1 – ‘Grease’ Hand Jive.**

Students look at the theme of 1950’s social dance through the Rock’n’Roll Hand Jive style. Students develop appreciation of the dance Style ‘Hand Jive’ through observation of ‘Grease’ the musical. Students then focus on building performance skills through replication of the repeated Rock’n’Roll phrase and gesture sequence. Students develop composition skills through partner contact and lift work.

**Spring 1 – ‘Swan Lake’.**

Students develop their understanding of Ballet and Contemporary dance through comparative analysis of the Traditional ‘Swan Lake’ and Matthew Bourne’s modern interpretation. Students develop an appreciation of narrative dance and develop imaginative compositions through selecting and combining actions from both works with a focus on pathways and structure. Students begin to advance their performance skills through learning Ballet technique, focusing on precision, fluency and extension.

**Summer 1 - ‘Ghost Dances’**

Students further develop their understanding of Contemporary dance using Christopher Bruce’s ‘Ghost Dances’ as a stimulus. Students develop appreciation of a dance choreographed in response to the political context of Chile in the 1980’s. Students aim to refine performance skills through learning repertoire with heightened awareness of dynamics and rhythmic patterns. Students are challenged to develop more advanced compositions using animalistic movements, still images and the use of canon.

**STUDENT GROUPING**

Mixed ability groups.

**HOW IT WILL BE ASSESSED**

Students’ progress will be assessed throughout the units of study by their teacher. Students are then formally assessed once at the end of every unit of study on appreciation, choreography and performance in dance.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

<table>
<thead>
<tr>
<th><strong>HOW IS THE COURSE TAUGHT</strong></th>
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<tbody>
<tr>
<td>Students are taught through learning sequences that include appreciation, choreography and performance tasks.</td>
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<table>
<thead>
<tr>
<th><strong>TEXT BOOKS/MATERIALS/VISITS</strong></th>
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<tbody>
<tr>
<td>All students are provided with a specific booklet to support their learning in each unit of study. All year 7 students have the opportunity to participate in a theatre visit to view a professional dance work in the autumn term.</td>
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# Subject

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<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>7</td>
<td>Ms. S. Reinhold</td>
<td>2</td>
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</tbody>
</table>

## Course Description Units/Modules

A broad based curriculum offering a range of experiences in PE with Health Related Fitness as a component within each activity. Students participate in a range of activities from the following:

- Gymnastics
- Football
- Netball
- Athletics
- Basketball
- Badminton
- Fitness/SAQ
- Rounders
- Cricket
- Tennis

Focus of units will be acquiring and developing skills and improving performance. They will look at how to monitor their own fitness and look after their general health and wellbeing. Students will be expected to develop a wide range of skills across all activity areas.

## Student Grouping

Mixed ability groups

## How It Will Be Assessed

At the end of each activity, students will undertake an assessment.

## Homework

Homework will be set in line with the school homework policy.

## How Is The Course Taught

Students are taught at least six activities throughout the year – two activities each term.

## Text Books/Materials/Visits

Department generated worksheets and resources
Enrichment sports clubs
### AIMS OF THE FOOD TECHNOLOGY DEPARTMENT

In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

### COURSE DESCRIPTION UNITS/MODULES

This unit of work introduces pupils to Food at KS3. Pupils have the opportunity to work individually and as a group to develop basic practical skills and the understanding and use of the correct hygiene and safety rules when working in the food room. We also focus on the eat well plate and the key messages it gives us for eating healthily.

### STUDENT GROUPING

Mixed ability groups

### HOW IT WILL BE ASSESSED

Students will be assessed on how they apply their knowledge and understanding of a range of ingredients and technologies to make products.

**Formative Assessment**

Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupil’s ability to analyze, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and in the monitoring of homework and class work.

**Summative Assessment**

Summative assessment will also take place at the end of the unit. This will be presented as a level and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils booklet research to include:

- Nutrition diary
- Designing a salad
- Investigation into traditional forms of bread making
- Design ideas
- Final design
<table>
<thead>
<tr>
<th>Evaluation of final design practical</th>
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<tbody>
<tr>
<td>Practical skills</td>
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</table>

**HOMEWORK**
Homework will be set in line with the school homework policy. Homework has been designed to support students’ in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**
The Food course is taught over 12 weeks in a carousel with Textiles and RMG. Pupils will be taught a variety of different skills culminating in them designing and making their own pizza. Pupils will develop their knowledge and understanding of:
- Safety and Hygiene
- The eat well plate/healthy eating
- Knife skills/skills test – vegetable soup practical
- Equipment/using a cooker and equipment – cheese scones
- Product analysis/sensory analysis
- The history of the sandwich/ skills test revision – making fillings and sandwiches
- Salads
- Raising agents / bread rolls practical
- Breads from around the world
- Consumer choices – bread rolls with different ingredients
- Designing a pizza in answer to a brief
- Conducting a survey
- Making of pizza design using skills acquired during unit/evaluation
- Storage of food

Students will combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.

**TEXT BOOKS/MATERIALS/VISITS**
Pupils will use their Food booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of ingredients and skills to support their research.
## AIMS OF THE TEXTILES DEPARTMENT

In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

## COURSE DESCRIPTION UNITS/MODULES

This unit of work introduces pupils to Textiles at KS3. Pupils will work individually and as a group to create a textile piece focusing on the textures, shapes and forms found in the natural and built environment. Pupils will learn a variety of skills including an introduction to the use of specialist machinery, tools, techniques, processes and equipment.

## STUDENT GROUPING

Mixed ability groups

## HOW IT WILL BE ASSESSED

### Formative Assessment

Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to analyze, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and monitoring of homework and classwork.

### Summative Assessment

Summative assessment will also take place at the end of the unit. This will be presented as a level and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils booklet research to include:

- Analysis of the design brief
- Storyboard and design idea development
- Final design ideas
- Completion of final fabric artwork

## HOMEWORK

Homework will be set in line with the school homework policy. Homework has been

<table>
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<th>SUBJECT</th>
<th>YEAR GROUP</th>
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<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>TEXTILES</td>
<td>7</td>
<td>Ms. S. Woods</td>
<td>3</td>
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</table>
designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**
The Textiles course is taught over 12 weeks in a carousel with Food and RMG. Pupils will be taught a variety of different techniques which they will use to create a group fabric wall hanging. Pupils will develop their knowledge and understanding of:

- Health and Safety
- The origins and analysis of fabrics, fibres and yarns
- Industrial practices to include heat transfer in industry
- Analysis of a design brief
- The use of visual research to produce a range of design ideas
- A range of stitch techniques (hand and machine)
- Introduction to the use of the sewing machine
- Making of quality prototypes
- A range of materials and technologies to design and make a final product
- Evaluation and refinement of their ideas

**TEXT BOOKS/MATERIALS/VISITS**
Pupils will use their Textile booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.
RESISTANT MATERIALS    7    Ms. S. Woods    3

AIMS OF THE RESISTANT MATERIALS DEPARTMENT
In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

COURSE DESCRIPTION UNITS/MODULES
In Year 7 pupils are taught skills and knowledge through a variety of design and make tasks over a series of short design and make projects. Each project introduces them to the three materials areas of wood, metals and plastics. They will design and make a wooden noughts and crosses game, a metal key fob and a pair of ergonomic sunglasses.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Formative Assessment
Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to analyze, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and monitoring of homework and class work.

Summative Assessment
Summative assessment will also take place at the end of the unit. This will be presented as a NC level that will consider skills in research, designing, planning, making, evaluation and the practical outcome. Each of the three projects is assessed on pupils knowledge and understanding of the following skills:
- Situation and brief
- Research
- Designing
- Planning
- Making
- Evaluating
Throughout this unit pupils will be formatively assessed. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and in the monitoring of homework and classwork.

**HOMEWORK**

Homework will be set in line with the school homework policy. Homework has been designed to support students in their knowledge and understanding of the unit. Homework will support and consolidate learning and explore the theme in more depth and will develop research skills.

**HOW IS THE COURSE TAUGHT**

The Resistant materials course is taught over 12 weeks in a carousel with Food, Textiles and Resistant Materials. Pupils will be taught a variety of different techniques which they will use to produce a noughts and crosses game in wood, a metal key fob and plastic sunglasses.

**Design skills:**
- Analysis and Evaluation of existing products
- Accurate measuring
- Producing a step-by-step plan
- Writing a Specification
- Keeping a Working Diary
- Market research
- Writing a specification
- Producing a range of ideas.
- Evaluating ideas against a specification criteria.
- Developing designs into a Final Idea.
- CAD (using 2D design software)
- Evaluating

**Making skills:**
- Accurate measuring out of wood and metal using measuring and marking tools
- Safe use of equipment & machinery- band facer, pillar drill, polisher
- Safe use of wood and metal working hand tools- tenon saw, dividers, try square, files, glass paper, centre punch.
- How to apply a range of finishes to wood and metal
- Use of a jig to check measurements
- CAM (laser cutting)
- Line bending

**TEXT BOOKS/MATERIALS/VISITS**

Pupils will be introduced to three material areas of Resistant Materials through the use of booklets, text books, demonstrations, one to one teaching, internet and practical sessions.
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<th>SUBJECT</th>
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<tbody>
<tr>
<td>ICT</td>
<td>7</td>
<td>Ms. S. Woods</td>
<td>1</td>
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**AIMS OF THE ICT DEPARTMENT**

- To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment;
- To develop appropriate ICT skills, principles, methods and terminology and the ability to communicate and interpret information and concepts relevant to computing;
- To assess and monitor students’ progress and ensure progression and continuity in the acquisition of ICT skills;
- To enable all pupils to have equal access to ICT and experience success in their work;
- To use ICT to improve the learning experiences of all students, including those with learning difficulties or disabilities;
- To encourage and allow students to adapt to the rapid technological changes in society;
- To develop an awareness of social, economic and political consequences of the use of ICT for individuals and society;

**COURSE DESCRIPTION UNITS/MODULES**

Students in Year 7 will embark on the new Computing curriculum for 1 lesson per week where they will understand the fundamental aspects of this discipline including programming, digital literacy and information technology. Students will develop a strong awareness of their responsibilities as online citizens and will research and share their understanding of digital literacy. Students will learn and practice basic programming skills in a range of software including Scratch and Logo. Students will develop their logical ability and will create algorithms in spreadsheets and will gain an understanding of computer networks, hardware and software.

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

Students will be assessed once per half term according to the School Policy. This will be based on their classwork, project work, homework or a specific ‘end of topic’ test at the end of each half term.

**HOMEWORK**

Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**

The course is taught using a range of different strategies including student led activities, group work, paired work and whole class interactive activities.

A range of practical activities will be undertaken by the pupils in order to develop their computational thinking ability as well as developing their skills and understanding of the units they learn in Year 8 Computing. The tasks are designed to engage pupils and ensure that all pupils’ needs are met whilst ensuring the content of the specification is also covered.
TEXT BOOKS/MATERIALS/VISITS
Visits will happen throughout the year.