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. All classrooms are equipped with interactive whiteboards and teachers make full use of this equipment to enhance participation and engagement in lessons. Laptops and iPads are used as learning aids, for example by allowing visually impaired students to enlarge diagrams or text. Mulberry will be developing its Virtual Learning Environment (VLE) this year and this should provide further exciting opportunities to use technology to enhance the student learning experience.

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

We wish your daughter a successful and enjoyable year.

Mr D.Bailey & Ms H.Pallet

Assistant Headteachers
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 fulfill 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 young women. It also seeks to contribute to its wider community.
Model of School Day

Monday, Tuesday, Thursday and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.40am</td>
<td>Registration/Assembly</td>
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<tr>
<td>9.00am</td>
<td>Period 1</td>
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<tr>
<td>9.50am</td>
<td>Period 2</td>
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<tr>
<td>10.40am</td>
<td>Break</td>
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<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>
</tr>
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Wednesday

This year the school day is different on every Wednesday. There are still 6 periods in the day but they are slightly shorter in duration. This change together with removing registration periods has allowed time in the afternoon for enrichment of the curriculum. We will run a wide range of study options from 1.30pm. These options will enhance our curriculum and aim to develop the independence and confidence that pupils will need to access the more challenging assessments that pupils will face in public examinations.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Period 1</td>
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<tr>
<td>9.25am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.05am</td>
<td>Period 3</td>
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<tr>
<td>10.45am</td>
<td>Break</td>
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<td>11.05am</td>
<td>Period 4</td>
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<td>11.45pm</td>
<td>Period 5</td>
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<tr>
<td>12.25pm</td>
<td>Period 6</td>
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<tr>
<td>1.05pm</td>
<td>Lunch</td>
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<tr>
<td>1.30pm</td>
<td>Study Options or Home Study</td>
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<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 Friday

For the Enrichment Club timetable, please check the school website or check your daughter’s planner. Wednesday study options are on the school’s digital platform, Mulberry Learn.
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. Emma Brown
Attached SLT: Mr. Dean Bailey

<table>
<thead>
<tr>
<th>Form</th>
<th>Form Tutor</th>
<th>Co-Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7M</td>
<td>Ms I. Miah-Sahin</td>
<td></td>
</tr>
<tr>
<td>7U</td>
<td>Mr O. North</td>
<td></td>
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<tr>
<td>7L</td>
<td>Ms R. Akerman</td>
<td></td>
</tr>
<tr>
<td>7B</td>
<td>Ms. H. Bissmire (0.6)</td>
<td>Ms. A. Neyses (0.8)</td>
</tr>
<tr>
<td>7E</td>
<td>Ms. M. Franklin (0.6)</td>
<td>Ms. S. Spellman (0.8)</td>
</tr>
<tr>
<td>7R</td>
<td>Ms. A. Kelly</td>
<td></td>
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<tr>
<td>7RA</td>
<td>Ms. S. Bradley</td>
<td></td>
</tr>
<tr>
<td>7Y</td>
<td>Ms. N. Waugh (0.8)</td>
<td>Ms. N. Hussain (0.6)</td>
</tr>
</tbody>
</table>

Year 7 Learning Mentors: Ms. L. Watt

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 History and Geography for Year 8 or for Options at Key Stages 4 & 5, pupils will be enabled to make a guided and informed choice. In making decisions about GCSE options in year 9, all pupils have a meeting to discuss their option choices. 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 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 undertake 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.

Some 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 tassels, 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 coordinated 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 coordinated 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 homework requirements, as well as through letters from parents to explain why homework 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>
</tr>
<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>
</tr>
<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>
**PSHEE – 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. S. Rawat

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
The Year 7 curriculum is based around three core texts. The other texts students are exposed to are linked thematically so that pupils study a wide range of non-fiction, poetry and media texts throughout the year.
- The Novel
- Shakespeare
- The Adventure of English

## STUDENT GROUPING
Mixed ability groups.

## HOW IT WILL BE ASSESSED
Students will be assessed throughout the year on their reading, writing and speaking and listening skills.

## HOMEWORK
Homework is set once a week in English.

## 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.

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## 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 number

We teach a balance of Number, Algebra, Geometry and Statistics work, with problem solving and logical thought at the heart of all our lessons.

### COURSE DESCRIPTION UNITS/MODULES

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

### STUDENT GROUPING

Groups based on prior attainment.

### HOW IT WILL BE ASSESSED

Students will be assessed every half-term with levelled questions based on the learning that has taken place that half term.  
Students will be assessed on all their cumulative learning at Mulberry at the end of the year.

### HOMEWORK

Homework is set twice a week and will include a mixture of written problems, online work, and revision tasks.

### HOW IS THE COURSE TAUGHT

Pupils follow the year 6-7 transition units which bridge year 6 topics into the year 7 scheme of learning. A variety of whole class 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.

### TEXT BOOKS/MATERIALS/VISITS

- Pen and Pencil  
- Exercise book  
- Scientific Calculator*  
- Geometry Sets*  
- Students have access to the MyMaths website
<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>SCIENCE</td>
<td>7</td>
<td>Ms E. Petty</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 build skills in science.
- 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.

**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.

**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.

**Collaboration**
Pupils study scientific developments and common understanding across disciplines and boundaries.

**Units Covered:** Forces, Electromagnetism, Energy, Waves, Matter, Reactions, Earth Science, Organisms, Ecosystems and Genes.

**STUDENT GROUPING**
Students are taught in ability groups.

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout the year with mini-tests, literacy and practical tasks. Students will be assessed termly (Autumn, Spring) on the topics covered that term with levelled exam questions. Students will be assessed on their year’s learning in the summer.

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

**HOW IS THE COURSE TAUGHT**
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.

**TEXT BOOKS/MATERIALS/VISITS**
Students have access to the Kerboodle website. Visits will happen throughout the year as well as visits by STEM ambassadors.
AIMS OF THE CITIZENSHIP STUDIES DEPARTMENT
A high-quality citizenship education at Mulberry aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Students will become politically literate in how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to make sensible decisions.

COURSE DESCRIPTION UNITS/MODULES
Citizenship Studies aims to prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. Across the 3 years of Key Stage 3, students will develop a keen awareness and understanding of democracy, government and how laws are made and upheld. They will cultivate the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

Year 7 - Modules:
- **M01 - What is Citizenship** – the concept of Citizenship, and the rights and responsibilities that go with being a citizen
- **M02 - Create a Democracy** – the basic systems and processes of a democratic country
- **M03 - Rules and Laws** – the purpose, development and application of rules and laws in society
- **M04 - Multicultural Britain** – exploring development of the UK’s multicultural society and the benefits and drawbacks this brings

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students will be assessed via mid topic tests. These are formal written tests conducted in exam conditions in class. Additionally, students complete a concluding piece of work for each module which is self- or peer-assessed to help students reflect on their own strengths and weaknesses within each Module.

HOMEWORK
Homework is set weekly in a Module-specific homework booklet. These booklet focus on honing key skills, and widening knowledge and understanding beyond lessons. Activities include: building subject specific vocabulary; reading comprehension and source-based questions; creative and critical thinking activities; extended writing. Each booklet concludes with revision to prepare for the End of Year Exams.

HOW IS THE COURSE TAUGHT
A mixture of content-led learning and independent enquiry. Students engage in group projects where possible, and regularly participate in class discussions and debates.

TEXT BOOKS/MATERIALS/VISITS
Students will be provided with a wealth of materials in class, and a module-specific homework booklet for each module.

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<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>GEOGRAPHY</td>
<td>7</td>
<td>Mr. P. Henricksen</td>
<td>1</td>
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**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 students to think about their 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.
- Exploring Britain – A study of physical and human landscapes in Britain
- Sustainable living – How can we use resources more sustainably
- Volcanoes – tectonics and the impacts on human activity

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

Students are taught in line with the school marking policy with grades awarded for key assignments. Exercise books are marked regularly; grades are recorded and monitored by the classroom teacher. End of topic tests and structured assignments with an end of year 7 assessment in the summer term. Tests will be in various formats, written assessments, 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 are used in lessons so that all types of learners can access the lessons.

**TEXT BOOKS/MATERIALS/VISITS**

Digimaps, wide range of text book resources, computers, OS maps
<table>
<thead>
<tr>
<th>SUBJECT</th>
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<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>HISTORY</td>
<td>7</td>
<td>Mr. D Bailey</td>
<td>1</td>
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**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 evidence.
- 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**
What skills do I need to be become a history detective?
How has immigration changed Britain c1000-2000?
Why did William the Conqueror win the Battle of Hastings?
What impact did the Renaissance have on the developed world?

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed on progress throughout units and tested on the knowledge they have gained at the end of each of the units. There will be an end of year formal assessment.

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

**HOW IS THE COURSE TAUGHT**
A mixture of independent enquiry and enquiry based lessons are taught which answer important historical questions within each topic.

**TEXT BOOKS/MATERIALS/VISITS**
Students will be able to visit the Tower of London.

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<th>SUBJECT</th>
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<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>RELIGIOUS STUDIES</td>
<td>7</td>
<td>Ms M Franklin</td>
<td>1</td>
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</table>

**AIMS OF THE RS DEPARTMENT**
Religious Studies at Mulberry follows a multi-faith approach. This means students 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.

The content of the curriculum is guided by the locally agreed syllabus for Tower Hamlets which has been written and agreed by the Tower Hamlets Standard Advisory Council for Religious Education.
We want to make students think about their 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.

**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.

**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.

**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.

**HOW IS THE COURSE TAUGHT**

The course is taught by specialist teachers using a range of materials, with a focus on active learning.

**TEXT BOOKS/MATERIALS/VISITS**

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.

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<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>BENGALI</td>
<td>7</td>
<td>Ms M.Villar</td>
<td>3</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
- To enable students to use the language they have learnt to promote open and respectful dialogue

### COURSE DESCRIPTION UNITS/MODULES

<table>
<thead>
<tr>
<th>Unit 1: Bengali as a nation</th>
<th>Introducing Bengali as a famous and important language in the world, its status. Its importance in this country particularly in this area of Tower Hamlets.</th>
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</thead>
<tbody>
<tr>
<td>Unit 2: Classroom instructions</td>
<td>Learn key classroom instructions.</td>
</tr>
<tr>
<td>Unit 3: Introducing yourself</td>
<td>Introducing yourself by saying your name, age, school and the place you live in the target language.</td>
</tr>
<tr>
<td>Unit 4: Home</td>
<td>Describe your house from inside and outside and your area.</td>
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<tr>
<td>Unit 5: School</td>
<td>Description of the school and subject you like/don’t like.</td>
</tr>
<tr>
<td>Unit 6: Food and drinks</td>
<td>List of key words on food item and drinks. Expressing opinion about your favourite food/dish.</td>
</tr>
</tbody>
</table>

### STUDENT GROUPING

Mixed ability groups

### HOW IT WILL BE ASSESSED

Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

### HOMEWORK

Homework will be set twice a week.

### HOW IS THE COURSE TAUGHT

Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills 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. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

### TEXT BOOKS/MATERIALS/VISITS

Students will be provided with grammar booklets, dictionaries and vocabulary booklets.
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<tbody>
<tr>
<td>FRENCH</td>
<td>7</td>
<td>Ms M. Villar</td>
<td>3</td>
</tr>
</tbody>
</table>

**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
- To enable students to use the language they have learnt to promote open and respectful dialogue.

**COURSE DISCRIPTION UNITS/MODULES**
- **Unit 1: Le mon et moi** - Students will be given an introduction into French and learn how to introduce themselves
- **Unit 2: Ma famille** – students will learn how to give information about their family
- **Unit 3: Ma maison** – Describe your bedroom and understand different types of house
- **Unit 4: Mon quartier et ma ville** – describe your town and offer simple directions
- **Unit 5: Mon collège** – Describe your school and subjects
- **Unit 6: Mes loisirs** - Describe your hobbies and sports you play

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

**HOMEWORK**
Homework will be set twice a week.
**HOW IS THE COURSE TAUGHT**

Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills 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. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be provided with grammar booklets, dictionaries and vocabulary booklets.

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<tr>
<td>SPANISH</td>
<td>7</td>
<td>Ms M.Villar</td>
<td>3</td>
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</table>

**AIMS OF THE SPANISH DEPARTMENT**

- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of Spanish 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 of the Spanish-speaking world
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work
- To enable pupils to use the language they have learnt to promote open and respectful dialogue

**COURSE DESCRIPTION UNITS/MODULES**

Unit 1: Me presento – Introducing myself
Unit 2: Mi familia y yo – Talking about my family and me
Unit 3: Los animales – Talking about animals
Unit 4: El instituto – Talking about school

**GROUPING**

Mixed attainment groups

**HOW IT WILL BE ASSESSED**

Pupils will be assessed throughout the year on their reading, writing, speaking and listening skills. This includes translation into Spanish and into English and assessment reflects the new curriculum.

**HOMEWORK**

Homework will be set twice a week.
HOW IS THE COURSE TAUGHT
Pupils will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the translation strand as part of the new curriculum. All skills 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. Pupils will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS
Students will be provided with grammar booklets and vocabulary booklets. We have workshops being delivered at school to help students to deepen their knowledge of culture related to the Spanish-speaking world.

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<tbody>
<tr>
<td>ART</td>
<td>7</td>
<td>Ms. A Hargreaves</td>
<td>2</td>
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</table>

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

Flora and Fauna – Stencil Cutting
Students will look at the work of Jacques Nimki and designer Rachel Kelly to be inspired to develop a variety of skills and techniques, improve their observational drawing skills and learning how to create a stencil design. Students will practise their cutting skills as well as experiment with collage and mixed media surface design.

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
**Understanding Levels 1 – 9 across a 5 year learning journey**

Embedding and implementing 1 – 9 level system with students. Develop students understanding of this through the use of exemplars to demonstrate how to achieve success and make progress. Encourage students to become familiar with the key words, descriptors and visual resources. Students are given performance calculators to help them understand what each level means. Students understand their starting point and how to achieve their end target for each year.

**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 experimentations. 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 to 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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<tr>
<td>DANCE</td>
<td>7</td>
<td>Ms. A Hargreaves</td>
<td>2</td>
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</table>

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 – ‘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 – ‘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 - ‘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 1980s. 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.

**TEXT BOOKS/MATERIALS/VISITS**
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.

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<tbody>
<tr>
<td>DRAMA</td>
<td>7</td>
<td>Ms. A. Hargreaves</td>
<td>2 (on carousel)</td>
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</table>

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

**COURSE DESCRIPTION UNITS/MODULES**
Autumn Term – Introduction to Drama skills and techniques. Students are introduced to different dramatic and theatrical skills and techniques, including drama specific terminology, to help develop their confidence and understanding of how a piece of drama is created and evaluated.

Spring Term – Pantomime. Y7 students see a pantomime in January 2020 and their drama learning is linked to this production to develop an understanding of Pantomime performance techniques and design (costume, lighting, set, sound).

Summer Term – A Midsummer Night’s Dream. Students further develop their understanding of character and drama skills through text exploration and performance.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students’ progress will be assessed throughout the year 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
The course is taught so students develop their drama performance skills as well as their written analytical and evaluative skills based on the drama created and seen.

TEXT BOOKS/MATERIALS/VISITS
Exercise books and relevant resources are provided.

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<tr>
<td>MUSIC</td>
<td>7</td>
<td>Ms. AHargreaves</td>
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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 of 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.

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

HOW IS THE COURSE TAUGHT
This course will be taught through performance, composition and the appraisal of different types of music.

**TEXT BOOKS/MATERIALS/VISITS**
Students will listen and watch a range of performances throughout this course. All musical instruments are provided.

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<tbody>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>7</td>
<td>Ms. T. Doyle</td>
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**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

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<th>SUBJECT</th>
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<th>LESSONS PER WEEK</th>
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<tr>
<td>COMPUTING</td>
<td>7</td>
<td>Ms. Y. Khanom</td>
<td>1</td>
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</tbody>
</table>

**AIMS OF THE COMPUTING DEPARTMENT**
- To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment;
- To develop students with 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
Pupils 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 E-safety and cyberbullying. Students will learn and practice basic algorithm and programming skills in a range of software including Scratch and Flowol.

In years 7, pupils will learn about the three most fundamental stages of any computer system – Input, Process and Output and this will be revisited frequently throughout the units that the pupils will be taught. Students will also develop a basic understanding of spreadsheet model and database to store, search and sort data.

HOW IT WILL BE ASSESSED
Students will be assessed based on their classwork and homework. Students will also have a formal assessment at the end of each term which will vary depending on the unit of work and may consist of either a written assessment, a computer based assessment or a combination of both written and computer based assessment.

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. 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.

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<tr>
<td>Graphics</td>
<td>7</td>
<td>Ms. G. Waller</td>
<td>3</td>
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AIMS OF the Graphics DEPARTMENT
In Design and Technology Graphics pupils combine practical and technological skills with creative thinking to design and make products 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 this project pupils will take into account how products will be used, who will use them, the mechanisms that could be used and their appearance. They will develop their understanding of designing and making and expand their graphics skills. They will use a range of graphic tools, typography designs, images, industrial practices (die cutting and vacuum forming) and packaging as part of their design. The main aim of this project is to develop pupils’ understanding of designing and manufacture.

Students are set a realistic design problem to design and make a prototype blister packaging. The packaging must be no larger than A5 in size. The packaging must protect the product, promote the organisation and preserve the product, which give opportunities to research endangered species and use biomimicry (using nature to inspire ideas) The packaging must be eye-catching and interesting to capture imaginations. It must contain a die cut net and a vacuum formed blister package. The packaging information must be clear and based on an animal theme. The colour scheme will be chosen carefully to reflect an animal on the list of endangered animals. Students will need to consider the images that are used, colours and fonts.

The project allows pupils to understand basic principles of fonts, colour styles and packaging, and industrial processes. The project introduces basic design and make Graphics skills to be learnt and used in future Graphics based projects.

**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 analyse, design, make and evaluate. Assessment will take the form of discussion, one to one written and verbal feedback and monitoring of homework and classwork.

- Using effective questioning techniques.
- Sharing learning goals.
- Peer and self-assessment.

**Summative Assessment**

Summative assessment will also take place at the end of the unit. This will be presented as a grade 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:

- Research, analysis and diary of making.
- Design ideas and Development.
- Evaluations, testing and modifications/improvements.
- Production of effectiveness of outcome (level of accuracy and finish)
<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>Food Technology</td>
<td>7</td>
<td>Ms. G. Waller</td>
<td>3 (1 double &amp; 1 single)</td>
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**AIMS OF THE DESIGN AND 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

**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 Graphics course is taught over 9 weeks in a carousel with Food, Resistant Materials and Textiles. Pupils will be taught a variety of different skills and processes which they will use to create an individual response to a design brief. This will enable students to:

- Develop their graphics skills.
- Progress students drawing, sketching and presentation skills - one point perspective and isometric drawing
- Develop knowledge and understanding of materials including, card, plastics and die cutting processes.
- Select and use a range of tools, equipment and processes safely and accurately.
- Understand how to take account of working characteristics of materials and restrictions imposed by tools and equipment.
- Accurately measure, mark out, cut, fold and waste material. High quality finishes produced.
- Effectively join a range of materials using a range of techniques.
- To evaluate work throughout the manufacturing process.
- To develop knowledge/skills to enable achievement of a high quality finish in practical work.
- Creatively design a blister packaging.
- Develop skills in a range of shading and rendering skills.

**TEXT BOOKS/MATERIALS/VISITS**

Pupils will use their Graphics booklet which has been designed to both record their self-assessment, 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.
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
- Design ideas
- Final design
- Evaluation of final design practical
- Practical skills

**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 9 weeks in a carousel with Textiles, Graphics 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
- Salads
- Vegetable cobbler
- Methods of cooking
- Raising agents / bread rolls practical
- Seasons and food choices/Frittata
- Consumer choices
- Designing a pizza in answer to a brief
- Conducting a survey
- Making of pizza design using skills acquired during unit/evaluation

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.

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<tr>
<td>Resistant Materials</td>
<td>7</td>
<td>Ms. G. Waller</td>
<td>3</td>
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AIMS OF THE Resistant Materials DEPARTMENT
In Design and Technology Graphics pupils combine practical and technological skills with creative thinking to design and make products 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

Knowledge and understanding that will be needed or acquired:

- Marking out techniques, the use of templates and accuracy.
- Understanding of using a theme to inspire design ideas.
- Research Design movement Memphis.
- Collection of a range of images that can be used as a base from which to start ideas.

In this project pupils will use Memphis Art Collective as a theme and card modelling to explore abstract shapes and use CAD 2D Design software to plot their ideas, taking into account how products will be used, who will use them and their appearance. They will use a range of hand and machine tools as part of their design. The aim of this project is to develop pupils’ understanding of designing and manufacture using acrylic and components (bought in) parts to make a well-made and professionally finished product.

Students are set a realistic design problem to design and make a prototype timepiece based upon Design collective Memphis. The timepiece must be no larger than 300 x 200 mm in size. The timepiece is targeted to a young target market that appreciates designer products at a reasonable price, which give opportunities to research Memphis products that are eye-catching to capture imaginations. It must contain one clock mechanism and can be standalone, worn as a body adornment or hang independently. The timepiece will need to be easy to read and be distinctive as well as cheap to produce. The colour scheme will be chosen carefully to reflect the style of the movement. Students will need to consider the shapes and patterns that are used, colours and combinations.

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 analyse, design, make and evaluate. Assessment will take the form of discussion, one to one written and verbal feedback and monitoring of homework and classwork.

- Using effective questioning techniques.
- Sharing learning goals.
- Peer and self-assessment.

Summative Assessment

Summative assessment will also take place at the end of the unit. This will be presented as a grade 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:

- Research, analysis and planning of making.
- Design ideas and Development.
- Evaluations, testing and modifications/ improvements.
- Production of effectiveness of outcome (level of accuracy and finish)
- Creativity
**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 Resistant Materials course is taught over 9 weeks in a carousel with Food, Graphics and Textiles. Pupils will be taught a variety of different skills and processes which they will use to create an individual response to a design brief. This will enable students to:

- Develop their Resistant Materials skills.
- Progress understanding of how Design movements inform design ideas and can be used as a base for inspiration. How Design and Technology bridges Art to develop creativity.
- Develop knowledge and understanding of how to cut, shape and form materials including acrylic.
- Select and use a range of tools, equipment and processes safely and accurately.
- Take account of working characteristics of materials and restrictions imposed by tools and equipment.
- Accurately measure, mark out, cut, and avoid wasting material. High quality finishes produced.
- Effectively join plastics using a range of techniques.
- Evaluate work throughout the manufacturing process.
- Develop knowledge/ skills to enable achievement of a high quality finish in practical work.
- Develop skills to measure, mark, cut, shape, form, and finish plastics.

**TEXT BOOKS/MATERIALS/VISITS**

Pupils will use their Resistant Materials booklet which has been designed to both record their self-assessment, 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.

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<tr>
<td>TEXTILES</td>
<td>7</td>
<td>Ms. G. Waller</td>
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**AIMS OF THE TEXTILES DEPARTMENT**

In Design and Technology Textiles pupils combine practical and technological skills with creative thinking to design and make products 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 create an individual textile piece focusing on the textures, shapes and forms found in the natural environment. Pupils will learn a variety of skills including an introduction to the use of specialist machinery, tools, techniques and processes.

### 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 research, 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 grade 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
- Mood board and design idea development
- Final design ideas
- Completion of final product

### 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 Textiles course is taught over 9 weeks in a carousel with Food, Graphics and RMG. Pupils will be taught a variety of different techniques which they will use to create an individual product. Pupils will develop their knowledge and understanding of:
- Health and Safety
- Fabrics, fibres and yarns
- An introduction to Biomimicry
- Industrial practices to include Heat Transfer in industry
- How to analyse a design brief
- The use of visual research to produce a range of design ideas
- A range of traditional stitch techniques (hand and machine)
- An introduction to the use of the sewing machine
- A range of materials and technologies to design and make a final product
- Evaluation and refinement of 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.