



**St John Fisher**  
**Catholic Voluntary Academy**  
Part of the Blessed Peter Snow Catholic Academy Trust

**Key Stage 3**  
**Year 7**  
**Curriculum**  
**Booklet**  
**2017 - 2018**

## Assessment of subjects at Key Stage 3 – Changes

There have been several major changes in the world of education during the last few years, and there are more changes still to come.

One of the changes that will be most noticeable is the move away from the National Curriculum Levels that have been with us for well over 20 years. The government is directing schools to develop their own ways of recording and tracking pupil progress that do not rely on these levels.

Therefore, in line with governmental guidance, we at St John Fisher have developed our own system to report progress. Therefore, a student's attainment, in all subjects, will be reported using the following statements:

**Exceptional progress** – your son/daughter is currently achieving well and as a result could exceed expectations by the end of Year 7

**Expected progress** – your son/daughter is currently on track to achieve in line with expectations by the end of Year 7

**Working towards expected progress** – based upon current progress, your son/daughter is likely to finish Year 7 slightly below expectations

**Less than expected progress** – based upon current progress, your son/daughter is likely to finish Year 7 below expectations

How do we determine which statement to award your child?

The expected progress for your child is based upon attainment achieved in Year 6. From this a flightpath of skills is generated in each subject area of what your child should be able to achieve within their 'band', as described below.

When you receive your child's first report home you will notice that it states which GCSE band your child is in for English, Mathematics and other subjects. These bands outline which grades we are targeting your child to achieve at the end of Year 11 based upon their prior performance at KS2. These bands are not designed as a limiting factor but will be re-evaluated at the end of each academic year as your child progresses.

The bands are:

**Alpha** = Grades 1-4

**Beta** = Grades 5-6

**Gamma** = Grades 6-7

**Delta** = Grades 7-8 (This would include any exceptional performance Grade 9)

As the year progresses, and if further changes are made, these will be fully explained both to pupils and to parents and carers.

Miss S Wilkinson - Deputy Head Teacher

Ms C Hall – Assistant Head Teacher, Quality Assurance



# RELIGIOUS EDUCATION

## Year 7 Programme of Study

<b>Autumn Term</b>	<b>Introduction to Jesus</b>	Bible Skills Discipleship Features of the chapel How and why we celebrate Mass
	<b>Community</b>	The structure of the Catholic Church Creeds The Liturgical Year The Nativity (The Role of Mary/Annunciation) Jesus the Saviour
<b>Spring Term</b>	<b>Hinduism, Prayer &amp; Pilgrimage</b>	Key Hindu beliefs Hindu beliefs about God Diwali Hindu Prayer The Lord's Prayer Christians aids to Prayer The Rosary Pilgrimage Lourdes
	<b>Sign, Symbol, Rite &amp; Ritual</b>	Sacramental introduction Baptism Sacrament of Eucharist First Holy Communion Holy Week
<b>Summer Term</b>	<b>Life &amp; death, Light &amp; Dark &amp; Eater</b>	Jesus' resurrection Early Christian witnesses to the resurrection Pentecost CAFOD
	<b>What makes me unique</b>	Self-worth Image of God The role of The Church in building community Types of love Sacrifice and selflessness Martin Luther King Mother Teresa



## ENGLISH

English is one of the core subjects, which all pupils are required to study throughout their time at St John Fisher and one of the major qualifications looked for by employers when pupils leave compulsory education.

- Our new curriculum covers the key skills needed to progress through the core programmes of study at Key Stage 3 & 4.
- This curriculum encompasses the ability to recognise, understand and manipulate the conventions of language, and develop pupils' ability to use language imaginatively and flexibly in both written and spoken English.
- Students will also develop the skills of analysing and evaluating language.
- This important subject will help to develop pupils' communication skills at all levels; this skill is crucial to success in school and life.

### Course Content

In Year 7 pupils will study a range of different texts but these will include

- fiction from across a range of genres and from different times
- non-fiction
- an introduction to Shakespeare
- poetry
- an author study

They will study spelling strategies, grammar, punctuation and paragraphing and develop vocabulary work.

### Teaching Methods

- Lessons will include various teaching methods, including drama, group work and whole class teacher led work.

### Homework

- Homework is set at least once a week at 30 – 40 minutes on each occasion. This homework may be writing, research, reading or learning.
- Students will also receive a reading project booklet at the start of the year which they are expected to work on independently on a weekly basis.
- Pupils will be expected to read regularly, and keep a record of the books they have read, which parents/carers sign on a weekly basis.

### Assessment

- At the start of the year students will complete a baseline test that will assess students' current standard against the core objectives.
- Students will complete a range of assessments to monitor the development of students' skills across the year.

# LITERACY



Reading, writing and verbal communication, are the key skills needed to access the whole curriculum and the essential skills needed for the work place. At St John Fisher we place a strong emphasis on the importance of developing literacy in all areas of the curriculum. As well as development through lesson time, students have the opportunity to develop their literacy skills through form time activities and a range of extra-curricular opportunities.

## Literacy across the Curriculum

At St John Fisher we place literacy at the heart of our curriculum: every subject promotes high standards of reading, writing and verbal communication. All subjects provide the opportunity to develop key literacy skills whether it be extended writing, developing spelling strategies or communicating ideas verbally. Students in Year 7 also develop their literacy skills through games and puzzles in form time.

## Peer Coaching

All students in Year 7 take part in Paired Reading. During one registration period a week the students will be paired with a Year 10 student to do some quiet reading and coaching. This is guided by the form tutor.

Students who need support with their reading may receive peer coaching on either the Toe by Toe or Ready to Read programme. This will be dependent on the students' specific and personal need.

## Reading for Pleasure

Reading for Pleasure is an important part of students' life at St John Fisher. Each week students take part in Drop Everything and Read and each year we run the Readathon.

As part of their English homework students are encouraged to complete a reading log and complete activities on books that they have read outside the curriculum.

## Extra-Curricular

Throughout the year there are a number of different extra-curricular opportunities for students. There are a number of creative writing competitions and the opportunity to get work published through the Young Writers initiative. World Book Day and the Readathon are a high point to the school year where all students are involved in activities to celebrate the joy of reading.

## Assessment

At the start of the year students will complete a baseline test that will assess students' capability in reading and spelling. Their reading and spelling ages will be monitored throughout Key Stage 3 and, where needed, intervention will be put in place to ensure that they are making good progress.



# MATHEMATICS

Mathematics is one of the core subjects, which all pupils are required to study throughout their time at St John Fisher and one of the major qualifications looked for by employers when pupils leave compulsory education. However, it is much more than that. The ability to work confidently with numbers is a key skill, which pupils will use throughout their lives, in an array of situations. This could be estimating the cost of the local shopping bill, understanding the statistics we are bombarded with by media or even completing some DIY successfully! At Key Stage 3 we aim to make lessons as enjoyable as possible and teach with the overall aim of raising the profile of mathematics in school and the community as a whole.

## Key Stage 3 Lessons

Key Stage 3 lessons in mathematics follow the renewed Framework that builds on the original Framework for teaching mathematics, which was produced in 2001. It is based on the programmes of study for the new key stage 3 curriculum published in 2015.

The Framework is designed to increase pupils' access to good teaching and engaging, purposeful learning that will enable them to make good progress through Key Stages 3 and 4. Lessons throughout both key stages focus on developing mathematical skills and techniques and using these in a real life context.

The Framework identifies yearly learning objectives that encourage ambition and provide challenge for all pupils, showing progression in the subject. The objectives will ensure full coverage of the programme of study at both Key Stages 3 and 4 and establish a minimum expectation for the progression of most pupils.

These lessons take the following format:

**Mental starter:** This could involve an open-ended discussion of the current topic, a puzzle, or just some mental maths to get the brain warmed up!

**Main activity:** Following an introduction, the pupils use this part of the lesson to work individually or in groups, to develop the main learning of the session.

**Plenary:** This can take the form of an extension question, a challenge or just a discussion and review and evaluation of the learning in the main activity.

## Assessment

Pupils can expect to receive homework once a week. Pupils will be tested each term, allowing clear identification of strengths and areas of weakness. There will also be a major assessment at the end of the year involving 2 written papers and mental test to assess overall ability.

## Equipment

Pupils are required to bring the following equipment to all lessons:

- Protractor
- Pen
- Scientific Calculator
- Compass
- Pencil
- Ruler



# MATHEMATICS

In Year 7 pupils broach the following topics at a standard appropriate to their Mathematics set. Each of the 4 strands of mathematics detailed below will be taught in 6 week blocks with a formal assessment at the end of each block.

## National Curriculum Assessment Standards

### Lower

**Number:**  $\times$  and  $\div$  numbers by 10, 100 etc. Mental methods for +, -,  $\times$ , and  $\div$ . Order decimals. Add and subtract decimals. Factors. Multiples. Square numbers. Prime numbers

**Algebra:** Describe number patterns. Use simple formula. Plot and write down coordinates.

**Geometry and Measures:** Draw 2D shapes. Reflections. Perimeter. Area by counting squares. Volumes by counting cubes. Read different measuring instruments

**Data Handling:** Collect and tally data. Mode. Range. Describe probabilities as certain, likely, unlikely, impossible.

### Middle

**Number:** Divide whole numbers and decimals by 10, 100, 1000. Add or divide negative numbers. Add /multiply/divide/subtract decimals. Reduce fractions to their simplest form. Solve simple problems involving ratios. Check solutions by estimating.

**Algebra:** Explore and describe number patterns. Write a formula involving two operations using algebra. Use brackets. Plot points on a set of axes. Write coordinates of points

**Geometry and Measures:** Units and estimates of length, mass capacity and time. Choose and use appropriate units. Know approximate metric / imperial equivalents. Make sensible estimates. Area of a triangle, rectangle. Name angles acute, obtuse, or reflex. Calculate angles in a triangle. Measure and draw angles and diagrams accurately

**Data Handling:** Understanding-fair/certain/impossible. Use the probability scale of 0-1. Select appropriate methods for probabilities. Understand different outcomes result from repeating experiments. Construct and interpret frequency tables. Group data in equal class intervals. Construct simple line graphs. Compare two sets of data using mean, mode and median.

### Upper

**Number:** Use trial and improvement. Express one quantity as a percentage of another. Use equivalence between percentages, fractions and decimals. Add/divide fractions.

**Algebra:** Describe the  $n$ th term of a number sequence. Graph the equation of a line using  $y = mx + c$ . Solve equations, including those with brackets

**Geometry and Measures:** Use the formula for the volume of a prism. Find the area and circumference of a circle. Understand angle properties of parallel and intersecting lines and angles in polygons. Name 3D shapes. Understand the properties of all quadrilaterals. Enlarge shapes by a positive scale factor using centre of enlargement.

**Data Handling:** Group data in equal class intervals. Construct pie-charts. Understand scatter diagrams and correlation. Find mean, mode and median of frequency/tally charts. Find all the possible outcomes of two experiments combined (sample space diagrams, lists). Know that the sum of all probabilities is 1.



## SCIENCE

Equipped with our five senses, we explore the universe around us and call the adventure science.

Science is a core subject of the national curriculum and all pupils must study it at KS3. The study of Science provides pupils with a range of skills that are used in everyday life and allows pupils to explore the world around them.

### Schemes of Learning

The year 7 scheme of learning has been written by the Science Faculty at St John Fisher Catholic School following the revised National Curriculum. The scheme is designed around 11 units which are split into Biology, Chemistry and Physics topics. Practical skills are developed in all units using the How Science Works Framework.

### Topics Studied in Year 7:

- Intro Topic
- B1.1 Cells
- B1.2 Structure and Function of Body Systems
- B1.3 Reproduction
- C1.1 Elements, Atoms and Compounds
- C1.2 Reactions
- C1.3 Acids and Alkalis
- P1.1 Sound
- P1.2 Light
- P1.3 Space

### Assessment

Students will be given a baseline test in their 4<sup>th</sup> week of school based on primary school science and practical skills. They will then be assessed through a combination of practical work, written work and end of topic test. In each topic students will be informed of where they have performed well and where their areas for development are.

### Learning methods and materials

A range of teaching techniques are used. These include experiments, problem solving, question and answer, study tasks, thinking skills, investigations, discussion and debate, role play and teacher exposition. ICT is used to enhance the curriculum in all areas of learning where appropriate.



# DESIGN & TECHNOLOGY (DAT)

## Curriculum aims

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of food & nutrition and learn how to cook.

## The importance of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key Stage 3

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. When designing and making, pupils should be taught to:

#### Design

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

#### Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

## Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

## Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- Understand how more advanced mechanical systems used in their products enable changes in movement and force
- Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators].

## Food, Cooking & Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

## Key Stage 3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes)
- Understand the source, seasonality and characteristics of a broad range of ingredients

## Scheme of Work

In Year 7 pupils will cover one general Design and Technology project at the start of the year and then a rotation of Design and Technology subjects will take place.

- |   |            |             |
|---|------------|-------------|
| • General starter DAT Project – Blister Packaging Project | 1 project  | 3 weeks     |
| • Resistant Materials                                     | 2 projects | 13/14 weeks |
| • Food Technology   | 1 project  | 7/8 weeks   |
| • Graphic Products  | 1 project  | 7/8 weeks   |
| • Textiles Technology                                     | 1 project  | 7/8 weeks   |

All of the above projects are structured to meet the individual needs of pupils. Differentiated and extension work is available as and when required. Projects are delivered in a variety of ways including individual, small group and whole class assignments. Pupils will produce folder/folio and practical outcomes for all projects. Homework will be set on a weekly basis and will mainly cover design folder tasks such as research and design tasks related to on-going projects.

## Assessment

Work will be marked, checked and feedback to pupils regularly by staff in order to help and guide pupils to produce projects to the best of their ability. Formal assessment of pupil work will take place at the end of each project and will look closely at the key concepts and key processes. All assessment will be reported to parents in line with whole school assessment policy.



# COMPUTER SCIENCE

In Year 7, schemes of work in Computer Science are developed in house using a combination of the legacy National Curriculum for ICT and the new Programme of Study for Computer Science to provide students with a fluent transition from Key Stage 2 ICT and the demands of a more rigorous computational thinking and development programme. Computer Science has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems.

Students are encouraged to develop their skills in the design, writing and debugging of programs to accomplish specific goals by modelling scenarios of real-world problems and physical systems. The ability to work confidently with computer technology is a vital skill, which pupils will use throughout their lives. ICT and Computer Science underpin the development of e-learning and students have access to a variety of activities which explore how hardware and software components make up the computer system. Students will examine how data representation using binary and hexadecimal represent text, sounds and images by having the opportunity to use at least two different programming languages.

In Year 7, pupils develop a number of skills, including programming, design, data collection and manipulation, modelling, multimedia and presentation skills.

## Scheme of Work

- Unit 1 Programming with Kodu Game Lab
- Unit 2 Publishing
- Unit 3 Using the Internet and e-technology
- Unit 4 Animations
- Unit 5 Web Design
- Unit 6 Multimedia presentations

## Resources

Pupils study Computer Science in one of the three main ICT suites. These are well-equipped rooms of at least 25 modern PCs, with fast internet and network access. Rooms have good printing facilities. A wide range of software is also available from programming languages to word processors. Work is stored centrally on the curriculum server; however students are actively encouraged to back up their work using removable USB memory stick or similar. Students will also have opportunity to work on the school's newly developed 'pinet' Raspberry Pi Server.

## Homework

It is an expectation that homework will normally be set once every 3 weeks. This will usually include the completion of worksheets, research, planning, revision or development and completion of coursework.

# SPANISH

## Introduction

In Spanish, pupils follow the National Curriculum Programmes of Study.

The aims of the course are to use the four skills of listening, speaking, reading and writing to equip pupils to cope with everyday situations in Spanish. As they progress through the three year course they will become increasingly proficient in their use of spoken and written language and be able to understand spoken and written Spanish in a variety of contexts.

The knowledge and application of grammar will also be important in the completion of tasks.

## Importance of Subject

Study of a language is useful if we are to compete in a global world. It is a skill that employers value, as it shows academic ability and promotes communication skills and builds up confidence.

## Course Content Summary (Year 7)

List of topics studied:-

<b>Term 1</b>	1)	How to learn a language & Hispanic world
	2)	Art & describing myself and others
<b>Term 2</b>	3)	School
	4)	At Home
<b>Term 3</b>	5)	Free time
	6)	Where I live

## Learning methods and materials:-

Language lessons require pupils to be actively involved in their learning. There are many opportunities to practise the four skills using a variety of techniques and materials, such as pair work, group work, role-play, tapes, videos, ICT speaking practice with the Spanish assistant, as well as more traditional work from the textbook. We use a range of materials. Translation skills will be a focus in writing too.

## Homework

Homework is set once a week, usually a learning homework and or written/preparation.

## Assessment

Work is normally assessed at the end of each topic (half-termly), but there is continuous assessment taking place during lessons, especially in speaking and listening tasks.



# GEOGRAPHY

Geography is the study of the earth's landscape, people, places and environments. At Key Stage 3 we follow the National Curriculum for Geography. The aims of this course are:-

- to provide students with knowledge and understanding of the world's features and processes at different scales.
- to make students aware of different societies and cultures.
- to develop geographical skills and the skills of investigation and problem solving.
- to prepare students for adult life and employment.

Geography is an essential subject as it inspires students to think about their own place in the world, their values and responsibilities to other people and the environment. Geography makes us aware we must think globally and informs pupils about the great issues affecting us today, such as climate change, resource depletion and social tensions in cities.

## Course Content

- Map skills
- Local studies
- Water on land
- Investigating why Tigers are under threat
- Weather & Climate

## Learning Resources

Students have a range of core text books to use at school, but we also use a wide range of resources: photographs, map packs, video and ICT to allow for full differentiation. A wide range of learning approaches are used such as fieldwork, role-play, enquiry and decision making.

## Thinking Skills

Humanities Thinking Skills are embedded within the curriculum at various opportunities including assessments and decision making exercises.

## Homework

Homework is set in a homework booklet.

## Assessment

Pupils are given one prescribed assessment every half term – either by way of a formal test or a task.



# HISTORY

Cicero – *"To be ignorant of what occurred before you were born is to remain always a child."*

The study of History is essential for an understanding of pupils' own cultural traditions and heritages and an appreciation of the diversity and richness of others. It systematically develops literacy and use of language.

## Scheme of Work

**CHANGING BRITISH SOCIETIES:** From without and within

**CHALLENGES TO POWER:** The Old and The New

**CHANGING WORLD:** A Wider Context

## Course Aims

- to introduce historical terminology and ideas.
- to provide pupils with a study of the major features of Britain's Medieval past.
- to educate pupils in Muslim beliefs and the achievements of Arab and Ottoman peoples.

## Subject Definition

History is a systematic record of past events, people and changes. Humanities Thinking Skills are embedded within the History curriculum which develop wider skills and attributes e.g. independent and creative learning.

## Course Content Summary

### Medieval Realms 1066 - 1500

What is History?  
The Norman Conquest  
Norman England  
Society in the Middle Ages  
The Church in Medieval Society  
Monarchy and Government  
The Black Death and the Peasants' Revolt

### Islamic Civilisations

The Rise of Islam  
The Institutions of Islam  
The spread of Islam and Islamic culture  
The Crusades and the Rise of the Ottoman Turks  
Contrasting Civilisations

## Learning methods & materials

These include activities from pupil textbooks, timelines, source work (interpretations and evaluations), propaganda posters, role-plays, map work, family trees, use of ICT for research and local investigations, DVDs, newspaper articles, prescribed assessments.

## Homework Requirements

Pupils are usually set homework weekly – from a homework booklet.

## Assessment

Pupils are given one prescribed assessment every half term – either by way of a formal test or a task.



# ART & DESIGN

## Programme of Study KS3

Everything visual in our world is conditioned by art and artists. Through the study of art pupils learn to develop problem solving skills, lateral thinking skills and critical thinking skills; additionally fine motor skills and hand-eye coordination are enhanced. During years Y7, Y8, Y9 pupils are introduced to a range of skills and uses of materials that build on their existing knowledge and experience. As they gain more experience they will be able to deal with more challenging tasks and deeper investigations. They will also be made aware of how art has influenced our history and contributed to our culture and, ultimately, to our economy.

During KS3 **drawing skills** will be an essential part of the art experience. Pupils are encouraged to:-

- Draw from imagination
- Draw from observation
- Draw in order to understand
- Use a wide range of media – pencil, pen, charcoal and other less obvious media such as string, wire or thread
- Look at established artists drawings and see how their own work connects
- Continually develop drawing skills through practice

## Sketchbooks

All pupils in Y7, Y8 and Y9 have sketchbooks. This resource enables pupils to collect, record and display their ideas. They are encouraged to view the sketchbook as a useful tool both in class and for homework.

Uses might include:-

- drawing from observation
- practising a skill or technique
- experimenting with media
- researching a topic and presenting information
- note-making – information, annotation, thoughts, opinions, analysis
- storing images including photographs

The sketchbook will show the pupil's development in art and can be used for teacher led topics or to develop their own work.

## Programme of Study

### Year 7 Themes: - Still Life, Portraits, Landscapes

#### Elements of Art – Still Life

The 'elements' of art, form (2D or 3D), line (how objects relate to each other), colour and tone, texture (the feel of the work when touched) and space (the area taken up by an object) will be used throughout to contribute to the finished piece.

#### Portraits

Pupils study the work of portrait painters such as M C Escher, Julian Opie, Naum Gabo, Modigliani, Edvard Munch etc. to develop their observational and creative drawing skills before going on to develop their own work in both 2D and 3D.

#### Landscape

Pupils will look at the work of artists such as the Impressionists, Fauvists, David Hockney, Ruth Piper, Anselm Kiefer, Salvador Dali and our local artist Liam Spencer. Techniques for landscape drawing will be revisited and pupils will then develop their own investigations and produce their own landscape interpretation.

#### Art Assessment

Within 4 weeks of the start of September these base line tests are carried out:

- Formal test of still life drawing
- Formal elements
- Mark making

Marking is in line with the department matrix. Sketchbooks are then marked every half term along with student self/peer assessment. This is also marked against the department matrix.



# MUSIC

## Why study Music?

In line with our Mission Statement, all pupils have a right to realise their creative potential. People of every culture have always felt the need to express and share their feelings, thoughts and ideas through patterns of sound. Music is often taken for granted, yet it is a powerful focus for creative energy and learning. This subject can be an opportunity to stimulate and guide the imagination, either individually or in a group. Music is a subject which can strengthen the powers of concentration and reinforce skills in literacy, numeracy and ICT.

## How is Music taught in Year 7?

At St John Fisher, all pupils have the opportunity to experience the basic elements of music education within a wide repertoire. They gain an understanding of the language and notation used in music through practical work. Lessons incorporate performing, composing, listening and appraising in group, whole class and individual activities.

Music is taught for 50 minutes per week in classrooms equipped with keyboards, audio facilities and computers. The course is divided into six modules, each based on the National Curriculum requirements and lasting for half a term as follows:

<b>Term 1</b>	Bridging the Gap	Pulsation
<b>Term 2</b>	Pentatonic Project	Form and Structure
<b>Term 3</b>	Programme Music	Musical Clichés

Pupils are encouraged to learn instruments with visiting teachers from Kirklees Music School and a range of extra-curricular activities are available within the department.

Homework is set weekly and this consists of either a written, practical or research exercise.

## How is Music assessed?

Assessment is a continuous process in music. It includes teachers' observations, discussion, listening to performances and compositions, as well as written exercises.

Pupils will be assessed against their targets using the following:

- Exceptional progress
- Expected progress
- Working towards expected progress
- Less than expected progress



# PHYSICAL EDUCATION

Our high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activities

- They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to **perform** successfully.
- They **analyse** their own and others' performances and find ways to improve them.
- They develop **leadership** skills, through taking on a variety of roles, improving their confidence and communication skills.
- They develop an **understanding** of the components of fitness and a Balanced, Healthy, Active Lifestyle.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

## Overview of PE Curriculum

In year 7 the pupils will focus on a number of activities that they may touch on in primary school. The main aim is to consolidate their skills and understanding through double lessons over 3-4 weeks. This follows a thorough baseline assessment which is used to create a challenging, achievable flightpath target ranging from A-H. Pupils who have scored highly in the baseline assessment will have a higher flightpath of A-C, with pupils who find the practical element of the subject difficult attaining a lower flightpath of D-H. This allows all pupils to work along a challenging, achievable flightpath. The aim is for pupils to achieve their flightpath grade in Performance, Theory and Analysis and Leadership.

Term 1: Baseline Assessment.

Term 2: Outwitting opponents (football, netball, rugby, basketball, and badminton), gymnastics & dance.

Term 3: HRF, Leadership, Striking & Fielding & Athletics.



## **PSHCE**

Personal, social, health and citizenship education at Key Stage 3 helps pupils to lead confident, healthy and responsible lives as individuals and members of society.

Through work in lesson time (50 minutes per week) and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHCE develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers. Citizenship develops skills of enquiry and communication, participation and responsible action and knowledge and understanding about becoming informed citizens.

## **Topics**

- **Personal Safety**
- **Bullying**
- **Racism**
- **Puberty**
- **World of Work**
- **Decision Making**
- **Finance**
- **Healthy Lifestyle**
- **Prejudice**
- **National/Local Government**
- **Alcohol, Smoking, Solvents & gases**
- **Relationships**
- **Resolving Conflict**