

**Year 7**

**Key Stage 3**

**Curriculum**

**Booklet**

**2021/22**

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## Key Stage 3 - Year 7 Curriculum Booklet

Welcome to the Year 7 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

1. details of course content for Year 7 curriculum in Key Stage 3
2. details of essential and wider reading for each of the courses, including revision guides
3. details of websites that can be used by students to consolidate their progress over the course of Year 7
4. details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of Year 7.

The Cotham Virtual Learning Environment (VLE) will contain more information to support students and parents. Curriculum areas will add revision lists to the VLE and it is important to refer to this with your child when supporting them with planning their revision. The VLE can be accessed [here](#). Curriculum areas will also provide separate links to the VLE in this document on their own subject pages.

### **Assessments during Year 7.**

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in the year. The [Assessment Calendar for Year 7](#) provides a summary of the class assessments that will take place during Year 7 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

### **Courses**

Students at Cotham School study a broad and balanced curriculum at Key Stage 3 (KS3). The number of lessons per fortnight (over a 2 week cycle of 5 lessons per day or 50 lessons over the fortnight) is shown below.

| <b>Subject</b>  | <b>Year 7</b> | <b>Year 8</b> | <b>Year 9</b> |
|---|---------------|---------------|---------------|
| English Language and English Literature                                     | 9             | 8             | 8             |
| Mathematics   | 7             | 7             | 7             |
| Physical Education (Core PE)  | 4             | 4             | 4             |
| Personal, Social, Health Education  | 2             | 1             | 1             |
| Science   | 6             | 6             | 7             |
| Modern Foreign Languages  | 4             | 5             | 5             |
| Geography   | 2             | 3             | 3             |
| History   | 2             | 3             | 3             |
| Religion, Ethics and Philosophy   | 3             | 2             | 2             |
| Art and Design  | 2             | 2             | 2             |
| Design Technology / Food  | 2             | 2             | 2             |
| Computing   | 1             | 2             | 2             |
| Drama   | 2             | 2             | 2             |
| Dance (students can opt to do dance within their Core PE lessons in Year 9) | 2             | 1             | 0             |
| Music   | 2             | 2             | 2             |
| <b>Total:</b>   | <b>50</b>     | <b>50</b>     | <b>50</b>     |

The curriculum is designed to enable every student to achieve their very best and to develop independent learning skills. The KS3 curriculum is a broad and balanced curriculum, suitable for

students of all abilities and is academically rigorous. This offer will provide an excellent preparation for all students for a wide variety of subject choices at GCSE level and beyond.

I hope that this document will give students and parents an overview of the curriculum that is on offer in Year 7 at Cotham School. The aim is to show that we have a broad and balanced curriculum which meets all statutory requirements and provides enriched learning for the students.

If you have concerns about your son/daughter in a particular subject area it is important to contact the subject teacher in the first instance. This can be followed up by contacting the Faculty Team Leader if necessary. The names of the teachers are available on the website with details of their role in school. Alternatively, you can contact the school by email which will be forwarded to the relevant member of staff. Issues regarding behaviour in class should also be raised with the relevant teacher. Behaviour issues outside the classroom should be addressed to the form tutor or the relevant Learning Coordinator.

Please take time to read the booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. An explanation of reporting is also included in order to clarify our system of assessment and the information which you will receive from us.

May I take this opportunity to wish the students every success in Year 7 at Cotham School.

Mr Christopher Reed  
Deputy Headteacher

## Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL)

Cotham school is committed to providing a comprehensive careers education and work-related programme for students of all year groups and aims to achieve the national Gatsby Benchmarks. Careers education is delivered in Years 7, 8 and 9 via tutor-led sessions. We have a highly qualified Professional Careers Advisor who offers 1:1 impartial and objective information, advice and guidance to students. Students will be offered the opportunity to take part in collapsed timetable days of work-related learning to equip students with the employability and enterprise skills needed for success in the world of work. There are additional (virtual) activities during National Careers Week in March.

### Tutorial Periods

There are 9 tutor groups in Year 7. Each tutor group has 27 students.

The tutor stays with the tutor group, as they move up through the school from Year 7 to 11. The tutor is the first port of call for parents and carers and will provide pastoral and academic support. The tutor team is led by the Learning Coordinator, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student.

The theme of Year 7 is 'get involved'. Happy students flourish and students are encouraged to get involved with clubs and activities at school, to make as many new friends as possible and to feel part of the Cotham School community. The transition activities enable the students to come together as a tutor group, get to know one another, and to feel confident about being at secondary school. It is important that students are clear about the school's expectations and ethos. The tutorial programme and assemblies, address this via activities around tolerance, bullying, celebrating diversity and instilling a Growth Mindset approach to learning.

Students register with their tutor every morning as part of their daily 20 minute long tutor time session with their tutors. The tutor sessions are allocated to one assembly per week, two sessions for a tutor reading programme (which aims to broaden students' vocabulary and cultural capital) one session dedicated to sharing important notices, and a further session for tutors to get to know their tutees and to support them with attendance, behaviour and learning. Throughout the week, tutors use this time to also support with personal organisation and homework.

Assemblies are weekly and used for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers, as well as focusing on student success, tutor group challenges and year group issues.

There is a strong emphasis on Literacy skills in Year 7 through a Word of the Week focus and the Tutor Reading Programme. Students need to develop good habits in Year 7, particularly personal organisational skills and completing homework. Developing empathy for others, raising money for charity through a work-related enterprise project, the celebration of Black History Month, National Poetry Day, World Book Day and other events are also included in the programme.

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to earn achievement points for the house and their tutor group. There are three house days per year, where trophies are awarded to the house with the most achievement points for Academic Achievement, PE, Performing Arts and Science, Technology and Maths. Individual Achievement Reports are sent home to parents and carers.

**Homework:**

Formal homework is rarely set by tutors. However, on occasions, students may be asked to complete activities started in tutorial sessions or asked to prepare for an activity such as the Year 7 show and tell.

**Enrichment Activities:**

A range of enrichment activities and extra-curricular activities are offered every year. We would encourage every student to take advantage of these opportunities. Click [here](#) to go to the school website to see the activities on offer.

**How you can support your child:**

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their lanyard (personal identification card), planner and a reading book. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this. Provide your child with somewhere quiet to complete their homework and ensure they have a memory stick for bringing computer work to and from school. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress in school. It is also very important that your child attends school every day and is punctual for school; your child should be on site by 8.25 am each morning and in their tutor base by 8.30am.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can buy breakfast at school each day from 8.15 am.

Key Stage 3 has a homework club in the library, every day after school.

**Educational Inclusion at Cotham School**

*At Cotham we strive to provide an inclusive education for all of our students.*

*To help us achieve this we have dedicated SEND and Inclusion Teams who provide support for students' learning needs as well as behavioural and emotional needs.*

**Learning Support****What is learning support?**

For many reasons, some students may need more help than other students in the class in order to help them achieve their full potential.

**How do we know what is needed?**

Students who are experiencing difficulties may be highlighted by their previous school, a subject teacher, parent/carer or even the student themselves. We make an assessment of the student's needs by talking to staff, parents, the student and, if appropriate, using a variety of tests.

## **Student Learning Plan**

Some students may be given a Learning Plan. This outlines the student's needs and information for the classroom teacher on how to support that student's learning. The Learning Plan is reviewed with the student, parents/carers and the SEND team on a regular basis.

### **What provision is in place?**

Learning support at Cotham is led by the Special Educational Needs and Disabilities Coordinator (SENDCo). In addition there are two Deputy SENDCos (one for Years 7-8 and one for Years 9-11), nine higher level teaching assistants and eight learning support assistants. It is based in the B corridor, a purpose built facility in the heart of the school, which is designed to be a supportive and motivating learning environment. The area is well resourced to support students at all levels including a wide range of books, activities and ICT.

### **Who gets extra help?**

Support is offered to the students who have fallen the furthest behind. Typically these might be:

- Students who are working below their age related expectations
- Students whose difficulty with numeracy, reading and or spelling is such that they will need more support than they could be given in a mainstream class. Some of these students may have a specific learning difficulty (such as dyslexia or dyscalculia)
- Students who have a disability

**Some of these students are already identified as needing extra support through an Education & Health Care Plan (EHCP).**

## **The Special Educational Needs and Disabilities Record**

Students who have been identified as needing extra support are placed on the school's Special Educational Needs and Disabilities Record. The register highlights the child's level of need or disability and ensures that all staff are kept aware of each child's type of need.

### **Levels of Need**

**Wave 1:** These students have a low level of need and are supported by adapted provision within their mainstream lessons

**Wave 2:** Students at this level receive direct help from the school. Typically this might involve working in a small group with an HLTA once or twice a week

**Wave 3:** Students at this level receive highly personalised interventions/adaptations, may have an EHCP and, in addition to school based support, receive regular help from an outside agency

***Should you feel that your child may require additional support, please contact the appropriate Deputy SENDCo, Mary Moore for Years 7-8 or Sinead Brennan for Years 9-11, to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.***

## Literacy

### **Year 7**

Literacy skills are promoted across the curriculum and via numerous initiatives. These include some specific to Year 7, 8 and 9, such as the Tutor Reading Programme which expands students' vocabulary and exposes them to challenging and diverse texts.

Year 7 students have one dedicated literacy lesson per fortnight. This is tailored to each child's strengths and weaknesses with literacy skills: spelling, grammar and punctuation. These are taught in class. All year 7s participate in Bedrock Vocabulary designed to widen their range of vocabulary whilst those with greater need are withdrawn to give them the foundations in literacy that they need.

Students who require additional support with reading are withdrawn from some lessons to receive small-group support with our *ARROW* and *Inference Training* programmes, depending on whether they need support with the decoding of words or with understanding and interpreting what they read.

### **Whole-School**

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. Teaching staff across the curriculum follow the literacy policy which is available on the school website. We also explicitly encourage students to use appropriately academic language for each subject, in both talk and writing, with our *Oracy* initiative.

Students who require additional support with reading, writing and/or oracy are withdrawn from some lessons to receive small-group support.

## Numeracy

Our Key Stage 3 Numeracy programme is designed to equip students with the skills they need to deal with the numerical challenges they will encounter throughout their life. Students will be faced with mathematical problems to solve not only in maths lessons but in the majority of the subjects they study.

We feel it is particularly important to support students who arrive at the school with a numeracy level below that which would normally be expected. To this end, the numerical ability of all Year 7 students is comprehensively assessed during term 1. Testing includes a SATS style assessment and CATS. The results of these assessments are used to set the entire year group according to ability for mathematics in Term 2. In addition, these assessments are used to identify students who will receive extra assistance in improving their numeracy skills.

### **Group 1: Students identified as significantly below the age related expectation in mathematics**

These students will take an additional assessment to establish an accurate level when they start at Cotham. Parents will be contacted and receive advice on how to support their child at home. The students will be placed in a smaller mathematics set and may be supported by an HLTA. In addition, students in this group may be withdrawn from other subjects and receive targeted numeracy support with an HLTA. Students will be regularly assessed and continue to receive support throughout Years 7, 8 and 9 until such time as they demonstrate significant progress in catching up with their peers.

## **Group 2: Students identified as slightly below the age related expectation in mathematics**

Parents will be contacted and invited to a workshop to receive advice on how to support their child at home. The students will be placed in a small mathematics set which may be supported by an HLTA. Students will be invited to a weekly after school support session and take part in an additional programme of home study. Students will be regularly assessed and continue to receive the support until such time as they demonstrate significant progress in catching up with their peers.

## **Reporting to Parents**

### **Monitoring Sheets and Examination Results**

Monitoring sheets are sent home three times a year for each year group. They provide a Current Attainment grade for each subject\*.

The monitoring sheets also give grades for Attitude to Learning and Homework. The grades are Excellent, Good and Underperforming\*\*

\*Examination results may be on monitoring sheets or issued separately depending on the timing of the examinations.

\*\*See the guidance below on interpreting the monitoring sheet.

### **Family Consultation Day (FCD) Year 7**

This is an opportunity for parents to meet with form tutors to discuss how students are settling in to Cotham, attendance, punctuality, engagement and wider contribution to school life.

### **Parents' Evening**

This is an important evening where parents can make appointments to meet with subject teachers to discuss individual student progress and attainment.

### **Tutor Reports**

Tutor reports are sent home at the end of the academic year and contain written comments by the tutor giving an overview of attainment and wider contribution to school life.

An attendance sheet for the whole year goes home with the tutor report, along with the achievement record.

Parents are encouraged to contact form tutors, subject teachers, Learning Coordinators and the Inclusion team by email or telephone if there are any specific concerns.

## Guidance on interpreting Monitoring Sheets

### **Current Attainment in each subject will be judged as either:**

|                 |   |
|-----------------|---|
| Exceeding       | Exceeding the expected standard for a student of their age  |
| Working at      | Working at the expected standard for a student of their age   |
| Working towards | Working towards the expected standard for a student of their age (not yet at the expected standard)                               |
| Working below   | Working below the expected standard for a student of their age (the student is working significantly below the expected standard) |

### **Engagement with Learning in each subject will be judged as either:**

|   |  |
|---|--|
| 1 | Works both independently and in group tasks.<br>Makes a consistent and positive contribution to lessons. Seeks challenge and perseveres.<br>Asks questions to extend their thinking.<br>Exemplary behaviour in all lessons, requires no reminder to stay on task.  |
| 2 | Responds positively to challenging activities.<br>Completes all work set to a good standard.<br>Answers questions and occasionally asks questions to extend their learning.<br>Comes prepared for lessons.<br>Good behaviour in the majority of lessons, responds immediately to reminders to stay on task.<br>Consistently good focus.  |
| 3 | Responds positively to most activities.<br>Completes all of the work set, some of this being completed to a good standard.<br>Answers questions when asked but does not ask questions to extend their learning.<br>Comes prepared for the majority of lessons.<br>Good behaviour in the majority of lessons, requires more than 1 reminder to stay on task.<br>Demonstrates capacity for good focus but this is not seen in the majority of lessons. |
| 4 | Contributes little in lessons.<br>Unfocused / passive in their learning.<br>Does not complete work set to a good standard.<br>Does not always come prepared for the lesson<br>Poor behaviour in lessons, requires regular reminders to stay on task.   |

### **Quality of Work in each subject will be judged as either:**

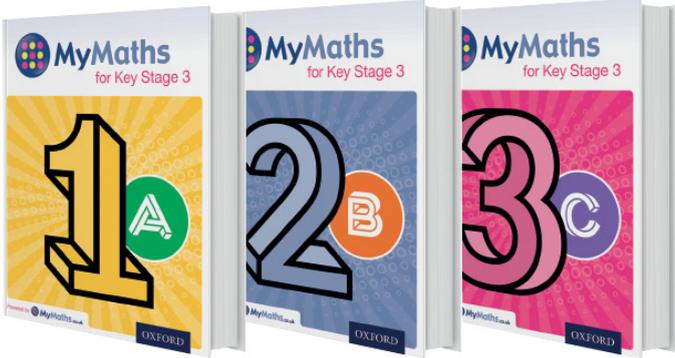
|   |  |
|---|--|
| 1 | All class and homework is completed to the best possible standard for that student.<br>Work completed is beyond what was set or expected.<br>Meets all deadlines.<br>Reviews own progress, acts on the feedback given to them to improve their learning. |
| 2 | All class and homework completed to the best possible standard for that student.<br>Meets deadlines.<br>Takes action based on feedback   |
| 3 | Most class and homework completed to the best possible standard for that student. Some class   |

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|   | <p>and homeworks have been rushed or completed to a standard below that expected of the student.</p> <p>Completes work, but does not meet deadlines.</p> <p>Requires reminders to take action based on feedback.</p>   |
| 4 | <p>Class and homework completed to a poor standard for the level of ability of the student.</p> <p>Regularly hands in incomplete homework, or does not complete homework.</p> <p>Sometimes attempts to act on feedback, needs reminders / prompts to rectify errors or learn from mistakes</p> |

| SUBJECT                      | English  |
|------------------------------|--|
| <b>Year 7 Course Outline</b> | <p>There are a range of units in Year 7 that assess your child's writing skills and your child's ability to analyse texts (such as commenting on a writer's use of language for effect) as well as speaking and listening.</p> <p>Students also have a discrete literacy lesson once a fortnight to support them with their spelling, punctuation and grammar.</p> <p>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</p> <p><b>Myths and Legends:</b></p> <p>Use a range of devices to write to Purpose, write to Audience and write to Form (PAF), focussing on descriptive and narrative writing.<br/>Structure your writing to achieve effects.<br/>Use correct spelling, punctuation and grammar in your writing.</p> <p><b>Studio Ghibli:</b></p> <p>Analyse how the creators make convincing alternative worlds in film.<br/>Create their own story idea collaboratively.<br/>Use their speaking and listening skills to pitch their idea.<br/>Explore what opportunities the film industry has to offer, beyond the obvious ones.<br/>Use correct spelling, punctuation and grammar.</p> <p><b>Lampie:</b></p> <p>A reading unit where students learn to find and use the best quotes.<br/>Understand how individual texts are interconnected with other texts.<br/>Understand complex characters and explore their complexities and ambiguities.<br/>Use correct spelling, punctuation and grammar.</p> <p><b>Time Traveller:</b></p> <p>Understand what the influences on the English language have been over time.<br/>Explore how writers of fiction present these changes.<br/>Evaluate what some of the most important influences have been.<br/>Use correct spelling, punctuation and grammar.</p> <p><b>Introduction to Shakespeare:</b></p> <p>Demonstrate your knowledge and understanding of Much Ado About Nothing.<br/>Make comments about the context (background information) of when Shakespeare was writing.<br/>Use correct spelling, punctuation and grammar in your writing.</p> |

|   |   |
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| <b>Assessment</b>                                     | Each unit has three assessments that will take place throughout the unit. There is a teacher marked piece the other two will either be self or peer marked. Students are expected to spend time improving and amending their work after it has been marked using their feedback to improve their skills.  |
| <b>Year 7 Tests</b>                                   | <p>Teacher marked assessments will be completed at the end of each unit. Units last from 6 weeks to 10 weeks.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for each unit.</p> <p><b>Please find further information on our Year 7 assessments on the English KS3 VLE, under KS3 &gt; Year 7 &gt; KS3 Curriculum.</b><br/> <a href="http://cothamschoolenglish.weebly.com/">http://cothamschoolenglish.weebly.com/</a></p>  |
| <b>Additional Resources and supporting activities</b> | <p><b>CGP books</b> provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> <li>• CGP Key Stage Three Spelling, Punctuation &amp; Grammar (The Workbook) <b>ISBN</b> 978 1 84762 408 6</li> <li>• KS3 English Workbook (with answers) <b>ISBN</b> 978 1 84762 258 7</li> </ul> <p><b>Useful websites:</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize can give helpful overviews of texts and assist with literacy skills.</li> <li>• No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.</li> </ul> |
| <b>Essential Reading</b>                              | <p>Students should be reading for pleasure at home. Please find a link to some suggested texts:<br/> <a href="https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit">https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit</a></p>  |
| <b>Wider Reading</b>                                  | <p>It would be helpful if students could research contextual factors (what life was like when the texts were written and what the writer's purpose might be). At GCSE level, students are expected to apply contextual information into their interpretation of their English Literature texts.</p> <p>Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, gothic and dystopian texts).</p>   |

| SUBJECT                             | MATHEMATICS   |
|-------------------------------------|---|
| <p><b>Year 7 Course Outline</b></p> | <p>After a period of settling in we do an internal baseline test. We use the baseline test and KS2 data to help find the most suitable group for our students. From after the first half term Maths is then taught in four/five classes (on each side of the year) which are set by ability.</p> <p><b>Term 1 (Chapters 1-2)</b></p> <ul style="list-style-type: none"> <li>- Transition unit</li> <li>- Whole numbers and decimals</li> <li>- Measures, perimeter and area</li> </ul> <p><b>Term 2 (Chapters 3-5)</b></p> <ul style="list-style-type: none"> <li>- Expressions and formulae</li> <li>- Fractions decimals and percentages</li> <li>- Angles and 2D shapes</li> </ul> <p><b>Term 3 (Chapters 6-8)</b></p> <ul style="list-style-type: none"> <li>- Graphs</li> <li>- Whole number calculations</li> <li>- Statistics</li> </ul> <p><b>Term 4 (Chapters 9,10 ,16)</b></p> <ul style="list-style-type: none"> <li>- Transformations and Symmetry</li> <li>- Equations</li> <li>- Probability</li> </ul> <p><b>Term 5 (Chapters 11-13)</b></p> <ul style="list-style-type: none"> <li>- Factors and Multiples</li> <li>- Constructions and 3D shapes</li> <li>- Sequences</li> </ul> <p><b>Term 6 (Chapters 14-15)</b></p> <ul style="list-style-type: none"> <li>- Decimal Numbers</li> <li>- Ratio and Proportion</li> </ul> |
| <p><b>Assessment</b></p>            | <p><b>Homework</b></p> <p>Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a powerpoint, creation of a bank of questions, though more often homework will be designed to ensure that students have the opportunity to practise and consolidate the concepts developed in class. Homework is marked and students will be given feedback on what they need to do to improve their understanding of the topic. Students are then given the opportunity to reflect on the feedback and modify their answers or extend their knowledge in lessons.</p>  |

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| <p><b>Year 7 Tests</b></p>                                   | <p>All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the <a href="#">Assessment calendar</a>. These assessments provide evidence for student tracking and movement between ability groups. Prior to each assessment, students are provided with revision lists which can be accessed via the Assessment Calendar.</p>   |
| <p><b>Additional Resources and supporting activities</b></p> | <p><b>Textbook:</b> Each student will be given their own textbook from the library. Students can access this textbook online as well via Kerboodle. The textbook and <a href="#">online version</a> will support you with a number of examples of the type of work undertaken so that you can support your child at home. This is also in the form of a video via the online version.</p> <p>If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased <a href="#">here</a> however, please clarify with their teacher which one to purchase.</p>  <p><b>Equipment:</b> Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</p> <p><b>Websites:</b> The following websites will be useful in supporting learning and revision.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> – used by school for online homework and contains lots of teaching powerpoints, useful revision activities.<br/>Username: cotham Password: mathsissthebest</p> <p><a href="https://hegartymaths.com/">https://hegartymaths.com/</a> - another online learning platform used for homework and independent study. This one contains targeted video tutorials for each learning objective as well as enabling 2-way teacher feedback and personalised revision quizzing. See how to access this with an explanatory video clip <a href="#">here</a>.</p> <p><a href="http://www.kerboodle.co.uk">www.kerboodle.co.uk</a> - the online version of the school textbook.</p> |
| <p><b>Essential Reading</b></p>                              | <p>All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students are all issued with a textbook from the library which is full of modelled examples. The program is enhanced by periodic rich Mathematical activities consistent with the new Key Stage 3 curriculum and Functional Maths activities,</p>   |

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|                        | the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.  |
| <b>Wider Reading</b>   | <p>As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of past paper questions to stretch and challenge your son/daughter's mathematical reasoning:</p> <p><a href="https://www.ukmt.org.uk/individual-competitions/junior-challenge/">https://www.ukmt.org.uk/individual-competitions/junior-challenge/</a></p>  |
| <b>Additional info</b> | Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life.  |

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| <b>SUBJECT</b>                             | <b>Science</b>   |
| <b>Year 7 Course Outline</b>               | <p>Within the first few lessons of Science, safety in the laboratory will be covered.</p> <p>The following chapters will be covered over the course of Year 7:</p> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>● Particles &amp; their behaviour</li> <li>● Periodic table</li> <li>● Elements, atoms &amp; compounds &amp; separation techniques</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>● Forces</li> <li>● Sound &amp; light</li> <li>● Space</li> </ul> <p>Biology:</p> <ul style="list-style-type: none"> <li>● Cells</li> <li>● Reproduction</li> <li>● Ecosystem processes</li> </ul> <p>Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic.</p> <p>The textbooks that the students will be using in class is the Activate 1 &amp; 2 textbooks (this is also available online from the Kerboodle website which all students have log ins to.)</p> |
| <b>Assessment</b>                          | <p><b><u>Homework</u></b></p> <p>Each student will be set weekly homework on Seneca - an online quizzing platform.</p> <p><b><u>Lesson assessment</u></b></p> <p>Each chapter will be assessed with regular quizzing using scientific recall questions. These will ensure students have a good grounding of scientific knowledge for their exams.</p> <p>Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.</p>   |
| <b>Year 7 Tests</b>                        | <p>Students will sit 3 exams throughout the year assessing learning from that terms topics and previous year 7 topics. Further information regarding dates and revision checklists can be found in the Assessment Calendar for year 7.</p>   |
| <b>Additional Resources and supporting</b> | <p>Each student has a Kerboodle login (<a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>). On this website there is a digital copy of the textbook used in lessons. Sometimes homework will also be set on Kerboodle in the form of quizzes. The institution</p>   |

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| <b>activities</b>        | <p>code is to2.</p> <p>The website SENECA has covers a wide range of year 7 science topics to help with revision.</p> <p>BBC bitesize (<a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a>) has lots of information and revision activities available.</p>  |
| <b>Essential Reading</b> | <p>The Kerboodle textbook from the website link above. I would also recommend the Science CGP revision guide for KS3 students (ISBN 978 1 84146 230 1), these can also be purchased on wisePAY</p>   |
| <b>Wider Reading</b>     | <p>BBC bitesize (<a href="http://www.bbc.co.uk/education/levels/z4kw2hv">http://www.bbc.co.uk/education/levels/z4kw2hv</a>) is a great tool to use.</p> <p>BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.</p> <p>For other resources and links please follow the link to the Science department website: <a href="http://cothamschoolscience.weebly.com/">http://cothamschoolscience.weebly.com/</a></p> |
| <b>Additional info</b>   | <p>All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.</p>         |

| <b>SUBJECT</b>   | <b>Geography</b>   |
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| <p><b>Year 7</b><br/><b>Course Outline</b></p>               | <p>Can we Save the World</p> <ul style="list-style-type: none"> <li>● Can describe issues associated with globalisation</li> <li>● Can explain what a sweatshop is and how to deal with them</li> <li>● Can suggest strategies to save the oceans</li> </ul> <p>What is life like in the Middle East</p> <ul style="list-style-type: none"> <li>● Can explain the climate of the Middle East</li> <li>● Can describe the adaptations of living in the desert</li> <li>● Can evaluate the sustainability of Dubai</li> </ul> <p>How do I find my way</p> <ul style="list-style-type: none"> <li>● Can explain Ordnance Survey map symbols</li> <li>● Can use 4 figure and 6 figure grid references</li> <li>● Can find and measure distance on a map</li> </ul> |
| <p><b>Assessment</b></p>                                     | <p>Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via Google Classroom</p>   |
| <p><b>Year 7 Assessments</b></p>                             | <p>Please refer to the Assessment Calendar for Year 7 for details of assessments:</p> <p><a href="https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYgqcFRak">https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYgqcFRak</a></p>   |
| <p><b>Additional Resources and supporting activities</b></p> | <p>Resources will be provided on Google Classroom. This will be added to and continually populated.</p> <p>Deadlines and research tasks to assist with the assessments will be set through Google classroom</p>  |
| <p><b>Essential Reading</b></p>                              | <p>There is not a single textbook for KS3 Geography.</p> <p>Essential reading lists will be provided on the KS3 page on the VLE with reading links and documentaries. These will have links to other pages or websites to assist.</p>  |
| <p><b>Wider Reading</b></p>                                  | <p>A copy of wider reading for Geography can be found here:<br/><a href="https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z">https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</a></p> <p>Explore Google Earth and online maps - many students lack a general basic locational knowledge of the planet.</p>   |

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| <b>Additional info</b> | <p>Geography is extremely popular at GCSE. More than 200 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10 and 11</p> <p>Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham. Geography is a facilitating subject and helps support applications for university places. Geography (along with Psychology) graduates make up the most employable group of graduates in the UK.</p> <p>Geography VLE link: <a href="https://cothamschoolhumanities.weebly.com/">https://cothamschoolhumanities.weebly.com/</a></p> <p>Humanities Clinic:</p> <p>Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link:</p> <p><a href="https://cothamschoolhumanities.weebly.com/">https://cothamschoolhumanities.weebly.com/</a></p> <p>Stretch and Challenge Tasks for Geography:</p> <p><a href="https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z">https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</a></p> <p>Revision Websites</p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p> |
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| SUBJECT                      | History   |
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| <b>Year 7 Course Outline</b> | <p>Topic 1: What were the causes and consequences of the conflicts in 1066?</p> <ul style="list-style-type: none"> <li>● How do we know about the past?</li> <li>● Could you get justice in Saxon England?</li> <li>● What was England like in 1066?</li> <li>● Why was 1066 a year of crisis?</li> <li>● What happened at the battle of Hastings?</li> <li>● Why did William win the Battle of Hastings?</li> <li>● How did William establish control of England?</li> </ul> <p>Topic 2: What was Medieval life, beliefs and ideas like?</p> <ul style="list-style-type: none"> <li>● How did ordinary people live in medieval times?</li> <li>● What was life like for a villein?</li> <li>● What did Medieval people believe in?</li> <li>● What did medieval people know about health and medicine?</li> <li>● What were the different crimes and punishments in medieval times?</li> </ul> |

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|                     | <ul style="list-style-type: none"> <li>● Should we look back at the past and make moral judgement on people's actions?</li> <li>● What was the Black Death?</li> <li>● Why did the Peasants Revolt in 1381?</li> </ul> <p>Topic 3: Travelling and the crusades</p> <ul style="list-style-type: none"> <li>● How did people travel in Medieval times?</li> <li>● What were some of the problems medieval people faced when travelling?</li> <li>● How important was trade in Medieval England?</li> <li>● What was the impact of Arab culture?</li> <li>● What was the impact of Arab culture (Part 2)</li> <li>● Why was Thomas Beckett murdered?</li> <li>● Why did people go on Crusades?</li> <li>● Who was Richard the Lionheart?</li> </ul>  |
| <b>Assessment</b>   | <p>Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via Google Classroom</p>  |
| <b>Year 7 Tests</b> | <p style="text-align: center;"><b><u>Assessment Point 1:</u></b></p> <p style="text-align: center;">An essay to be done in class on the question: "<b><u>Why did William win the Battle of Hastings in 1066?</u></b>"</p> <p style="text-align: center;"><b><u>Assessment Point 2:</u></b></p> <p style="text-align: center;">A 20 question knowledge check covering the Black Death and Peasants Revolt and a PEE paragraph answering the question: "<b><u>Why did the Peasants Revolt in 1381?</u></b>"</p> <p style="text-align: center;"><b><u>Assessment Point 3:</u></b></p> <p style="text-align: center;">A presentation on "<b>How should we remember Richard the Lionheart</b>"</p> <p>Please refer to the Assessment Calendar for Year 7 for details of when the assessments are:</p> <p><a href="https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYgqcFRak">https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYgqcFRak</a></p> |
|                     | <p>History VLE link: <a href="http://cothamschoolhumanities.weebly.com/history1.html">http://cothamschoolhumanities.weebly.com/history1.html</a></p> <p>History Clinic:</p> <p>Mr Lloyd runs History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link:</p> <p><a href="http://cothamschoolhumanities.weebly.com/history-clinic.html">http://cothamschoolhumanities.weebly.com/history-clinic.html</a></p> <p>Stretch and Challenge Tasks for History:</p>  |

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|   | <p><a href="http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html">http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</a></p> <p>Revision Websites</p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://www.senecalearning.com/">Seneca - Homework &amp; Revision Platform (senecalearning.com)</a></p> <p>Useful Research Websites for H/W:</p> <p><a href="http://www.bbc.co.uk/history">http://www.bbc.co.uk/history</a></p> <p><a href="http://johndclare.net/">http://johndclare.net/</a></p> <p><a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a></p> <p>Cotham YouTube Channel:</p> <p><a href="http://cothamschoolhumanities.weebly.com/youtube.html">http://cothamschoolhumanities.weebly.com/youtube.html</a></p> <p>Cotham Pinterest Page:</p> <p><a href="https://uk.pinterest.com/cothamhistory/">https://uk.pinterest.com/cothamhistory/</a></p> |
| <b>Essential Reading</b>                        | <p>KS3 History by Aaron Wilkes: Invasion, Plague &amp; Murder Student Book (1066-1485)</p> <p><a href="#">Aaron Wilkes, James Ball</a></p> <p>ISBN: 9781850083443</p> <p>KS3 History by Aaron Wilkes: Renaissance, Revolution &amp; Reformation Student Book (1485-1750) (Paperback)</p> <p>History in Progress: Pupil Book 1 (1066-1603): Pupil Bk. 1 Paperback – 23 Jan. 2008</p> <p>Reference versions of these books are available in Cotham School library</p>   |
| <b>Wider Reading</b>                            | <p>Horrible Histories books</p> <p>BBC History magazine catalogue available from the library and the History department</p> <p>Historical Fiction book list available in the Cotham School library</p> <p>VLE link to the catalogues:</p> <p><a href="https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8">https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</a></p>  |
| <b>Additional Information on Cotham History</b> | <p><b>Enrichment Activities:</b></p> <p>The History department aims to provide an enrichment activity for all year groups. In Year7 we have a trip to Kenilworth castle. The enrichment provision we offer is always under review and may be subject to change.</p> <p><b>Additional Enrichment Opportunities in Bristol:</b></p> <p>Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p><b>Hollywood vs History Club</b></p> <p>Every Thursday 3.15-4.30 in K003 with Mr Lloyd (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> )</p>   |

**VLE link to Hollywood Vs History Club programme:**

<http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html>

**Homework:**

Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.

| SUBJECT                      | Religion, Ethics & Philosophy  |
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| <b>Year 7 Course Outline</b> | <p><u>Topic One: Where can we find meaning and purpose?</u></p> <ul style="list-style-type: none"><li>- This unit will cover the philosophical concepts of the self, identity and personhood.</li><li>- The scheme of learning will include a wide range of sources: ancient Greek thought, contemporary views on society, interconnectedness of human beings and animal rights.</li><li>- Students will come to understand the value of human life and be able to explain the significance of labelling someone a person.</li></ul> <p><u>Topic Two: What are the origins and history of the major world religions?</u></p> <ul style="list-style-type: none"><li>- Origins and historical context of the six major world religions.</li><li>- Introduction to key theological beliefs of six world religions.</li><li>- Links between emergence of different religious traditions.</li><li>- Impact of different religious traditions within their historical context.</li><li>- Understanding of how each religion fits into wider historical chronology.</li></ul> <p><u>Topic Three: What do people believe about God?</u></p> <ul style="list-style-type: none"><li>- Students will need to recall information regarding historical context, and consider how these beliefs developed understanding &amp; religious knowledge.</li><li>- Understanding key theological beliefs of each of the six major world religions.</li><li>- Being able to interpret the significance of these beliefs on the practice of the religious believer.</li><li>- To be able to explain why these beliefs are important in helping religious believers understand and relate to God.</li></ul> <p><u>Topic Four: Why does Jesus matter today?</u></p> <ul style="list-style-type: none"><li>- Jesus' story as told by Christians</li><li>- Christian beliefs about who Jesus was and his purpose on earth</li><li>- How other religions interpret Jesus' story</li><li>- Atheist and agnostic views on Jesus and his teachings</li><li>- How Jesus' story influence's Christian's behaviour and values today</li></ul> |

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|                      | <ul style="list-style-type: none"> <li>- The different ways in which Jesus has been portrayed in art and literature in different cultures by both believers and non-believers.</li> </ul>   |
| <b>Assessment</b>    | <p>At least two of the units above will include an essay-style assessment. Your teacher will use your essay to let you know how close to the expected standard you are (working at, exceeding etc.) and to let you know what your next steps need to be. Your teacher will give you two weeks' notice to prepare, but if you have been revising weekly from the knowledge organiser as per our home learning requirement then this should not involve any extra work for you. This assessment will also have a multiple choice element; you are expected to achieve 80%+ in this to demonstrate that you have been using the Knowledge Organiser to revise regularly (see Home Learning, below).</p> <p>All units will also include a shorter multiple choice test to make sure you are aware of any gaps in your knowledge before the formal assessments.</p> <p>Once a year you will sit an exam that tests you on your knowledge of all work covered so far. The exam will be multiple choice. You will need to use all the knowledge organisers you've been given so far that academic year to prepare for it. The timing of this exam is determined by the whole school calendar; you will be given at least one month's notice by your teacher.</p> |
| <b>Home learning</b> | <p>For each unit, you will be given a paper copy of a Knowledge Organiser and a Homework Grid. The knowledge organiser contains all of the key information you will learn in the unit. It will also include links to useful online resources. The homework grid is a selection of specific tasks that will help to extend and consolidate your learning.</p> <p>You are expected to use the knowledge organiser to do 20-30 minutes of revision each week. Tasks to be completed from the homework grid are optional. Your teacher will set specific deadlines for you to write into your planner if necessary.</p> <p>The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies.</p> <p>Useful websites<br/> <a href="http://rejesus.co.uk/">http://rejesus.co.uk/</a><br/> <a href="http://request.org.uk/">http://request.org.uk/</a><br/> <a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a><br/> <a href="http://www.reonline.org.uk/knowing/what-re/">http://www.reonline.org.uk/knowing/what-re/</a><br/> <a href="http://senecalearning.com/">Seneca - Homework &amp; Revision Platform (senecalearning.com)</a></p>         |
| <b>Essential</b>     | <p>'Religions to Inspire' textbook series (edited by Steve Clarke)</p>  |

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| <b>Reading</b>       | 'Living Faiths' textbook series (edited by Janet Dyson)  |
| <b>Wider Reading</b> | The Pig Who Wants To Be Eaten - Julian Baggini<br>Sophie's World - Jostein Gaarder<br>The Philosophy Files - Stephen Law<br>The Three Questions - Jon Muth<br>Children's Book of Philosophy - Sarah Tomley<br>The Shack - Paul Young |

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| <b>SUBJECT</b>               | <b>Personal, Social Health and Economic Education</b>   |
| <b>Year 7 Course Outline</b> | <p>In year 7 students receive one lesson per week of PSHEE. by the end of year 7 pupils will be able to:</p> <ul style="list-style-type: none"> <li>· understand what PSHEE stands for (Personal Social Health Economic Education).</li> <li>· describe how they and others see themselves.</li> <li>· explain what is meant by positive and negative self esteem and their potential effects on wellbeing and attainment.</li> <li>· identify different types of bullying (eg the bystander effect) and explain how bullying can affect both the perpetrator and victim.</li> <li>· understand what is meant by emotional wellbeing and can identify different and complex emotions.</li> <li>· identify a variety of ways in which to promote physical and emotional wellbeing.</li> <li>· understand the links between good physical and emotional health.</li> <li>· describe the connection between self-esteem and drug use.</li> <li>· define the term 'drug' and recognise that drugs can have positive and negative effects on the body and brain.</li> <li>· understand some of the reasons why a person might use drugs.</li> <li>· understand what is meant by drug dependency or addiction.</li> <li>· describe the health risks of smoking.</li> <li>· outline the potential consequences of solvent abuse/volatile substance abuse.</li> <li>· understand which drugs are legal or illegal in the UK.</li> <li>· understand that illegal drugs have different classifications.</li> <li>· demonstrate an informed opinion on the use of Cannabis for medical and recreational purposes.</li> <li>· describe the physical, intellectual, emotional and social effects of alcohol use.</li> <li>· understand what is meant by a 'unit' of alcohol.</li> <li>· understand what is meant by 'responsible drinking' in relation to alcohol.</li> <li>· understand the importance of a good night's sleep for a person's physical, intellectual, emotional and social wellbeing (PIES).</li> <li>· understand how changes in the adolescent body can affect a person's PIES aspects of wellbeing.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>· understand the difference between facts and opinion and that sometimes media and politicians can blur the lines (eg fake news/conspiracy theories).</li> <li>· understand that sources of information (eg online) have differing levels of trustworthiness.</li> <li>· understand that human beings' relationship with the planet has changed over time/that there are different reasons why human beings should protect the planet (anthropocentric versus ecocentric).</li> <li>· understand the concept of 'Spaceship Earth' theory and how it relates to current environmental issues.</li> <li>· Understand how decisions can be influenced by other people (eg do people make better decisions as part of a group or individually?)</li> </ul> |
| <b>Assessment</b>                                     | There are no official assessment points in PSHEE. Progress in the subject will be based on work completed in class.   |
| <b>Additional Resources and supporting activities</b> | Interesting articles and related activities will be shared via Google classroom.  |
| <b>Essential Reading</b>                              | It is recommended that students regularly access appropriate current affairs via the BBC website (eg Newsround) or via information sites listed on the PSHEE VLE.   |
| <b>Wider Reading</b>                                  | <a href="http://www.talktofrank.com/">http://www.talktofrank.com/</a> .<br><a href="https://www.bullying.co.uk/">https://www.bullying.co.uk/</a>  |

| SUBJECT   | Literacy (year 7 only)   |
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| <b>Year 7 Course Outline</b>                          | <p>Literacy lessons occur once a fortnight throughout year 7. In the majority of lessons students spend half an hour, in a group of no more than eight, working on aspects tailored to their literacy abilities. These are delivered by either the class teacher or by a Higher Level Teaching Assistant.</p> <p>Students are placed in one of these four curricula for this group work:</p> <ul style="list-style-type: none"> <li>● spelling</li> <li>● sentences (grammar and punctuation)</li> <li>● sentences and more (grammar and punctuation)</li> <li>● sentences and beyond (grammar and punctuation)</li> </ul> <p>Students spend the other 30 minutes of the lesson expanding their vocabulary with the online <i>Bedrock Vocabulary Programme</i>. The programme places students on a level commensurate with their reading ability. Parents and teachers alike are able to view their child's/students' progress, and effort, by logging into the Bedrock site.</p> <p>Students receive their library induction during their first literacy lesson. During this, they discover how our wonderfully-equipped library operates; about the Dewey System and library cataloging and they compete to apply this knowledge by hunting for specific texts.</p> <p>Later in the academic year, students receive a research lesson, emphasising the importance of seeking out reliable sources and of crediting them.</p> |
| <b>Assessment</b>                                     | <p>Homework: Students are expected to complete three <i>Bedrock Vocabulary</i> lessons between each literacy lesson. These last approximately 20 minutes each. Students can attend homework club, in the library after school, if they do not have access to a computer, iPad or iPhone at home.</p>   |
| <b>Year 7 Tests</b>                                   | <p>Students are assessed with the <i>Progress Test in English (Transition)</i> at the start of the academic year and are re-tested at the end with the <i>PTE (12 years)</i> at the end. This measures their progress in aspects of literacy taught in literacy lessons.</p> <p>Students' vocabulary progress is regularly tested as an integral part of the <i>Bedrock Vocabulary Programme</i>.</p>  |
| <b>Additional Resources and supporting activities</b> | <p>Use of the library is essential for literacy lessons as they have library induction, and research, lessons here. The library computers are used for <i>Bedrock Vocabulary</i>.</p> <p>One Higher Level Teaching Assistant is dedicated to each literacy lesson. Along with the class teacher, they deliver small group literacy lessons.</p> <p>Our library manager delivers the library induction and the research lessons.</p>  |
| <b>Wider Reading</b>                                  | <p><a href="https://www.bedrocklearning.org/about/what-is-bedrock-vocabulary/">https://www.bedrocklearning.org/about/what-is-bedrock-vocabulary/</a></p> <p><a href="https://www.theconfidentteacher.com/category/closing-the-gap/">https://www.theconfidentteacher.com/category/closing-the-gap/</a></p>  |

| SUBJECT   | GERMAN Carousel - Terms 3 and 4  |
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| <b>Year 7 Course Outline</b>                          | <p>Year 7 have 4 German lessons a fortnight and are taught in tutor groups. Our course is based on Zoom 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - The German speaking world and introductions</p> <p><b>Term 2</b> - Unit 2 - Family</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>   |
| <b>Assessment</b>                                     | <p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week.</p> <p>Vocab is set on Quizlet.com</p> <p>Vocabulary lists can be found on the following link.<br/> <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a></p> |
| <b>Year 7 Tests</b>                                   | <p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Reading &amp; Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>   |
| <b>Additional Resources and supporting activities</b> | <p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>   |
| <b>Essential Reading</b>                              | <p>Some recommended revision guides (available on amazon etc. or suppliers website <a href="https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33">https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33</a>)</p> <p>CGP German Revision Guide £4.95</p> <p>ISBN: 978 1 84146 840 2</p> <p>CGP KS3 German Workbook with Answers £4.95</p> <p>ISBN: 978 1 84146 849 5</p>   |
| <b>Wider Reading</b>                                  | <p>Anything you can get your hands on in German! The library has a small selection of books in German. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with German</p>  |

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|  | subtitles so you can learn as you watch!  |
|  | There are many opportunities at Cotham for those who love languages!<br>Currently, there is a Year 8 trip to the Black Forest in Germany and in Year 9, there is a long-running German exchange, both of which have proved extremely popular! |

| SUBJECT   | FRENCH - Terms 5 and 6  |
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| <b>Year 7 Course Outline</b>                          | <p>Year 7 have 4 French lessons a fortnight and are taught in tutor groups. Our course is based on Allez 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - French speaking world and introductions</p> <p><b>Term 2</b> - Unit 2 - Family</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p> |
| <b>Homework</b>                                       | <p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week.</p> <p>Vocabulary lists can be found on the following link. <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a></p>                                    |
| <b>Year 7 Assessment</b>                              | <p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Reading &amp; Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>  |
| <b>Additional Resources and supporting activities</b> | <p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>BBC Bitesize is also an excellent resource.</p> <p>Vocab is set on Quizlet.com</p> <p>Additional homework is set on Seneca</p>   |
| <b>Essential Reading</b>                              | <p>Some recommended revision guides (available on amazon etc. or suppliers website <a href="https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32">https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32</a>)</p> <p>CGP French Revision Guide £5.95</p> <p>ISBN: 978 184 146 839 6</p>   |
| <b>Wider Reading</b>                                  | <p>Anything you can get your hands on in French. The library has a small selection of books in French. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with French subtitles so you can learn as you watch. There is a foreign film section available on Netflix.</p>  |

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|  | There are many opportunities at Cotham for those who love languages. Currently, there is a Year 8 trip to the Opal Coast in France. |
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| <b>SUBJECT</b>  | <b>SPANISH Terms 1 and 2</b>   |
| <b>Year 7 Course Outline</b>                          | <p>Year 7 have 4 Spanish lessons a fortnight and are taught in tutor groups. Our course is based on ¡Claro! and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 Spanish speaking world and introductions</p> <p><b>Term 2</b> - Unit 2 Family</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>  |
| <b>Homework</b>                                       | <p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Each student must achieve a minimum pass grade. If not, they may be asked back to extra support sessions.</p> <p>Vocabulary lists can be found on the following link and all lists are set on Quizlet - an interactive website for learning vocabulary - class joining code here:<br/> <a href="https://quizlet.com/join/CMGev5S2t">https://quizlet.com/join/CMGev5S2t</a></p> <p>Additional homework is set on Seneca<br/> <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a></p> |
| <b>Year 7 Assessment</b>                              | <p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Reading &amp; Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>   |
| <b>Additional Resources and supporting activities</b> | <p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>BBC Bitesize is also an excellent resource.</p>   |
| <b>Essential Reading</b>                              | <p>Some recommended revision guides (available on Amazon etc. or suppliers website <a href="https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33">https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33</a>)</p> <p>CGP Spanish Revision Guide £4.95</p> <p>CGP KS3 Spanish Workbook with Answers £4.95</p>   |

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| <b>Wider Reading</b> | Anything you can get your hands on in Spanish! The library has a small selection of books in Spanish. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films / TV series with Spanish subtitles so you can learn as you watch! |
|                      | There are many opportunities at Cotham for those who love languages!  |

| SUBJECT                      | Computing and IT  |
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| <b>Year 7 Course Outline</b> | <p><b>Online Programme of Study and Lessons</b></p> <p>Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page:<br/> <a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p><b>Term 1 &amp; 2 - PC Driving License</b></p> <p>Students learn how to organise files and folders appropriately on computer to effectively store and manage saved files</p> <p>LO: Year 7 Information Technology 1</p> <p><b>Term 3 &amp; 4 - Online Safety</b></p> <p>Students learn about how to stay safe online by covering a range of topics from Cyberbullying to Social Networks.<br/> LO: Year 7 Digital Literacy 1 - Online Awareness</p> <p><b>Term 5 - Business Skills Exam</b></p> <p>Students learn how to combine a number of digital applications to fulfill a exam brief.<br/> LO: Year 7 Information Technology 3</p> <p><b>Term 5 &amp; 6 - Scratch Programming</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch.<br/> LO: Year 7 Programming 1</p> |
| <b>Assessment</b>            | <p>More information available here:<br/> <a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>End of Topic Assessments</b></p> <p>Each topic is assessed in one of two ways:</p> <ol style="list-style-type: none"> <li>1. Project Work<br/> The cumulative work for the whole topic is looked at and assessed. This may take the form of: several individual pieces of work or a completed digital product that has been worked on throughout the topic.</li> <li>2. End of Topic Assessment<br/> A one assessment takes place at the end of the topic. The score from this is used as the end of topic grading.</li> </ol> <p><b>Y7 Exam - Business Skills</b></p> <p>Students sit one in-lesson practical exam in Business Skills. This tests them on the business IT skills they have developed through their first two projects including internet searching, desktop publishing and presenting information.</p>  |

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|  | <p><b>In Lesson Tasks</b></p> <p>Each topic of work uses a LEARN, SHOWCASE, EXCEL task structure. The structure is designed to:</p> <ul style="list-style-type: none"> <li>• Walk students through the learning of the topics core skills and knowledge with the LEARN tasks</li> <li>• Provide opportunities for students to demonstrate their learning through the showcase tasks</li> <li>• Stretch high achieving students through independent learning and discovery.</li> </ul> <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>   |
| <p><b>Year 7 Tests</b></p>                                   | <p><b>Assessment Dates</b></p> <p>(all dates are subject to change if needed)</p> <p><b>Term 2</b> - PC Driving License</p> <p><b>Term 4</b> - Online Safety</p> <p><b>Term 5</b> - Business skills exam</p> <p><b>Term 6</b> - Scratch Programming</p> <p>Dates for assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.</p>   |
| <p><b>Additional Resources and supporting activities</b></p> | <p><b>Department Homepage</b></p> <p><a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p>All lessons and additional resources are stored here</p> <p><b>Further Information on KS3 Assessment Strands</b></p> <p><a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>Low Cost Computers Council Scheme</b></p> <p>Looking for a low cost computer that can be used at home to support your children with school work? Computers to buy for as little as £50.</p> <p><a href="http://www.bristolcomputerreuse.org/">http://www.bristolcomputerreuse.org/</a></p> |
| <p><b>Wider Reading</b></p>                                  | <p><a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a></p>   |
| <p><b>Additional info</b></p>                                | <p><b>Enrichment Activities:</b></p> <p>We run a range of Cyber events and activities with Cyber Discovery an ongoing competition. Keep an eye on Google Classroom and the weekly newsletter for opportunities throughout the year.</p>  |

| <b>SUBJECT</b>               | <b>Design and Technology and Food Science</b>   |
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| <b>Year 7 Course Outline</b> | <p>Students experience three main challenging projects delivered by specialist teachers; these will include a 'Bird Feeder' design task, Electronics Greeting card and the Food Science and Nutrition module. Students will spend half the year on DT and/or Food switching after February half term.</p> <p>During their study students will gain a knowledge and understanding of the <b>Core Technical Principles</b> of Design &amp; Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene.</p> <p><b>Bird feeder.</b> Students build a bird feeder from a mixture of materials for a garden or outdoor space. Learning how to work safely and confidently with timber, the properties of softwood, adhesives, design requirements, environmental issues, specifications, specialist tools and processes. Students will use a variety of tools to include tenon saw, bench hook, sanding, blocks, screwdrivers. Equipment used will include the pillar drill, belt sander, hot wire strip heater. Quality control is emphasised in the project and finishing techniques.</p> <p><b>Paper Engineering.</b> Students will be introduced to Corel Draw to use for desktop publishing for their card. Image editing and layout of the card will be considered by students. The card will include an electronics component and students will learn circuit theory and soldering. The project will also include the use of the laser cutter to produce a prototype.</p> <p><b>Food Science</b><br/>Students will make the following dishes, Boiled Egg and Toast, Coleslaw, Fruit Crumble, Tomato Ragu, Mince Pies, Pizza, Enchiladas and flavoured water drinks. Students are taught key skills for example hazards in a food room, bacterial contamination, heat transfer, safety electric and gas cookers, knife skills, properties of fruit, bread making, safe handling of meat. Throughout key nutrition is taught to include the 'Eat Well Guide', macro and micronutrients functions and sources. Food science is delivered throughout each practical lesson.</p> |
| <b>Assessment</b>            | <p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors. Students will also be assessed on the knowledge of the materials and processes used at the end of each project and this will be in the format of multiple choice questions.</p> <p><b>Homework</b></p> <p>Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.</p>  |
| <b>Year 7 Tests</b>          | <p>Testing for Design &amp; Technology takes place during Year 7 examination week and takes the form of a 45 minute Google Form based on multiple choice responses. Questions will be based on tools and equipment used, materials and properties, safe working practices, food science and nutrition.</p>  |

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| <p><b>Additional Resources and supporting activities</b></p>  | <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> is a fantastic resource for revision and all things Design &amp; Technology based. There is a wealth of information split into the specialisms taught throughout KS3 at Cotham and they make a perfect foundation of knowledge for further study at GCSE and beyond.</p> <p>Students are eligible to download a personal copy of Autodesk Inventor for use at home should they have a powerful enough computer available. Details, registration and downloads are available from <a href="http://www.autodesk.com/education/">http://www.autodesk.com/education/</a> students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>Students have access to the online GCSE Food textbook.</p> <p><a href="http://www.illuminate.digital/edugasfood">www.illuminate.digital/edugasfood</a></p> <p>Student Username: SCOTHAM4</p> <p>Student Password: STUDENT4</p> <p>Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.</p> |
| <p><b>Essential Notes</b></p>  | <p>Please advise the school of any medical dietary or allergen need in advance so this can be recorded in school - so that risk assessments can be put into place.</p>   |

| SUBJECT   | Dance  |
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| <p><b>Year 7 Course Outline</b></p>               | <p><b>Term 1: Introduction to Dance.</b></p> <p>Looking at the three different elements of Dance: choreography, performance &amp; appreciation learning and creating works to demonstrate the differences.</p> <p><b>Term 2: Performance</b></p> <p>Creating and performing a full group dance with a focus on technical skills, dynamics and energy.</p> <p><b>Term 3: Appreciation</b></p> <p>Describing and commenting on the professional dance work Swansong by Christopher Bruce. Students will learn to discuss the use of costume, movements and props to tell a story through practical and written work.</p> <p><b>Term 4: Choreography</b></p> <p>Using a variety of different stimuli students will develop a variety of choreographic skills including motif and motif development.</p> <p><b>Term 5: Exam</b></p> <p>Taught and created phrases are intensely rehearsed to focus on specific performance skills including projection and extension.</p> <p><b>Term 6: Performance</b></p> <p>Pulling together all the skills learned and developed to create and perform a short duo/trio based on Natural Phenomena</p> |
| <p><b>Assessment</b></p>                          | <p>Each term is assessed in line with the termly focus. This may take place in the form of a final performance, on-going teacher assessment throughout lessons, written class work and/or homework. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>All assessment performances will be recorded and stored safely, all written will be placed in class folders. Written feedback from teachers, peers and self-review is also placed here.</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>   |
| <p><b>Year 7 Assessments</b></p>                  | <p>Students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>  |
| <p><b>Additional Resources and supporting</b></p> | <p>There are a number of dance clubs and companies that students can join. These vary depending on the time of year- the information will be available in the Dance Department and via the weekly bulletin.</p>  |

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| <b>activities</b>                                      | Enrichment Activities are reviewed every year and are open to change.   |
| <b>What can parents/ carers do to support students</b> | <p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) and black trackies/ shorts/ leggings.</p> <p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p> |

| <b>SUBJECT</b>  | <b>Drama</b>  |
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| <b>Year 7 Course Outline</b>                          | <ol style="list-style-type: none"> <li>1. Key Skills One: A unit which introduces you to the 3 main areas of Drama: Use of space, Actor and audience, and Improvisation</li> <li>2. Drama Texts: a series of self-contained workshops in which you are introduced to a variety of stimuli to devise from and develop your understanding of a variety of Drama techniques; ranging from cross cutting to hot-seating.</li> <li>3. Page to Stage 1: A scripted unit aimed at allowing you to learn lines and take a character and plot from 'page to stage'.</li> <li>4. Staging Shakespeare 1: A performance based unit introducing students to important characters, plays and scenes from a variety of Shakespeare's plays.</li> <li>5. Physical Theatre: In this unit you will learn how to respond and perform in a variety of non-naturalistic ways. The first half of the unit is structured around learning skills. In the second half of the unit you will apply those skills in performance.</li> <li>6. Extended Performance: Taking a classic story, you will use the skills and techniques that learnt across the year to develop a polished performance.</li> </ol> |
| <b>Assessment</b>                                     | <p>Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam. There is a formal assessment attached to each unit of work.</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>  |
| <b>Year 7 Tests</b>                                   | <p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>  |
| <b>Additional Resources and supporting activities</b> | <p>All resources are shared through via google classroom and students have hard copies of them in their resource books</p> <p>Activities currently on offer include: a whole school summer show, The Shakespeare in Schools Festival, CUE Bristol Youth Theatre and lower school drama clubs</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>   |
| <b>Essential Reading</b>                              | <p>Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are made available via Google Classrooms.</p>   |
| <b>Wider Reading</b>                                  | <p>The more performances students are introduced to, the more they will develop their skills. Useful websites such as <a href="http://www.stageworks.co.uk">www.stageworks.co.uk</a> or the national theatre's official website offer a wide range of activities and ideas to develop</p>   |

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|  | <p>performance and audience skills.</p> <p>Bristol is a great city for theatre and performance with The Tobacco Factory and Bristol Old Vic offering a wide selection of plays and workshops.</p> |
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| SUBJECT                      | Music   |
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| <b>Year 7 Course Outline</b> | <p>In Year 7 students develop harmony and rhythm; keyboard; voice; listening &amp; appraising, and basic music notation skills through exploring musical styles, performing and composing. Units of work include:</p> <ul style="list-style-type: none"> <li>● World Music</li> <li>● Foleys</li> <li>● Baroque Music: Pachelbel's Canon</li> <li>● Programme Music</li> <li>● Pop Song</li> <li>● Summer Music Project</li> </ul> <p>Students will experience music making using acoustic instruments or can experience and become familiar with our professional digital audio workstations in our Mac suites for selected topics.</p> <p>They are also invited to form a Year 7 choir to perform at the Winter Sharing Evening. For selected units students may perform their work in front of the class, and those students who play an instrument will be encouraged to use it in appropriate units of work.</p> |
| <b>Assessment</b>            | For each unit of work students practical work will be assessed which will take  |

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|   | <p>the form of either a performance or composition.</p> <p>Students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>In a variety of topics students will complete a listening test in which they identify the musical features of the genre they are studying, and apply their knowledge of the specialist area.</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>  |
| <b>Year 7 Tests</b>                                   | <p>In Year 7 students will complete a 45 minute listening baseline test, and will be observed performing rhythm tasks to assess their current stage of musical development. This assessment will also take into consideration skills developed through instrumental tuition.</p> <p>Throughout Year 7 vocabulary and listening tests will happen and will be linked to the unit of work students are studying. Test dates will be given to students in their lessons (written in their planners) and set on Google Classroom.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>  |
| <b>Additional Resources and supporting activities</b> | <p>To support your child in their musical development providing them access to a basic keyboard instrument will support much of their classroom work. Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through performing music with other musicians; and encourage them to join Cotham Singers (junior choir) as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends.</p> <p>There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. Activities include Cotham Singers, Steel Pans, Cotham Rookies (junior orchestra), and Computer Composing Club. There are regular opportunities for these groups to perform in concerts throughout the year.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p> |
| <b>Essential Reading</b>                              | <p>Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.</p>  |
| <b>Wider Reading</b>                                  | <ul style="list-style-type: none"> <li>• Pearson Publishing - Opus Student Books 1, 2 and 3</li> <li>• Encourage students to listen to music around the unit of work they are studying.</li> </ul>   |
| <b>Additional info</b>                                | <p>At Key Stage 3 Music is taught to mixed ability groups by specialist music teachers. The key stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The</p>  |

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|  | <p>topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each unit of work and each unit is differentiated so students can access the work at different levels, regardless of their prior music experience. Those students that play a musical instrument will have the opportunity to use it in some of their lessons.</p> |
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| <b>SUBJECT</b>  | <b>Physical Education</b>  |
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| <b>Year 7 Course Outline</b>                          | <p>In Year 7 students are introduced to the National Curriculum by taking an in-depth look at each of its five key processes. Each process is tackled by a specifically tailored unit of work each term.</p> <ul style="list-style-type: none"> <li>● Developing skills in physical activity through outwitting opponents in invasion games.</li> <li>● Evaluating and improving through gymnastics/parkour</li> <li>● Making and applying decisions through orienteering and team building activities.</li> <li>● Developing physical and mental capacity and making informed choices about healthy, active lifestyles through athletics.</li> </ul>  |
| <b>Assessment</b>                                     | <p>The PE curriculum aims to develop students' competence and confidence to take part in a range of physical activities that can then become part of their lifestyle, both in and out of school. During the Key Stage they will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations.</p> <p>Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are mixed ability. Students are assessed in the first term in year 7 based on the students' confidence and competence in our introductory unit of work. These groups are continually reviewed over the key stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential.</p> <p>Each unit of work throughout the Key Stage lasts for a term and students are assessed in the progress they make against the Cogs of Learning. There are six cogs which include; Cognitive, Creative, Health &amp; Fitness, Physical, Personal &amp; Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental &amp; social skills, which we believe helps to promote lifelong learning &amp; involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a "moderation lesson"</p> |
| <b>Year 7 Tests</b>                                   | No formal test in PE. Assessment is continuous throughout the year   |
| <b>Additional Resources and supporting activities</b> | All resources are uploaded to the PE Google Classroom group pages. These will include videos of students performance to allow them to give feedback to improve either their own or each-others work.   |
| <b>Essential Reading</b>                              | No textbook required for PE, however we do expect students to be keeping up to date with current issues in sport, either by reading newspapers, magazines and website (such as BBC sport) and/or listening to the radio (Radio 5 live) or various sports related podcasts.   |

## Wider Reading

There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Each year group has a specific lunchtime when they are able to come into the sports hall and take part in an activity, which changes each term. In addition, the boys and girls in each year group have one after school club each term they can join in order to develop their interests further and represent Cotham in the various Bristol Schools competitions if they so desire.

Girls clubs:

- Netball and Health & Fitness in the autumn term.
- Football, Health & Fitness and basketball in the spring term.
- Athletics, Tennis and rounder's in the summer term.

Boys clubs:

- Rugby and basketball in the autumn term.
- Football and basketball in the spring term.
- Athletics, Tennis and cricket in the summer term.
- There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls.

The department also runs a ski trip each year to students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment.

| <b>SUBJECT</b>  | <b>Visual Arts</b>  |
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| <b>Year 7 Course Outline</b>                          | <p>During Year 7, students are introduced to a range of different techniques and processes, they learn about the elements of art (line, shape, space, form, tone, texture, pattern and colour) and they develop the habits and skills that enable them to think and work with increasing independence.</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>● Formal Elements</li> <li>● Hundertwasser</li> <li>● Mandala Plates</li> <li>● Millie Marotta Animals</li> <li>● Futurism</li> <li>● Book Art</li> </ul> <p><b>Artists:</b></p> <p>Van Gogh, Paul Klee, Hundertwasser, Millie Marotta, Fortunato Depero, Marcel Duchamp, Charis Tsevis, Tom Phillips, Sue Blackwell.</p> <p><b>Key skills</b></p> <p>Drawing, collage, composition, colour theory, colour mixing, painting, monoprinting, analysing artists and their work, pattern, pen and ink, creating patterns from grids, symmetry, multi-media work and ceramics.</p> |
| <b>Homework</b>                                       | <p>Within each project, students will analyse Artist's images to develop a visual literacy, written analysis to develop a depth of understanding and an Art vocabulary and refinement and exploration of skills learnt in class to improve the quality of outcomes.</p>   |
| <b>Assessment</b>                                     | <p>Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks on the student's overview sheets..</p> <p>Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>Students are encouraged to constantly reflect on their own work to enable them to develop their ideas and skills. Written self and peer reflection is completed and attached to relevant pages in their sketchbooks.</p> <p>Students have one lesson each year where they work under exam conditions. The exam task is a piece of work that allows them to put into practice the skills they have developed over the term and is part of their existing project.</p>   |
| <b>Additional resources and supporting activities</b> | <ul style="list-style-type: none"> <li>● Art club for KS3 students runs one lunchtime per week (and remotely at present)</li> <li>● Competitions run throughout the year.</li> <li>● Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</li> </ul>  |
| <b>How</b>  | <ul style="list-style-type: none"> <li>● Talk to your son/daughter about their art projects; it is helpful for them</li> </ul>  |

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| <p><b>parents/carers can support students</b></p>                    | <p>to discuss their ideas.</p> <ul style="list-style-type: none"> <li>● Support with research for the written homework task: look at internet sites together; visit galleries; browse books; use pinterest.</li> <li>● Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this.</li> <li>● Practice different art and craft techniques with them at home so they develop their confidence using materials; encourage them to take risks and try things out, practise key skills.</li> <li>● Encourage them to attend art clubs.</li> <li>● Visit Art galleries and exhibitions for inspiration.</li> </ul> |
| <p><b>Useful websites</b></p>  | <p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a><br/> <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a><br/> <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a><br/> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a><br/> <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a><br/> <a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a><br/> <a href="http://www.studentartguide.com">http://www.studentartguide.com</a></p>  |
| <p><b>Galleries and museums in Bristol (most are free entry)</b></p> | <p><a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a><br/> <a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a><br/> <a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a><br/> <a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a></p>   |