



Key Stage 3 Curriculum Booklet 2026/27

Year 7

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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.

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. An Assessment calendar is sent out to the parents of Year 7 at the start of the year and this 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.

Subject	Year 7	Year 8	Year 9
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
Philosophy and Religion	3	2	2
Art and Design	2	2	2
Design Technology / Food	2	2	2
Computing	2	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
Total:	50	50	50

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.

Cotham Futures

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 activities during National Careers Week in March to emphasise existing skills and build confidence in gaining new ones.

Tutorial Periods

There are 9 tutor groups in Year 7.

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 and their Year Team Assistant, 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 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; 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 planner and reading book. Students must also bring their lanyard (Personal Identification Cards) and wear them around their necks. Student lanyards are a key piece of our safeguarding process and must be worn everyday on the school site. 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 get a free breakfast at school each day from 8.10 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 is a Deputy SENDCo, six higher level teaching assistants and seven 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 Gabrielle Telford (SENDCo, Years 9 to 11), Laurie Knowles-Smith (Deputy SENDCo Years 7 and 8) to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.

Literacy

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. Students are then quizzed on the words they have been learning at the end of the week and at the end of each half term.

In tutor time, Key Stage 3 tutor groups read a book with their tutor. The book that your child will read is a book chosen by your child and their tutor group; we feel it's really important to give them ownership of what they read to maximise their enjoyment. The Tutor Reading Programme expands students' vocabulary and exposes them to challenging and diverse texts.

In terms of our curriculum, all teachers see themselves as teachers of reading. We feel that it's important for our students to know that all members of staff value reading, regardless of the subject they teach. Teachers ensure that lessons involve explicit vocabulary teaching and that reading strategies such as skimming, scanning and reciprocal reading are practised. By practising these strategies together, our students become more confident with approaching unfamiliar texts when reading independently.

We also explicitly encourage students to use academic language for each subject, in both talk and writing, through their oracy skills.

Students who require additional support with reading will be invited to receive small-group support to develop their ability to decode words and to comprehend what they have read.

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 twice a year for each year group. They provide a Current Attainment grade for each subject*.

The monitoring sheets also give grades for Engagement with Learning and Quality of Work. The grades are 1/2/3 or 4.

*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 into 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. Makes a consistent and positive contribution to lessons. Seeks challenge, perseveres and asks questions to extend their thinking. Exemplary behaviour in all lessons, requires no reminder to stay on task.
2	Responds positively to challenging activities. Completes all work set to a good standard. Answers questions and occasionally asks questions to extend their learning. Comes prepared for lessons. Good behaviour in the majority of lessons, responds immediately to reminders to stay on task. Consistently good focus.
3	Responds positively to most activities. Completes all of the work set, some of this being completed to a good standard. Answers questions when asked but does not ask questions to extend their learning. Comes prepared for the majority of lessons. Good behaviour in the majority of lessons, requires a reminder to stay on task. Demonstrates capacity for good focus but this is not seen in the majority of lessons.
4	Contributes little in lessons. Unfocused / passive in their learning. Does not complete work set to a good standard. Does not always come prepared for the lesson 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. Work completed is beyond what was set or expected. Meets all deadlines. 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. Meets deadlines.

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

Assessment of Oracy: an overall mark based on the student's demonstration of a range of speaking and listening skills

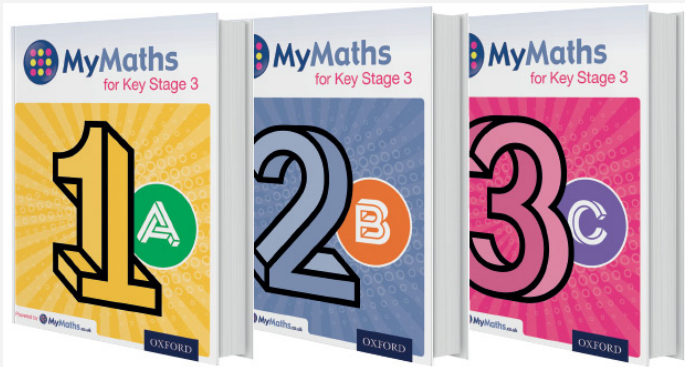
1	Always speaks clearly with appropriate moderation of pace and tone; natural use of body language. Always uses full sentences and discourse markers to structure speech; uses subject specific vocab with confidence. Always engages with others' ideas and uses them to inform their own position on a topic; demonstrates listening through precise summary and questions for clarification. Always articulates their own position and actively encourages contributions from others; can take a leading role in group tasks.
2	Speaks clearly, adapting pace and tone; uses body language for active listening and to support meaning. Uses full sentences and discourse markers to structure speech; uses subject specific vocabulary consistently. Engages with others' ideas; demonstrates listening through summary or questions for clarification. Articulates their own position and responds appropriately to others in a group context.
3	Tone, pace and volume can lack clarity; can use body language for active listening, but not consistently. Can use full sentences and subject specific vocabulary, but not consistently. Can engage with or evidence their understanding of other peoples' ideas, but not consistently. Can be reluctant to speak and does not always respond appropriately to others.
4	Rarely speaks at an appropriate tone, pace and volume; rarely uses body language for active listening. Often speaks in fragmented sentences with a limited range of vocabulary. Rarely engages with or evidences their understanding of other peoples' ideas. Is often reluctant to speak and/or does not respond to others in an appropriate way.
N or N/A	On occasion, grades may not be available for individual students.

SUBJECT	English
Year 7 Course Outline	Our curriculum in Year 7 is designed to develop students' reading, writing, speaking and listening skills so that they become confident, critical, creative and conceptual learners. Throughout the year, students are introduced to key skills allowing them to analyse a range of texts, including exploring how writers use language and structure to create meaning and effect. They also develop confidence in communicating their ideas through discussion, presentation and collaborative activities. At the beginning of each academic year, all year groups complete a short introductory unit which reminds students of the foundational literacy skills required to be effective communicators. In addition, students will complete baseline assessments to identify any gaps which can then be addressed quickly by their teacher or the SEND department. Wolf Road: Students study the novel <i>Wolf Road</i> by Alice Roberts, developing key reading skills including scanning, summarising, inference, creative response and reading aloud with fluency. Alongside their literary study, students build essential secondary English skills such as note-taking, annotation, class discussion and oracy. Myths and Legends: Students develop their creative writing by producing engaging descriptive and narrative pieces for a range of purposes, audiences and forms (PAF). They learn how to structure their writing effectively to create impact while continuing to improve the accuracy of their spelling, punctuation and grammar. Studio Ghibli: Students explore how filmmakers create convincing alternative worlds, analysing the techniques used to engage audiences. They develop their analytical writing through structured paragraphs before working collaboratively to create and pitch an original story idea, strengthening their speaking and listening skills. The unit also introduces students to the wide range of careers available within the film industry. Accurate spelling, punctuation and grammar remain an important focus throughout. Introduction to Shakespeare: Students are introduced to Shakespeare through the comedy <i>Much Ado About Nothing</i>. They explore themes, characters and Shakespeare's language, with a particular focus on strong female characters. This provides a foundation for future study, including <i>Romeo and Juliet</i> in Year 9, and their GCSE texts. Students continue to develop their analytical writing while maintaining high standards of spelling, punctuation and grammar.
Assessment	Students are continuously assessed within every lesson through a combination of questioning, live marking and oracy-based activities. Each unit has two extended tasks for which students are prepared in advance. One is

	a self-assessed, allowing students to build their independence and awareness of their component skills. The second is a teacher-marked piece, which students will always respond to by improving and amending their work after it has been marked using feedback to improve their skills and will be supported in doing so in class by their teacher and peers. Students will also be prepared for the Y7 exam during a 2-week preparation window, practising explicit skills which will be present in the exam. This exam will then be marked and students will be given time to develop and improve their skills using the feedback they've received.
Year 7 Tests	Teacher marked practices will be completed at the end of each unit, and we always give students time in lessons to prepare for their practices and students are aware of the skills we are assessing for the unit they are being assessed on. In addition, students are formally assessed and graded in advance of each assessment point Please find further information on our Year 7 assessments in the Assessment Calendar which will be shared at the beginning of the year.
Additional Resources and supporting activities	CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online. • CGP Key Stage Three Spelling, Punctuation & Grammar (The Workbook) ISBN 978 1 84762 408 6 • KS3 English Workbook (with answers) ISBN 978 1 84762 258 7 Useful websites: • BBC Bitesize can give helpful overviews of texts and assist with literacy skills. • No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.
Essential Reading (Sparx Reader)	All students are set a reading homework on Spark Reader every week. They must read for 30minutes to earn 300points on the platform. Sparx Reader is a diagnostic and responsive platform which automatically assesses students' reading abilities; students read a text and then answer questions which are pitched at their level, but also designed to develop their reading skills specific to their need and ability.
Wider Reading	Students should also be reading for pleasure at home, and will do so at the beginning of each lesson and during some tutor times. We have a fantastic library which is always kept up to date, and Ms Payne is very happy to help students select a book they'll enjoy. Please find a link to some suggested texts: here 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. We always hope that students will read for pleasure-the more the better: some of that reading should feel challenging. 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).

	Above all, we encourage students to pursue their own wider reading for enjoyment- it is the single most effective investment they can make in their own education- improving comprehension, spelling, vocabulary, ability to understand other people-their lives and relationships.
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SUBJECT	MATHEMATICS
Year 7 Course Outline	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. By Term 2 Maths is then taught in four/five classes (on each side of the year) which are set by ability. Term 1 (Chapters 1-2) - Transition unit - Whole numbers and decimals - Measures, perimeter and area Term 2 (Chapters 3-5) - Expressions and formulae - Fractions decimals and percentages - Angles and 2D shapes Term 3 (Chapters 6-8) - Graphs - Whole number calculations - Statistics Term 4 (Chapters 9,10 ,16) - Transformations and Symmetry - Equations - Probability Term 5 (Chapters 11-13) - Factors and Multiples - Constructions and 3D shapes - Sequences Term 6 (Chapters 14-15) - Decimal Numbers - Ratio and Proportion
Assessment	Homework Homework is set weekly for all students. All homework will be on Sparx Maths which is an online maths platform. Homeworks will follow the learning that is happening in class, with opportunities for retrieval and consolidation each week. Students will answer questions which are marked automatically so that they have instant feedback.

	Each question has an associated video to support students if they get stuck. The platform can also be used for independent learning and revision ahead of assessments.
Year 7 Tests	All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the Assessment calendar. 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.
Additional Resources and supporting activities	Textbook: Students will be following a textbook within their lessons and they can withdraw a copy of the textbook from the library to use at home. Students can also access this textbook online via Kerboodle. The textbook and online version 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. If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased here however, please clarify with their teacher which one to purchase.  Equipment: 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. Websites: The following websites will be useful in supporting learning and revision.   https://sparxmaths.com/ - online learning platform used for weekly homework and independent study. The difficulty of questions builds in line with students' learning, and there are video tutorials for every question to ensure students are fully supported. Students can access this using their school google log in. www.mymaths.co.uk – used by school for some homework and contains lots of teaching powerpoints, useful revision activities. Username: cotham Password: mathsisthebest

	www.kerboodle.co.uk - the online version of the school textbook. Students can access this using their school google log in.
Essential Reading	All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students can withdraw 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, the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.
Wider Reading	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 paper questions to stretch and challenge your son/daughter's mathematical reasoning: https://www.ukmt.org.uk/individual-competitions/junior-challenge/  past
Additional info	Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life. For those needing a quiet space to work or more one-to-one help, there is also a Maths Homework Club which currently runs after school every Monday and Thursday (2:45pm in room A209, with computers available) as a drop-in session for students to get support from teachers and/or Sixth Form Mathematicians.

SUBJECT	Science
Year 7 Course Outline	Within the first few lessons of Science, safety in the laboratory will be covered. The following chapters will be covered over the course of Year 7: Chemistry: • Particles & their behaviour • Periodic table • Elements, atoms & compounds & separation techniques • Reactions Physics: • Forces • Sound & light • Space Biology: • Cells • Reproduction • Ecosystem processes Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic. The textbooks that the students will be using in class is the Activate 1 & 2 textbooks
Assessment	<u>Homework</u> Each student will be set weekly homework on Sparx Science- an online quizzing platform. <u>Lesson assessment</u> 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. 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.
Year 7 Tests	There will be 2 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.
Additional Resources and supporting	The website SENECA has covers a wide range of year 7 science topics to help with revision.

activities	BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.
Essential Reading	I would also recommend the Science CGP revision guide for KS3 students (ISBN 978 1 84146 230 1), these can also be purchased on wise pay 
Wider Reading	BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) is a great tool to use. BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world. For other resources and links please follow the link to the Science department website: http://cothamschoolscience.weebly.com/
Additional info	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.

SUBJECT	Geography
Year 7 Course Outline	Year 7 - Foundations of Disciplinary Thinking. <u>7.1 - How do geographers make sense of our world?</u> • Can describe the meaning of, space, place, scale and interdependence. • Can explain how geographers use these concepts to create knowledge. • Can use these concepts to construct a place enquiry. <u>7.2 - How do physical and human features combine to shape the geography of the Middle East?</u> • Can explain the climate of the Middle East. • Can describe the adaptations of living in the desert. • Can evaluate the sustainability of Dubai. <u>7.3 - How do river processes shape landscapes from source to mouth?</u> • Can describe the key processes in Rivers. • Can explain how these processes create distinct landforms. • Can evaluate the ways we protect settlements near rivers. <u>7.4 - How do coastal processes interact to create and change landscapes?</u> • Can describe the key processes at the coast. • Can explain how these processes create distinct landforms. • Can evaluate the ways we protect our coastal communities. <u>7.5 - How can we use the planet's resources sustainably?</u> • Can identify key global resources. • Can explain the significance of key global resources, socially, economically, environmentally and politically. • Can evaluate key debates around global resource management. <u>7.6 - How are global systems connected, and what challenges do they create?</u> • Can describe issues associated with globalisation. • Can explain what a sweatshop is and how to deal with them. • Can suggest strategies to save the oceans.
Assessment	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. Revision lists and content for the exam will be shared via Google Classroom.

Year 7 Assessments	Assessment Point 1 - How do physical and human features combine to shape the geography of the Middle East? There will be a mixed-tariff assessment with structured questions after lesson 7. This test will include a 10 mark essay question. Assessment Point 2 - How do coastal processes interact to create and change landscapes? Year 9 Exam - Completed in May in class - Students will be assessed in the exam on Units 7.1 to 7.5.
Additional Resources and supporting activities	Resources will be provided on Google Classroom. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through Google classroom
Essential Reading	There is no single textbook for KS3 Geography. 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.
Wider Reading	A copy of wider reading for Geography can be found here: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Explore Google Earth and online maps - many students lack a general basic locational knowledge of the planet.
Additional info	Geography is extremely popular at GCSE. More than 150 are in our Year 10 and Year 11 cohorts combined. Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham + RGS. 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. Geography VLE link: https://cothamschoolhumanities.weebly.com/ Humanities Clinic: 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 Stretch and Challenge Tasks for Geography: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Revision Websites https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/subjects/zrw76sg

SUBJECT	History
Year 7 Course Outline	Topic 1: What were the causes and consequences of the conflicts in 1066? • How do we know about the past? • Could you get justice in Saxon England? • What was England like in 1066? • Why was 1066 a year of crisis? • What happened at the battle of Hastings? • Why did William win the Battle of Hastings? • How did William establish control of England? Topic 2: What was Medieval life, beliefs and ideas like? • How did ordinary people live in medieval times? • What was life like for a villein? • What did Medieval people believe in? • What did Medieval people know about health and medicine? • What were the different crimes and punishments in Medieval times? • Should we look back at the past and make moral judgement on people's actions? • What was the Black Death? • Why did the Peasants Revolt in 1381? Topic 3: Travelling and the crusades • How did people travel in Medieval times? • What were some of the problems Medieval people faced when travelling? • How important was trade in Medieval England? • What was the impact of Arab culture? • What was the impact of Arab culture (Part 2) • Why was Thomas Beckett murdered? • Why did people go on Crusades? • Who was Richard the Lionheart? • Who was Saladin
Assessment	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. Revision lists and content for the exam will be shared via Google Classroom
Year 7 Tests	<u>Assessment Point 1:</u> An essay to be done in class on the question: "<u>Why did William win the Battle of Hastings in 1066?</u>" <u>Assessment Point 2:</u> A 10 question knowledge check covering the Black Death and Peasants Revolt and a PEE paragraph answering the question: "<u>Why did the Peasants Revolt in 1381?</u>" <u>Assessment Point 3:</u> Year 7 Exam: 20 knowledge check questions and one unseen extended writing question

	Please refer to the Assessment Calendar for Year 7 for details of when the assessments are: https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYgqcFRak
	History VLE link: http://cothamschoolhumanities.weebly.com/history1.html History Clinic: 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 VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html Revision Websites https://www.gcsepod.com/ Seneca - Homework & Revision Platform (senecalearning.com) Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/ http://www.historylearningsite.co.uk/ Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/
Essential Reading	KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485) Aaron Wilkes, James Ball ISBN: 9781850083443 KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback) History in Progress: Pupil Book 1 (1066-1603): Pupil Bk. 1 Paperback – 23 Jan. 2008 Reference versions of these books are available in Cotham School library
Wider	Horrible Histories books

Reading	BBC History magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8
Additional Information on Cotham History	Enrichment Activities: 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. Additional Enrichment Opportunities in Bristol: Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more. Hollywood vs History Club Every Thursday 3.15-4.30 in K003 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk) 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	Philosophy + Religion
Year 7 Course Outline	<u>Topic One: What are the origins and history of the major world religions?</u> - Origins and historical context of the six major world religions. - Introduction to key theological beliefs of six world religions. - Links between the emergence of different religious traditions. - Impact of different religious traditions within their historical context. - Understanding of how each religion fits into wider historical chronology. <u>Topic Two: Was Jesus a teacher, liberator or radical thinker?</u> - Jesus' story as told by Christians - Christian beliefs about who Jesus was and his purpose on earth - How other religions interpret Jesus' story - Atheist and agnostic views on Jesus and his teachings - How Jesus' story influence's Christian's behaviour and values today - The different ways in which Jesus has been portrayed in art and literature in different cultures by both believers and non-believers. - <u>Topic Three: Where can we find meaning and purpose?</u> - This unit will cover the philosophical concepts of the self, identity and personhood. - 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. - Students will come to understand the value of human life and be able to explain the significance of labelling someone a person. . <u>Topic Four: What does it mean to be Sikh?</u> - This unit will cover the fundamental theology behind Sikh religion. - It will discuss Sikhism in the sense of how practices have emerged and developed over time. - It will also consider the rich history and involvement in settling conflict disputes.
Assessment	At least three 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). 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. 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.
Home learning	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. 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. The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies. Useful websites http://rejesus.co.uk/ http://request.org.uk/ http://www.bbc.co.uk/religion/religions/ http://www.reonline.org.uk/knowning/what-re/ Seneca - Homework & Revision Platform (senecalearning.com)
Essential Reading	'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)
Wider Reading	Sophie's World - Jostein Gaarder The Philosophy Files - Stephen Law The Three Questions - Jon Muth Children's Book of Philosophy - Sarah Tomley The Shack - Paul Young

SUBJECT	Personal, Social Health and Economic Education
Year 7 Course Outline	Unit 1: Community Values • What do you value? • Why is it important to participate in the community? • What happens when you follow the rules? • Why is diversity important to celebrate? • What are the three types of respect? • What should you do with freedom? Unit 2: Respectful Relationships • What can I do to initiate new friendships? • What does a good friendship look like? • How can a broken friendship be mended? • How can we deal with bullying? • Where can I get help for abuse in a friendship? Unit 3: Personal Wellbeing • What impacts your physical wellbeing? • What impacts your emotional wellbeing? • What changes might I experience during puberty? • How should I maintain my health as an adult? • Who should I go to to help with wellbeing concerns? First Aid Workshop Unit 4: Drugs Education • What is a drug? • What is addiction? • Why do some people drink alcohol? • What risks are involved in using nicotine products? • How can I keep myself safe from illegal drugs and drug related crime? Unit 5: Online and the Media • What is the difference between fact and opinion? • What is fake news and deep fakes? • Are conspiracy theories harmful? • Is social media dangerous? • What is cyber bullying? • What is grooming online? • Is AI a force for good? Unit 6: The Value of Money • Is money real? • How does money impact emotions? • What is a critical consumer? • How does a monthly budget work?

Assessment	Progress is measured by in class assessments, usually at the end of each second unit of work/term. There is a formal end of year assessment 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. Revision lists and content for the exam will be shared via Google Classroom
Additional Resources and supporting activities	Interesting articles and related activities will be shared via Google classroom.
Essential Reading	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.
Wider Reading	https://www.kooth.com/ https://www.childline.org.uk/ https://www.youngminds.org.uk/young-person/coping-with-life/friends/ https://www.avonfire.gov.uk/safety-advice http://www.talktofrank.com/. https://www.bullying.co.uk/

SUBJECT	Literacy (year 7 only)
Year 7 Course Outline	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. Students are placed in one of these four curricula for this group work: • spelling • sentences (grammar and punctuation) • sentences and more (grammar and punctuation) • sentences and beyond (grammar and punctuation) 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. 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. Later in the academic year, students receive a research lesson, emphasising the importance of seeking out reliable sources and of crediting them.
Assessment	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.
Year 7 Tests	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. Students' vocabulary progress is regularly tested as an integral part of the <i>Bedrock Vocabulary Programme</i>.
Additional Resources and supporting activities	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>. One Higher Level Teaching Assistant is dedicated to each literacy lesson. Along with the class teacher, they deliver small group literacy lessons. Our library manager delivers the library induction and the research lessons.
Wider Reading	https://www.bedrocklearning.org/about/what-is-bedrock-vocabulary/ https://www.theconfidentteacher.com/category/closing-the-gap/

SUBJECT	MFL German / French / Spanish Carousel
Year 7 Course Outline	Year 7 have 4 lessons a fortnight and are taught in tutor groups. The carousel enables students to have a taster in 3 languages which they can continue up to GCSE and at A-level if they so choose. The topic areas covered in each of the 3 languages are as follows; Term 1 - The German speaking world and introductions Term 2 - Family, pets and descriptions in German Term 3 - The French speaking world and introductions Term 4 - Family, pets and descriptions in French Term 5 - The Spanish speaking world and introductions Term 6 - Family, pets and descriptions in Spanish. Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. They will also develop their awareness and use of phonics in the 3 languages.
Assessment	Homework Teachers set a variety of homework including research, vocabulary learning, reading exercises and computer based activities. All Year 7 students are given vocabulary lists, which are tested each week. Vocabulary can be revised on Quizlet.com Vocabulary lists can be found on the following link. www.cothamschoolmfl.weebly.com
Year 7 Tests	Assessments are based on the topics taught and students will be assessed in each language on the following skills: Reading & Writing Translation Listening and phonics Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.
Additional Resources and supporting activities	https://www.bbc.co.uk/bitesize/levels/z4kw2hv Duolingo, or quizlet for digital revision.
Essential Reading	Some recommended revision guides: https://www.cgpbooks.co.uk/secondary-books/ks3/languages

	Work books and study guides are available for each language on the above link
Wider Reading	Anything you can get your hands on in German, French, Spanish! The library has a small selection of books in these languages. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with Germans, French or Spanish subtitles so you can learn as you watch!
	There are many opportunities at Cotham for those who love languages! Currently, there is a Year 9 trip to the Black Forest in Germany and a French and Spanish trip are in the planning stages for the future.

SUBJECT	Computing and IT
Year 7 Course Outline	Term 1 - Digital Literacy Students will learn about strong passwords, file management, and online safety. They will then explore digital footprints, social media basics, and how to recognise and respond to cyberbullying. Term 2 - Computational Thinking Students will build programming skills using Scratch, then explore key computational thinking concepts including algorithms, decomposition, and abstraction. Term 3 - Computer Systems Students will learn about hardware and peripherals, storage devices, the CPU and RAM, and finish with embedded systems. Term 4 - Data Representation Students will learn about binary number systems, ASCII, storage and units of data, and finally image representation. Term 5 - Review and Reteach Students will be reviewing topics that have been covered in Terms 1 to 4. Teachers will be reviewing class assessment/review data collected over Terms 1 to 4 and be tailoring revision sessions to address weaknesses and misconceptions. Term 6 - Basic IT Project Students will learn about word processing, searching the internet, spreadsheets, and presentations.
Assessment	End of Topic Assessments Each topic is assessed by an End of Topic Assessment. The score from this is used as the end of topic grading.
Year 7 Tests	Assessment Dates (all dates are subject to change if needed) Term 2 - Digital Literacy and Computational Thinking Term 4 - Computer System and Data Representation Term 6 - End of Year assessment 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.
Wider Reading	http://www.bbc.co.uk/news/technology www.mrahmedcomputing.co.uk

Additional info	Enrichment Activities: We run a range of Cyber events and activities. Keep an eye on Google Classroom and the weekly newsletter for opportunities throughout the year.
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SUBJECT	Design and Technology and Food Science
Year 7 Course Outline	Students experience three main challenging design projects delivered by specialist teachers; these will include a 'Bird Feeder' design task, Food Science, Food and Nutrition module. The year is divided into three equal portions and students will move to the new area with a new teacher. During their study, students will gain knowledge and understanding of the Design Process by responding to a brief and design specification to create a bird feeder for a specific client group and scenario. Within Food and Nutrition, students will learn the principles of nutrition, cooking techniques, and the characteristics of a range of ingredients. The Food Science module further applies nutritional knowledge but allows students to explore, through food-based science experiments, the effects of a range of conditions on food development Bird feeder. 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. Food and Nutrition Students will make the following dishes, Boiled Egg and Toast, Coleslaw, Fruit Crumble, Tomato Ragu, chicken Wraps, Pizza.. 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 Through hands-on experiments, students will learn about the hazards in a food room and the importance of personal hygiene, including a hand-washing experiment. Students will conduct an enzymic browning experiment to investigate why fruits turn brown when cut. The Eatwell Guide will be examined, and students will take part in an analysis of diet for a Year 7 student, following the principles of the Eatwell Guide. Further food science experiments will enable students to learn how heat travels through food, as well as making their own butter and understanding the principles of fat. Students will also carry out a yeast experiment to explore the conditions yeast requires to produce gas.
Assessment	Assessment is ongoing in Technology lessons. Students engage in a range of tasks that are assessed which include: Understanding and responding to a design brief, conducting initial research and product analysis on the design brief.

	Producing initial design ideas Applying practical skills Evaluating the success of the products they create All assessment activities take place during lesson time. Students have been provided with the assessment objectives to guide their work and ensure clarity on expectations. Homework Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.
Year 7 Tests	Assessment is ongoing in Technology lessons and no formal test is set.
Additional Resources and supporting activities 	http://www.technologystudent.com/ is a fantastic resource for revision and all things Design & 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. 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 http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence. Students have access to the online GCSE Food textbook. www.illuminate.digital/eduqasfood Student Username: SCOTHAM4 Student Password: STUDENT4 Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.
Essential Notes	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.

SUBJECT	Dance
Year 7 Course Outline	Term 1: Introduction to Dance. Looking at the three different elements of Dance: choreography, performance & appreciation learning and creating works to demonstrate the differences. Term 2: Performance Creating and performing a full group dance with a focus on technical skills, dynamics and energy. Term 3: Appreciation 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. Term 4: Choreography Using a variety of different stimuli students will develop a variety of choreographic skills including motif and motif development. Term 5: Exam Taught and created phrases are intensely rehearsed to focus on specific performance skills including projection and extension. Term 6: Performance Pulling together all the skills learned and developed to create and perform a short duo/trio based on Natural Phenomena
Assessment	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. 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. Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.
Year 7 Assessments	Students will also complete vocabulary tests incorporating keywords from across performing arts. 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.
Additional Resources and supporting	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

activities	Department and via the weekly bulletin. Enrichment Activities are reviewed every year and are open to change.
What can parents/ carers do to support students	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. Ask to see their work. Rehearsing outside of lessons will increase progress. Support with research for any written homework. Encourage them to partake in the dance companies within school.

SUBJECT	Drama
Year 7 Course Outline	1. Language of Drama 1: A unit which introduces you to the 3 main areas of Drama: Use of space, Actor and audience, and Improvisation 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. 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'. 4. Staging Shakespeare 1: A performance based unit introducing students to important characters, plays and scenes from a variety of Shakespeare's plays. 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. 6. Extended Performance: Taking a classic story, you will use the skills and techniques that learnt across the year to develop a polished performance.
Assessment	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. Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.
Year 7 Tests	In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts. 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.
Additional Resources and supporting activities	All resources are shared through via google classroom and students have hard copies of them in their resource books Activities currently on offer include: a whole school summer show, The Shakespeare in Schools Festival, CUE Bristol Youth Theatre and lower school drama clubs Enrichment Activities are reviewed every year and are open to change.
Essential Reading	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.
Wider Reading	The more performances students are introduced to, the more they will develop their skills. Useful websites such as www.stageworks.co.uk or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills. 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.

SUBJECT	Music
Year 7 Course Outline	In Year 7 students develop harmony and rhythm; keyboard; voice; listening & appraising, and basic music notation skills through exploring musical styles, performing and composing. Units of work include: • Performance 1: Singing • Composition 1: The Elements of Music • Performance 2: West African Drumming • Performance 3: Melody and the Keyboard • Composition 2: Programme Music • Performance 4: Ukelele 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. 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.
Assessment	For each unit of work students practical work will be assessed which will take the form of either a performance or composition. Students will also complete vocabulary tests incorporating keywords from across performing arts. 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. Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.
Year 7 Tests	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. 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.
Additional Resources and supporting activities	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. There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. There are regular opportunities for these groups to perform in concerts throughout the year. Enrichment Activities are reviewed every year and are open to change.

Essential Reading	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.
Wider Reading	• Pearson Publishing - Opus Student Books 1, 2 and 3 • Encourage students to listen to music around the unit of work they are studying.
Additional info	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 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.

SUBJECT	Physical Education
Year 7 Course Outline	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. • Developing skills in physical activity through outwitting opponents in invasion games. • Evaluating and improving through gymnastics/parkour • Making and applying decisions through orienteering and team building activities. • Developing physical and mental capacity and making informed choices about healthy, active lifestyles through athletics.
Assessment	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. 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. 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 & Fitness, Physical, Personal & Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental & social skills, which we believe helps to promote lifelong learning & involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a "moderation lesson"
Year 7 Tests	No formal test in PE. Assessment is continuous throughout the year
Additional Resources and supporting activities	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.
Essential Reading	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, Health & Fitness and Table Tennis/Badminton in the autumn term. ● Football, Health & Fitness and basketball in the spring term. ● Athletics, Tennis and rounders in the summer term. Boys clubs: ● Rugby, basketball and table tennis/badminton 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 for students, which gives them a fantastic opportunity to experience physical activity in a completely different environment.
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SUBJECT	Visual Arts
Year 7 Course Outline	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. Themes: • Formal Elements • Hundertwasser • Mandalas • Millie Marotta Animals • Futurism • Book Art Artists: Van Gogh, El Seed, Paul Klee, Hundertwasser, Millie Marotta, Fortunato Depero, Marcel Duchamp, Charis Tsevis, Tom Phillips, Sue Blackwell. Key skills 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.
Homework	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.
Assessment	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.. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one. 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.
Additional resources and supporting activities	• Art club for KS3 students runs one lunchtime per week • Competitions run throughout the year. • Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts
How parents/carers can support students	• Talk to your child about their art projects; it is helpful for them to discuss their ideas. • Support with research for the written homework task: look at internet sites

	together; visit galleries; browse books; use pinterest. • 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. • 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. • Encourage them to attend art clubs. • Visit Art galleries and exhibitions for inspiration.
Useful websites	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ https://www.studentartguide.com/
Galleries and museums in Bristol (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/