

Year 7

Key Stage 3

Curriculum

Booklet

2018/2019

Contents

- ❑ Welcome
- ❑ Work Related Learning (WRL)
- ❑ Tutorial Periods
- ❑ Inclusion
- ❑ Literacy
- ❑ Numeracy
- ❑ Reporting to Parents
- ❑ English
- ❑ Maths
- ❑ Science
- ❑ Humanities
 - Geography
 - History
 - Religion Ethics and Philosophy
 - Skills
- ❑ MFL – French, German, Spanish
- ❑ Computing and Information Technology (IT)
- ❑ Dance
- ❑ Design & Technology
- ❑ Drama
- ❑ Music
- ❑ Physical Education
- ❑ Personal Social Health and Economic Education (PSHEE)
- ❑ Visual Arts

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.

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. We feel it is important that all students at Key Stage 3 study Music, Dance and Drama. We also have a very strong focus on Maths and ICT, which forms our second specialism. The school achieved High Performing School status in 2010 and that, together with our most recent OFSTED report which classified the school and its curriculum as 'outstanding', supports our view that our curriculum is robust and interesting.

All students study all subjects at Key Stage 3 choosing GCSE Options for Key Stage 4 in February of Year 9. Changes to the National Curriculum at Key Stage 2 and Key Stage 3 and curriculum and syllabus changes at Key Stage 4 and Key Stage 5 have already been reflected in our curriculum at Key Stage 3. Additional changes will likely occur over the course of the year which will require changes to this booklet. We will of course keep the booklet updated to reflect the changes made..

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 Key Stage 3 Coordinator, Subject Leader or Curriculum 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.



Ms. Eileen Quirke - Assistant Headteacher

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

The 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 PSHE lessons in Years 7, 8 and 9 with additional tutor-led sessions for Year 9 students before they make their Key Stage 4 option choices. We have a highly qualified careers advisor who gives 1:1 information, advice and guidance to students and we provide work-related learning opportunities 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.

Tutorial Periods

There are 27 students in each tutor group and there are eight tutor groups per year group. Each year group is divided into two halves, the French and German sides.

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.

Students register with their tutor every morning for a 5 minute registration. Every afternoon they spend 20 minutes with their tutor, from Monday to Thursday and 5 minutes on Friday. The afternoon sessions are allocated to one assembly per week, one session for Literacy support, a session to support personal organisation and homework and one tutor-led session, used to address a variety of topics.

Assemblies follow a fortnightly pattern. Week A is for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers. Week B is taken by the Learning Coordinator and focuses on student success, tutor group challenges and year group issues.

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 get achievements 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.

Year 7 Formal Tutorial Topics:

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, and 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. There is a strong emphasis on Literacy skills in Year 7, such as Drop Everything and Read (DEAR), Word of the Week, weekly spellings leading to the Spelling Bee and Reading Champions. 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, Book Character Day and other events are also included in the programme.

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 8.30 am each morning.

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 a dedicated Inclusion Team 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 do not make as much progress as others and 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, through a variety of tests.

Student Learning Passport

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

What provision is in place?

Learning support at Cotham is led by the Special Educational Needs Coordinator. In addition there are two Assistant SENCOs and two higher level teaching assistants. It is based in the Learning Support Centre, 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 with a wide variety of material to support students at all levels including a wide range of books, activities and ICT. The Learning Centre is open between 8.30am and 3.30pm.

Who gets extra help?

Support is concentrated on the students who have fallen the furthest behind. Typically these might be:

- Students who are working towards their age related expectations.
- Students whose difficulty with 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).
- 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 Need and Disability Record

Students who have been identified as needing extra support are placed on the school's Special Needs Record. The register highlights the child's level of need 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 differentiated provision within their mainstream class.

Wave 2: Students at this level receive direct help from the school. Typically this might involve working in a support group 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 SENCO/Head of Inclusion, Julia Chapman, 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 via numerous initiatives. These include some specific to Year 7, such as the use of Transition Reading Passports in which students record their reading choices and a Roald Dahl Day *Revolting Rhymes* competition. In addition, we have a selected group of Year 7s who are allocated a dedicated Year 9 reading partner, in our Reading Champions programme. This is launched with a visit from a published children's author.

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 groups of no more than eight students. Half of the lesson is spent on our exciting new vocabulary programme: *Bedrock Vocabulary*. Students also complete parts of the programme as homework.

Students who require additional support with reading are withdrawn from some lessons to receive small-group support with our *NESSY*, *ARROW* and *Inference Training* programmes, depending on whether they need support with decoding of words, 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; our World Book Day Celebrations and our "Talk Like an Expert" initiative encourages students to adapt to each subject's specific academic language.

Teaching staff across the curriculum follow the literacy policy which is available on the school website.

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 both not only in maths lesson 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 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 on entry. Parents will be contacted and receive advice on how to support their child at home. The students will be placed in a small Mathematics set which is supported by an HLTA. The student will be withdrawn from other subjects and receive 1 hour targeted numeracy support in small groups per week. Students will be regularly assessed and continue to receive the support throughout Year 7, 8 and 9 until such time as they demonstrate significant progress to catch up to 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 is 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 throughout Year 7. Continued attendance of the session will be encouraged throughout the year.

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 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)

Attitude to Learning in each subject will be judged as either:

Excellent	Exemplary behaviour in all lessons, positive contribution to lessons
Good	Good behaviour in all lessons, on task, contributes to lessons
Underperforming	Low level disruption to lessons, not on task, unfocused, contributes little, answers back, intermittent flare ups, behaviour that prevents the learning of others. (All or some of these characteristics)

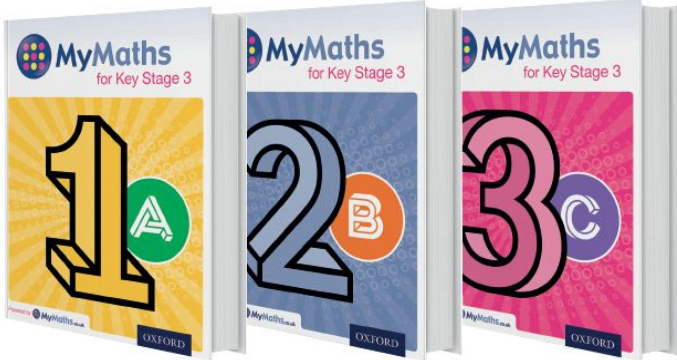

Quality of Homework in each subject will be judged as either:


Excellent	All homework completed to the best possible standard for that student, sometimes beyond what was set or expected
Good	All homework completed to the best possible standard for that student
Underperforming	Regularly does not complete homework. Homework completed to a very poor standard for the level of ability of the student. Incomplete homework


SUBJECT	English
<p>Year 7 Course Outline</p>	<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).</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>The Jungle (NON-FICTION):</p> <p>Use a range of devices to write to purpose, write to audience and write to form (PAF). Create interesting and engaging ideas for your reader. Structure your writing to achieve effects. Use correct spelling, punctuation and grammar in your writing.</p> <p>Myths and Legends:</p> <p>Use a range of devices to write to Purpose, write to Audience and write to Form (PAF). Structure your writing to achieve effects. Use correct spelling, punctuation and grammar in your writing.</p> <p>Introduction to Shakespeare:</p> <p>Demonstrate your knowledge and understanding of the texts we study. Make comments about the context (background information) of when Shakespeare was writing. Use correct spelling, punctuation and grammar in your writing.</p> <p>Trash (NOVEL):</p> <p>Make interpretations on the text through analysing language, form and structure. Weigh up different opinions supporting your ideas with relevant evidence.</p>
<p>Assessment</p>	<p>Each unit has three assessments that will take place throughout the term. The end of unit assessment will be a fully teacher marked piece the other two will either be self or peer marked.</p>
<p>Year 7 Tests</p>	<p>Teacher marked assessments will be completed at the end of each unit, each unit lasts 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>Please find further information on our Year 7 assessments on the English KS3 VLE, under KS3 > Year 7 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
<p>Additional Resources and supporting activities</p>	<p>CGP books 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"> • 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 <p>Useful websites:</p> <ul style="list-style-type: none"> • 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.
<p>Essential Reading</p>	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts: https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACcil_BKoitYTM/edit</p>
<p>Wider Reading</p>	<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>Year 7 Course Outline</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 it is then taught in four/five classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-2)</p> <ul style="list-style-type: none"> - Transition unit - Whole numbers and decimals - Measures, perimeter and area <p>Term 2 (Chapters 3-5)</p> <ul style="list-style-type: none"> - Expressions and formulae - Fractions decimals and percentages - Angles and 2D shapes <p>Term 3 (Chapters 6-8)</p> <ul style="list-style-type: none"> - Graphs - Whole number calculations - Statistics <p>Term 4 (Chapters 9,10 ,16)</p> <ul style="list-style-type: none"> - Transformations and Symmetry - Equations - Probability <p>Term 5 (Chapters 11-13)</p> <ul style="list-style-type: none"> - Factors and Multiples - Constructions and 3D shapes - Sequences <p>Term 6 (Chapters 14-15)</p> <ul style="list-style-type: none"> - Decimal Numbers - Ratio and Proportion
<p>Assessment</p>	<p>Homework</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 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>

	<p>Homework Club</p> <p>Every Wednesday at 3.05pm in A209 we provide an opportunity for students to come along and receive support and help on homework or challenging topics. This resource is a great opportunity for your son/daughter to ensure that they are on top of their studies.</p>
<p>Year 7 Tests</p>	<p>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.</p>
<p>Additional Resources and supporting activities</p>	<p>Textbook: Each student will be given their own textbook from the library. Students can access this textbook online as well 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.</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 here however, please clarify with their teacher which one to purchase.</p>  <p>Equipment: Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and we would encourage students to 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>We would ask that all students know all of their times tables and related division questions.</p> <p>Websites: The following websites will be useful in supporting learning and revision.</p>  <p>www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints and useful revision activities.</p>

	Username:cotham Password:mathsissthebest <ul style="list-style-type: none"> • www.kerboodle.co.uk • http://nrich.maths.org/frontpage • www.bbc.co.uk/schools/ks3bitesize/maths • www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998.index • www.samlearning.com/ - Key Stage 3 revision activities.
Essential Reading	All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students are all issued with a textbook from the library. 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 past paper questions to stretch and challenge your son/daughter's mathematical reasoning: https://www.ukmt.org.uk/individual-competitions/junior-challenge/ 
Additional info	Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.

SUBJECT	Science						
<p>Year 7 Course Outline</p> 	<p>Within the first few lessons of Science, safety in the laboratory will be covered and a baseline test will be sat. This is so we get an idea of the level of Scientific knowledge your child has.</p> <p>The following chapters will be covered over the course of Year 7:</p> <table border="1" data-bbox="408 376 1305 837"> <tbody> <tr> <td data-bbox="408 376 663 510">Term 1+2 (Sept - Dec)</td> <td data-bbox="663 376 1305 510"> <ul style="list-style-type: none"> ● Cells (B1.1) ● Particles and their behaviour (C1.1) ● Forces (P1.1) </td> </tr> <tr> <td data-bbox="408 510 663 689">Term 3+4 (Jan - April)</td> <td data-bbox="663 510 1305 689"> <ul style="list-style-type: none"> ● Structure and function of body systems (B1.2) ● Elements, atoms and compounds (C1.2) ● Sound (P1.2) </td> </tr> <tr> <td data-bbox="408 689 663 837">Term 5+6 (May - July)</td> <td data-bbox="663 689 1305 837"> <ul style="list-style-type: none"> ● Reproduction (B1.3) ● Reactions (C1.3) ● Light (P1.3) </td> </tr> </tbody> </table> <p>Each chapter will last around 3 weeks and there will be an end of chapter test for each one.</p> <p>The textbook that the students will be using in class is the Activate 1 textbook (this is also available online from the Kerboodle website).</p>	Term 1+2 (Sept - Dec)	<ul style="list-style-type: none"> ● Cells (B1.1) ● Particles and their behaviour (C1.1) ● Forces (P1.1) 	Term 3+4 (Jan - April)	<ul style="list-style-type: none"> ● Structure and function of body systems (B1.2) ● Elements, atoms and compounds (C1.2) ● Sound (P1.2) 	Term 5+6 (May - July)	<ul style="list-style-type: none"> ● Reproduction (B1.3) ● Reactions (C1.3) ● Light (P1.3)
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Term 5+6 (May - July)	<ul style="list-style-type: none"> ● Reproduction (B1.3) ● Reactions (C1.3) ● Light (P1.3) 						
<p>Assessment</p>	<p>Each chapter will be assessed with an end of chapter test (conducted in lesson) to test students' understanding of the work covered. The chapters will last around 3 weeks meaning that there will be tests approximately every 3 weeks in Science. Revision activities will be started in class. Students are expected to revise independently from their exercise books/Kerboodle activities/SAMlearning and complete any revision activities started in class. Please find the links to the online resources in the 'Additional Resources and Supporting Activities' section below.</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> <p>There will also be an end of year assessment covering everything they have been introduced to over the course of the year.</p>						
<p>Year 7 Tests</p>	<p>Each chapter will have an end of chapter test to assess the knowledge of the topics. The chapters will last around 3 weeks meaning that there will be tests roughly every 3 weeks in Science.</p>						
<p>Additional Resources and supporting</p>	<p>Each student has a Kerboodle login (https://www.kerboodle.com/users/login). 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>						

activities	<p>code is to2.</p> <p>The SAM Learning website has a number of great revision and practice resources to use. Your child will be given a unique login by the school.</p> <p>BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.</p>
Essential Reading	<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 from the Science prep room for £3.</p> 
Wider Reading	<p>BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) 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: http://cothamschoolscience.weebly.com/</p>
Additional info	<p>Our aim is to help young people to explore the natural world in a safe and exciting environment. We want them to build on the enthusiasm they already have and to give them as broad an experience of scientific discovery as possible.</p>

SUBJECT	Humanities
Year 7 Course Outline	<ul style="list-style-type: none"> ● 1: What was life like in Ancient Egypt? ● 2: Where do we find meaning and purpose? ● 3: What were the causes and consequences of the conflicts in 1066? ● 4: What is life like in the Middle East? ● 5: What do people believe about God? ● 6: How did life, beliefs and ideas change in the medieval world? ● 7: Can we save the world? ● 8: How did the world religions begin? ● 9: What were medieval relations like between Europe and the Arab world? ● 10: How do I find my way?
Assessment	<p>Progress is measured within the modules and twice in the year with exams in December and June. Grades are based on a mixture of multiple choice, short answer and extended answer questions completed in timed conditions - see details below.</p> <p>Revision lists and content for the exam will be shared with the students on the class Google Classroom pages, as well as on our VLE - please see the link below.</p>
Year 7 Assessments	<p>The assessment in term 2 will be based on the first 4 units of work the students have completed in class:</p> <ul style="list-style-type: none"> ● 1: What was life like in Ancient Egypt? ● 2: Where do we find meaning and purpose? ● 3: What were the causes and consequences of the conflicts in 1066? ● 4: What is life like in the Middle East? <p>The summer exam in Term 6 will be inclusive of the whole year of content outlined above.</p>
Additional Resources and supporting activities	<p>https://cothamschoolhumanities.weebly.com/y7-humanities.html</p> <p>Compulsory home learning takes the form of revision from the Knowledge Organisers shared for each unit. Students should be completing 30 minutes of revision a week.</p> <p>Knowledge Organisers are available at the link above. Our recommended method of revision is called self-quizzing: this has been demonstrated in lessons and a video link is available on the VLE and on Google Classroom.</p> <p>In addition to the compulsory revision, each unit has a Homework Grid of enrichment and extension tasks that can be used at any point in the year. These are also available at the link above, and on Google Classroom.</p>
Essential Reading	<p>There is not a single textbook for Humanities in Year 7. Reading lists will be shared through the Knowledge Organisers Year 7 receive for each topic studied. Knowledge Organisers given out so far are available on the VLE at the link above.</p>
Wider Reading	<p>Geography</p> <p>Buy an atlas - many students higher up school still lack a general basic location knowledge of the planet.</p> <p>Alternatives - a desktop globe for their homework table, use of their maps in their planner when studying a place, downloading Google Earth to a phone, tablet, laptop or PC to study the earth and the places they are covering. Or a world map that could be stuck up. Stanfords in Bristol on Corn Street sell world map wrapping paper for £2 a sheet. These can be used as a wall map if stuck up in a study space.</p>

History

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.samlearning.com/>

<https://www.gcsepod.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/>

REP wider reading - all available in Cotham School Library:

- The Pig Who Wants To Be Eaten - Julian Baggini
- 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

Knowledge of current affairs is always useful in REP - <https://www.bbc.co.uk/newsround> is a great source.

SUBJECT	Personal, Social Health and Economic Education
Year 7 Course Outline	<p>In year 7 students receive one lesson per week of PSHEE.</p> <ul style="list-style-type: none"> • Students consider how a positive attitude and good self esteem can affect their relationships both at school and in the wider community. • We look at why bullying occurs and the potential effects it can have on the victims and perpetrators. • We focus on emotional health and identify different words for different types of feelings, as well as looking at ways in which we can look after our emotional health and wellbeing. • We study healthy lifestyles in the context of healthy eating and how our diet can affect other aspects of health and wellbeing. • Students learn about different types of drugs, focusing in particular on legal drugs such as alcohol, cigarettes, solvents and NOS and how they can affect a person's physical, intellectual, emotional and social wellbeing. We also learn about different drug classifications and consider whether legal drugs are necessarily less harmful than legal drugs.
Assessment	There are no official assessment points in PSHEE. Progress in the subject will be based on work completed in class.
Year 7	
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	http://www.talktofrank.com/ . https://www.bullying.co.uk/

SUBJECT	Literacy (year 7 only)
Year 7 Course Outline	<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"> ● spelling ● sentences (grammar and punctuation) ● sentences and more (grammar and punctuation) ● sentences and beyond (grammar and punctuation) <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>
Assessment	<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>
Year 7 Tests	<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>
Additional Resources and supporting activities	<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>
Wider Reading	<p>https://www.bedrocklearning.org/about/what-is-bedrock-vocabulary/</p> <p>https://www.theconfidentteacher.com/category/closing-the-gap/</p>

SUBJECT	GERMAN
<p>Year 7 Course Outline</p>	<p>Year 7 have 5 German lessons a fortnight and are taught in tutor groups. Our course is based on Echo 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Introductions</p> <p>Term 2 - Unit 2 School</p> <p>Term 3 - Unit 3 Friends and Family</p> <p>Term 4 - Unit 4 Free Time</p> <p>Term 5 - Unit 5 Home</p> <p>Term 6 - Unit 6 Town</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
<p>Assessment</p>	<p>Homework</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. www.cothamschoolmfl.weebly.com</p>
<p>Year 7 Tests</p>	<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 & Writing w/c 12 December</p> <p>Speaking w/c 24 April</p> <p>Listening w/c 2 May</p>
<p>Additional Resources and supporting activities</p>	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with www.vocabexpress.com - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p>www.linguascope.com</p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>

<p>Essential Reading</p>	<p>We follow the AQA Echo course. We have in class sets of textbooks but students do not need to have their own copy. They are however available from the library if desired.</p> <p>Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33)</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>
<p>Wider Reading</p>	<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 subtitles so you can learn as you watch!</p>
	<p>There is German support/catch up available for all Year Groups on Tuesdays after school. It is an informal, drop-in hour unless you are informed otherwise.</p> <p>There are many opportunities at Cotham for those who love languages! 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!</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups. Currently she is working on a Year 7&8 drama project - it's not too late to get involved!</p>


SUBJECT	FRENCH
Year 7 Course Outline	<p>Year 7 have 5 French lessons a fortnight and are taught in tutor groups. Our course is based on Expo 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Introductions</p> <p>Term 2 - Unit 2 Family and Friends</p> <p>Term 3 - Unit 3 House and home</p> <p>Term 4 - Unit 4 In Town / out & about</p> <p>Term 5 - Unit 5 Daily Routine</p> <p>Term 6 - Unit 6 Free time</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
Assessment	<p>Homework</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. www.cothamschoolmfl.weebly.com</p>
Year 7 Tests	<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>There are two main assessments throughout the year which cover the topic taught and cover the 4 main skills.</p>
Additional Resources and supporting activities	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with www.vocabexpress.com - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p>www.linguascope.com</p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>

<p>Essential Reading</p>	<p>We follow the AQA Expo course. We have in class sets of textbooks but students do not need to have their own copy. They are however available from the library if desired.</p> <p>Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32)</p> <p>CGP French Revision Guide £5.95</p> <p>ISBN: 978 184 146 839 6</p>
<p>Wider Reading</p>	<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>
	<p>There is French support/catch up available for all Year Groups on Thursdays after school. It is an informal, drop-in hour unless you are informed otherwise.</p> <p>There are many opportunities at Cotham for those who love languages. Currently, there is a Year 8 trip to the opal Coast in France. We have a great Foreign Language Assistant, who provides native support in classrooms and small groups.</p>

SUBJECT	Computing and IT
Year 7 Course Outline	<p>Online Programme of Study and Lessons</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: http://cotham-computingit.weebly.com/</p> <p>Term 1 - PC Driving License</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>Term 2 - Online Safety</p> <p>Students learn about how to stay safe online by covering a range of topics from Cyberbullying to Social Networks.</p> <p>LO: Year 7 Digital Literacy 1 - Online Awareness</p> <p>Term 3 - Scratch Programming</p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch.</p> <p>LO: Year 7 Programming 1</p> <p>Term 4 - Spreadsheet Modelling - Harry Potter</p> <p>Student learn how to use spreadsheets to model real world scenarios.</p> <p>LO: Year 7 Information Technology 2</p> <p>Term 5 - Business Skills Exam</p> <p>Students learn how to combine a number of digital applications to fulfill a exam brief.</p> <p>LO: Year 7 Information Technology 3</p>
Assessment	<p>More information available here: http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>End of Topic Assessments</p> <p>Each topic is assessed in one of two ways:</p> <ol style="list-style-type: none"> 1. Project Work 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. 2. End of Topic Assessment A one assessment takes place at the end of the topic. The score from this is

	<p>used as the end of topic grading.</p> <p>In Lesson Tasks</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"> • Walk students through the learning of the topics core skills and knowledge with the LEARN tasks • Provide opportunities for students to demonstrate their learning through the showcase tasks • Stretch high achieving students through independent learning and discovery. <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
Year 7 Tests	<p>Assessment Dates</p> <p>(all dates are subject to change if needed)</p> <p>Term 1 - PC Driving License - second week of October</p> <p>Term 2 - Online Safety - second week of December</p> <p>Term 4 - Scratch Programming - First week of March</p> <p>Term 5 - Spreadsheets - Third week of May</p> <p>Term 5 - Exam - Wk Begin: First week of June</p>
Additional Resources and supporting activities	<p>Department Homepage</p> <p>http://cotham-computingit.weebly.com/</p> <p>All lessons and additional resources are stored here</p> <p>Further Information on KS3 Assessment Strands</p> <p>http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>Low Cost Computers Council Scheme</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>http://www.bristolcomputerreuse.org/</p>
Wider Reading	<p>http://www.bbc.co.uk/news/technology</p>
Additional info	<p>Enrichment Activities:</p> <p>ICT Catch up is available in B001 and there is always a member of the ICT team on-hand to support students every lunchtime.</p> <p>Current Clubs are a Key Stage 3 game design club and Year 8-10 Digital Leaders. Clubs vary throughout the year.</p>

SUBJECT	Design, Technology and Engineering
<p>Year 7 Course Outline</p>	<p>Students rotate through a carousel of specialist teachers and rooms to complete challenging projects and experience a wide range of specialist areas, equipment, techniques and materials. In no particular order this includes; Materials Technology, Electronics & Systems, Visual Communication and Product Design. During their study students will gain a knowledge and understanding of the Core Technical Principles of Design & Technology across the range of areas. Whilst studying a particular project it may focus in-depth on Specialist Technical Principles for one or more materials such as; Timber, Polymers, Papers and boards, Metals, Textiles, Electronic and mechanical systems.</p> <p>7.1 Iconic Money Boxes. A design and make project focused around the use of icons and graphics to communicate in our modern designed environment. Throughout the project they will study the theory of Polymer based materials, their origins, physical properties and working characteristics. Students plan their manufacture through three-dimensional card modelling, develop designs through sketching and annotation and prototype their final design using a variety of hand tools and the laser cutter to produce a personalised money box based on icon designs used in user interfaces such as those found on touchscreen devices.</p> <p>7.2 Jitterbug. Students build a motorised bug toy learning about safety in the workshop, basic electronics principles, thermoforming plastics, the design process, quality assurance/control, computer aided design (CAD) and desktop publishing (DTP). Through hands on class activities they will practise skills including vacuum forming, soldering, use of the pillar drill, assembly techniques, use of the hot melt glue gun and effective personal time management.</p> <p>7.3 Paper Engineering. Students study the work of Robert Sabuda to design and make a celebration card of their choice. Program of study will look at; work by Robert Sabuda, types of motion, simple mechanisms including cams and linkages, different types of paper and boards and graphical techniques including use of marker pens and coloured pencils.</p> <p>7.4 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.</p>
<p>Assessment</p>	<p>Students class work, homework and active participation in group or whole class tasks will be assessed throughout their time in lessons and be fed back to them at the end of a project. Often there will be a mid-point assessment where students will receive detailed verbal or written feedback from the teacher on how to improve their work to ensure they meet or exceed their minimum expected grade.</p> <p>Assessment is broadly split into two main areas, the first, Core Technical Principles can include;</p>

	<ul style="list-style-type: none"> · Designing principles – research and data, environmental considerations, the work of others, design strategies, communicating design ideas and developing prototypes. · New and emerging technologies – Current affairs, global issues and their impact on design. · Energy, materials, systems and devices – Energy storage and generation, developments in new materials, systems approach to designing and mechanical devices. · Materials and their working properties – forces and stresses, ecological and social footprint and scales of production. · Making principles – selecting materials and components, tolerances, material management, specialist tools, equipment, processes and techniques. <p>The second area, Specialist Technical Principles will vary by project and will focus on deeper knowledge around one or more specific area from the following;</p> <ul style="list-style-type: none"> · Timber based materials · Polymers · Papers and boards · Metals based materials · Electronic and mechanical systems · Textile based materials <p>Students will be tested on their knowledge of material selection, sources and origins, stock forms, working properties, specialist techniques, tools, processes, surface treatments and finishes.</p>
<p>Year 7 Tests</p>	<p>Testing for Design & Technology takes place during Year 7 examination week and takes the form of a 55 minute written paper. Split into two sections A - core technical knowledge and B - specialist technical knowledge. Section A challenges students to recall and apply their general knowledge of all areas they have studied during the year. Section B allows students to choose questions relating to a focused material area they feel they can show the most in depth knowledge.</p>
<p>Additional Resources and supporting activities</p> 	<p>The department website http://tiny.cc/cothamDT is being developed with a range of information,, videos, links and useful resources which students should use if they need help.</p> <p>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.</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 http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>When on site, the school network has a number of programs that students can access to help them make good progress. A range of software called Focus on... is available covering a number of areas including Resistant</p>

	Materials, Mechanisms and Plastics.
Essential Notes	For some projects homework is set as a mini project or task given towards the start of the rotation with a long, often 2-week deadline for completion. The expectation is that students should spend at least 2 hours on the work. To prepare students for later study it needs to be submitted on the correct date and late or incomplete submissions result in a faculty detention for lack of effort. Work will be marked and form an important part of the grade given to the student at the end of the project.

SUBJECT	Food Science (A Group 3 and 5. B Group 5)
Year 7 Course Outline	<p>Topics covered: Students are introduced to safe and hygienic working practices in the food room through theory and food practical lessons. The 'Eat Well Guide' is introduced to students and applied through evaluations of food products made. Students are introduced to nutrition and key functions and sources of nutrients. During food practical lessons students will learn how a gas and electric oven operates and the differing methods of heat transference.</p> <p>Topics covered - Nutrition and practical implementation; healthy eating/diet; safety, heat transfer, food product evaluation.</p> <p>Skills - measuring, use of basic equipment, chopping, shredding, rubbing in, dough making. Made products include: boiled egg and toast, coleslaw, fruit salad and shortbread, enchiladas, pizza.</p>
Assessment	<p>Within Food and Nutrition assessment will be based on the development of independent practical skills, safe working practices to include knife skills. Students are assessed on their understanding of the 'Eatwell guide' and nutrition. Assessment also focuses on evaluation skills and the application of sensory descriptors.</p> <p>Homework</p> <p>Homeworks will be set through the use of Google Quiz it will ask students to watch a video clip on Nutrition or Food Safety and respond to multiple choice questions.</p>
Year 7 Tests	<p>Testing for Key Stage 3 Design & Technology takes place during Year 7 examination week and takes the form of a 45 minute written paper. Students can select to complete either a Product Design examination or Food and Nutrition examination.</p>
Additional Resources and supporting activities	<p>https://www.gcsepod.com is a fantastic resource for all nutrition and food science.</p> <p>The online GCSE textbook which all students have access to provides a wealth of interesting information on food commodities, food provenance and the science of cooking.</p> <p>www.illuminate.digital/edugasfood</p> <p>Student Username: SCOTHAM4 Student Password: STUDENT4</p>
Essential Notes	<p>It is expected that students bring in ingredients required for the dishes they are making to each practical lesson. These will be published in advance and students will be asked to write them in their planners to aid organisation. Ingredients list are on Google Classroom.</p>

SUBJECT	Dance
Year 7 Course Outline	<p>Term 1: Introduction to Dance.</p> <p>Looking at the three different elements of Dance: choreography, performance & appreciation learning and creating works to demonstrate the differences.</p> <p>Term 2: Performance</p> <p>Creating and performing a full group dance with a focus on technical skills, dynamics and energy.</p> <p>Term 3: Appreciation</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>Term 4: Choreography</p> <p>Using a variety of different stimuli students will develop a variety of choreographic skills including motif and motif development.</p> <p>Term 5: Exam</p> <p>Pulling together all the skills learned and developed to create and perform a short duo/trio based on Natural Phenomena</p> <p>Term 6: Performance</p> <p>Taught and created phrases are intensely rehearsed to focus on specific performance skills including projection and extension.</p>
Assessment	<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>
Year 7 Assessments	<p>Assessment varies on a termly basis. The exam will take place during the school's calendared exam period for Year 7.</p>
Additional Resources and supporting activities	<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> <p>Pulse Dance Company is an auditioned company that rehearse Monday 4.00pm - 5.30pm. Auditions take place every July.</p>
What can parents/ carers	<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>

do to support students	<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>
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SUBJECT	Drama
Year 7 Course Outline	<ol style="list-style-type: none"> 1. Key Skills One: 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. Introduction to Verbatim: A unit where you will take themes and content from real life events and use them to develop your own original work. 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
Year 7 Tests	In addition to this, every unit of work has a spelling test and definitions test based on the key vocab for that term.
Additional Resources and supporting activities	<p>All resources are sent through via google classroom Weebly has lists of keywords for each term and a breakdown of each termly homework</p> <p>Homework for the Year... Year 7 TERM 1: WHAT IS DRAMA? - A 'Surprise Me' homework!</p> <p>This could be presented as a power point, a model, a poem, a film.....or whatever you feel inspired to create.</p> <p>TERM 2: KEY WORDS</p> <p>Create an illustrated booklet or powerpoint containing a minimum of 20 Drama keywords and their meanings.</p> <p>TERM 3: COSTUME DESIGN</p> <p>Design a costume for one the characters in the play studied in class this term. You could draw and annotate a costume design or actually make it.</p> <p>TERM 4: IN-ROLE WRITING</p> <p>Write a diary or letter as if you are one of the characters explored in this term's class work.</p> <p>TERM 5: COMIC STRIP/STORYBOARD</p>

	<p>Create a pictorial representation of your group's class performance.</p> <p>TERM 6: PRODUCTION ELEMENTS</p> <p>Create a presentation setting out your ideas for design elements to enhance your group's class performance</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>
<p>Essential Reading</p>	<p>Shadow of A Boy by Gary Owen</p> <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.</p>
<p>Wider Reading</p>	<p>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.</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>

SUBJECT	Music
Year 7 Course Outline	<p>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:</p> <ul style="list-style-type: none"> ● World Music (Brazilian Samba and Indonesian Gamelan). ● Singing ● Sound and Screen ● Baroque Music: Pachelbel's Canon ● Minimalism ● Summer Music Project <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. 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>
Assessment	<p>For each unit of work students practical work will be assessed which will take 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>
Year 7 Tests	<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>
Additional Resources and supporting activities	<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</p>

	perform in concerts throughout the year.
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	<ul style="list-style-type: none"> ● 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	<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"> ● 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	<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 & 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"</p>
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.

<p>Wider Reading</p>	<p>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.</p> <p>Girls clubs:</p> <ul style="list-style-type: none"> ● Netball and badminton in the autumn term. ● Football, badminton and basketball in the spring term. ● Athletics, Tennis and rounder's in the summer term. <p>Boys clubs:</p> <ul style="list-style-type: none"> ● Rugby and badminton in the autumn term. ● Football, badminton 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. <p>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.</p>
<p>Additional info</p>	<p>It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.</p>

SUBJECT	Visual Arts
Year 7 Course Outline	<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>Themes:</p> <ul style="list-style-type: none"> ● Formal Elements ● Robots ● Mandala Plates ● Millie Marotta Animals ● Dynamism <p>Artists:</p> <p>Van Gogh, Rembrandt, Moore, Millie Marotta, Franz Marc, Duchamp, Balla</p> <p>Key skills</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, textiles and ceramics.</p>
Homework	<p>Within each project, students will be set image research to develop independent influences, written analysis to develop depth of understanding and refinement of class work to improve the quality of outcomes.</p>
Assessment	<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 progress ladder.</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/year.</p>
Additional resources and supporting activities	<ul style="list-style-type: none"> ● Art club and homework club for all students is open on Friday lunchtimes in C007. ● Competitions run throughout the year. ● Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts
How parents/carers	<ul style="list-style-type: none"> ● Talk to your son/daughter about their art projects; it is helpful for them to discuss their ideas.

<p>can support students</p>	<ul style="list-style-type: none"> ● Support with research for the written homework task: look at internet sites together; visit galleries; browse books. ● 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. ● Encourage them to attend the Friday art club.
<p>Useful websites</p>	<p>https://uk.pinterest.com/</p> <p>http://www.art2day.co.uk/</p> <p>http://www.tate.org.uk/</p> <p>https://www.vam.ac.uk/</p> <p>https://www.nationalgallery.org.uk/</p> <p>https://www.saatchiart.com/</p>
<p>Galleries and museums in Bristol (most are free entry)</p>	<p>https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</p> <p>http://www.arnolfini.org.uk/</p> <p>http://www.spikeisland.org.uk/</p> <p>http://www.rwa.org.uk/</p>