

Year 7

Key Stage 3

Curriculum

Booklet

2019/2020

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Key Stage 3 - Year 7 Curriculum Booklet

Welcome to the Year 7 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

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

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

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

Assessments during Year 7.

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

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

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

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

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

Mr Christopher Reed
Deputy Headteacher

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

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 9 tutor groups in Year 7. Each tutor group has 27 students. 3 of these tutor groups study Spanish, 3 study French, and 3 study German.

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

The theme of Year 7 is 'get involved'. Happy students flourish and students are encouraged to get involved with clubs and activities at school, to make as many new friends as possible and to feel part of the Cotham School community. The transition activities enable the students to come together as a tutor group, 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.

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, three sessions for a tutor reading programme (which aims to broaden students' vocabulary and cultural capital) and one session to explore and discuss current events and news stories. Throughout the week, tutors use this time to also support with personal organisation and homework.

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

There is a strong emphasis on Literacy skills in Year 7 through a Word of the Week focus, 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.

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.

Homework:

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

Enrichment Activities:

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

How you can support your child:

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

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

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

There is also a Year 7 Study Skills session that takes place every Wednesday and which students can access if they need support organising homework and learning habits.

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 Plan

Some students may be given a Student 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 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 (SENCo). In addition there is a Deputy SENCo and seven 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 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. We also offer a KS3 homework club for students with additional needs from 3.05-4.05pm on Wednesdays.

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 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).
- 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 Disability Record

Students who have been identified as needing extra support are placed on the school's Special Educational 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 adapted 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.

Year 7

Literacy skills are promoted via numerous initiatives. These include some specific to Year 7, such as the use of Transition Reading Records in which students record their reading choices and a Roald Dahl Day *Revolting Rhymes* competition.

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 *ARROW* and *Inference Training* programmes, depending on whether they need support with the decoding of words or with understanding and interpreting what they read.

Whole-School

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary; Talk Like an Expert in which students are expected to use academic language and World Book Day Celebrations.

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
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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)

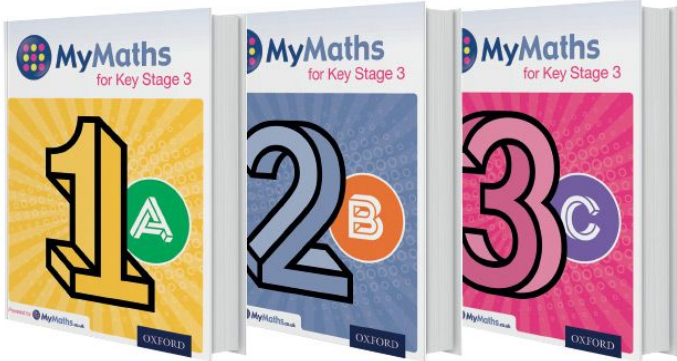

Quality of Homework in each subject will be judged as either:


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

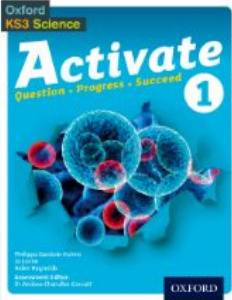
SUBJECT	English
<p>Year 7 Course Outline</p>	<p>There are a range of units in Year 7 that assess your child's writing skills and your child's ability to analyse texts (such as commenting on a writer's use of language for effect).</p> <p>Please be aware that the order below is not necessarily the order 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 students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</p> <p>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. Username:cotham Password:mathsisthebest</p> <ul style="list-style-type: none"> • www.kerboodle.co.uk • http://rich.maths.org/frontpage • www.bbc.co.uk/schools/ks3bitesize/math • www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998.index

	<ul style="list-style-type: none"> • www.samlearning.com/ - Key Stage 3 revision activities.
Essential Reading	<p>All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students are all issued with a textbook from the library. 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.</p>
Wider Reading	<p>As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of past paper questions to stretch and challenge your son/daughter's mathematical reasoning:</p> <p>https://www.ukmt.org.uk/individual-competitions/junior-challenge/</p> 
Additional info	<p>Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.</p>

SUBJECT	Science						
<p>Year 7 Course Outline</p> 	<p>Within the first few lessons of Science, safety in the laboratory will be covered.</p> <p>The following chapters will be covered over the course of Year 7:</p> <table border="1" data-bbox="408 360 1305 857"> <tbody> <tr> <td data-bbox="408 360 663 499">Term 1+2 (Sept - Dec)</td> <td data-bbox="663 360 1305 499"> <ul style="list-style-type: none"> ● Cells (B1.1) ● Particles and their behaviour (C1.1) ● Forces (P1.1) </td> </tr> <tr> <td data-bbox="408 499 663 707">Term 3+4 (Jan - April)</td> <td data-bbox="663 499 1305 707"> <ul style="list-style-type: none"> ● Structure and function of body systems (B1.2) ● Elements, atoms and compounds (C1.2) ● Sound (P1.2) ● Reactions (C1.3) </td> </tr> <tr> <td data-bbox="408 707 663 857">Term 5+6 (May - July)</td> <td data-bbox="663 707 1305 857"> <ul style="list-style-type: none"> ● Reproduction (B1.3) ● Acids and Alkalis (C1.4) ● Light (P1.3) </td> </tr> </tbody> </table> <p>Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic.</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) ● Reactions (C1.3) 	Term 5+6 (May - July)	<ul style="list-style-type: none"> ● Reproduction (B1.3) ● Acids and Alkalis (C1.4) ● Light (P1.3)
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<p>Assessment</p>	<p><u>Homework</u></p> <p>Each student will be expected to carry out a piece of homework once per week.</p> <p>There will be a series of activities that students can choose from for each topic. These will be highlighted in the students exercise book and on the VLE.</p> <p><u>Lesson assessment</u></p> <p>Each chapter will be assessed with regular quizzing using scientific recall questions. These will ensure students have a good grounding of scientific knowledge for their exams.</p> <p>Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.</p>						
<p>Year 7 Tests</p>	<p>Students will sit 3 exams throughout the year assessing learning from that terms topics and previous year 7 topics. Further information regarding dates and revision checklists can be found in the Assessment Calendar for year 7.</p>						
<p>Additional Resources and</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</p>						

supporting activities	<p>homework will also be set on Kerboodle in the form of quizzes. The institution code is to2.</p> <p>The website SENECA has covers a wide range of year 7 science topics to help with revision.</p> <p>BBC bitesize (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>All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.</p>

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> <p>History</p>

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

	<ul style="list-style-type: none"> · understand the concept of 'Spaceship Earth' theory and how it relates to current environmental issues. · Understand how decisions can be influenced by other people (eg do people make better decisions as part of a group or individually?)
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
Year 7 Course Outline	<p>Year 7 have 5 German lessons a fortnight and are taught in tutor groups. Our course is based on Zoom 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 - The German speaking world and introductions</p> <p>Term 2 - Unit 2 - Family and school</p> <p>Term 3 - Unit 3 - Free time and hobbies / Home</p> <p>Term 4 - Unit 4 - Food & Drink / Local area</p> <p>Term 5 - Unit 5 - Fashion and shopping</p> <p>Term 6 - Unit 6 - Going on a trip</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.</p> <p>Vocab is set on Quizlet.com</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>Reading & Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
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>SAM Learning and BBC Bitesize are also excellent resources.</p>
Essential Reading	<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>

	ISBN: 978 1 84146 849 5
Wider Reading	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>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 Allez 1 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 - Personal Information and introductions</p> <p>Term 2 - Unit 2 - School, friends, animals</p> <p>Term 3 - Unit 3 - Food, local area</p> <p>Term 4 - Unit 4 - Lifestyle, holidays</p> <p>Term 5 - Unit 5 - Sport and Leisure</p> <p>Term 6 - Unit 6 - Francophone countries</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.</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>Reading & Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
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>SAM Learning and BBC Bitesize are also excellent resources.</p> <p>Vocab is set on Quizlet.com</p>
Essential Reading	<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>

Wider Reading	<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	SPANISH
Year 7 Course Outline	<p>Year 7 have 5 Spanish lessons a fortnight and are taught in tutor groups. Our course is based on ¡Claro! and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Introductions</p> <p>Term 2 - Unit 2 My family and friends</p> <p>Term 3 - Unit 3 My hobbies and free time</p> <p>Term 4 - Unit 4 Where I live</p> <p>Term 5 - Unit 5 My town</p> <p>Term 6 - Unit 6 My school</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 and all lists are set on Quizlet - an interactive website for learning vocabulary - class joining code here: https://quizlet.com/join/CMGev5S2t 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>Reading & Writing</p> <p>Speaking</p> <p>Listening</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
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>SAM Learning and BBC Bitesize are also excellent resources.</p>
Essential	<p>Some recommended revision guides (available on amazon etc. or suppliers</p>

<p>Reading</p>	<p>website https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33)</p> <p>CGP Spanish Revision Guide £4.95</p> <p>CGP KS3 Spanish Workbook with Answers £4.95</p>
<p>Wider Reading</p>	<p>Anything you can get your hands on in Spanish! The library has a small selection of books in Spanish. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films / TV series with Spanish subtitles so you can learn as you watch!</p>
	<p>There is Spanish 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!</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 used as the end of topic grading.

	<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>
<p>Year 7 Tests</p>	<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> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
<p>Additional Resources and supporting activities</p>	<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>
<p>Wider Reading</p>	<p>http://www.bbc.co.uk/news/technology</p>
<p>Additional info</p>	<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 and Technology including Food Science
<p>Year 7 Course Outline</p>	<p>Students experience three main challenging projects delivered by specialist teachers these will include a 'Bird Feeder' design task, Electronics Greeting card and the Food Science and Nutrition module. Students may begin the projects in any order depending on the timetable. During their study students will gain a knowledge and understanding of the Core Technical Principles of Design & Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene.</p> <p>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.</p> <p>Paper Engineering. Students will be introduced to Corel Draw to use for desktop publishing for their card. Image editing and layout of the card will be considered by students. The card will include an electronics component and students will learn circuit theory and soldering. The project will also include the use of the laser cutter to produce a prototype.</p> <p>Food Science Students in this project will bring in ingredients to make the following dishes, Boiled Egg and Toast, Coleslaw, Fruit Dessert, Pizza, Enchiladas. Students will be provided with an ingredients list at the start of the project to enable them to make their own choices based on personal, dietary or religious requirements. Students are taught key skills for example hazards in a food room, bacterial contamination, heat transfer, safety electric and gas cookers, knife skills, properties of fruit, bread making, safe handling of meat. Throughout key nutrition is taught to include the 'Eat Well Guide', macro and micronutrients functions and sources. Food science is delivered throughout and students will also engage in a food science experiment to examine how to prevent enzymic browning.</p>
<p>Assessment</p>	<p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors. Students will also be assessed on the knowledge of the materials and processes used at the end of each project this will be in the format of multiple choice questions.</p> <p>Homework</p> <p>Homeworks will be set fortnightly and will include GCSE POD, Google Quizzes, keyword definition tasks.</p> <p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors.</p>

	Students will also be assessed on the knowledge of the materials and processes used at the end of each project this will be in the format of multiple choice questions.
Year 7 Tests	Testing for Design & Technology takes place during Year 7 examination week and takes the form of a 45 minute Google Form based on multiple choice responses. Questions will be based on tools and equipment used, materials and properties, safe working practices, food science and nutrition.
Additional Resources and supporting activities 	<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>Students have access to the online GCSE Food textbook. www.illuminate.digital/eduqasfood</p> <p>Student Username: SCOTHAM4</p> <p>Student Password: STUDENT4</p> <p>Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.</p>
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	<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> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
Year 7 Assessments	<p>Students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>
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</p>

	<p>- 5.30pm. Auditions take place every July.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
<p>What can parents/ carers do to support students</p>	<p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) and black trackies/ shorts/ leggings.</p> <p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p>

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	<p>Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam. There is a formal assessment attached to each unit of work.</p> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</p>
Year 7 Tests	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>
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</p> <p>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 of 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 Enrichment Activities are reviewed every year and are open to change.</p>
<p>Essential Reading</p>	<p>Shadow of A Boy by Gary Owen 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> <p>Please refer to the Assessment Calendars for the exact dates of our assessments in Year 7.</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> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year.</p>
Additional Resources and	<p>To support your child in their musical development providing them access to a basic keyboard instrument will support much of their classroom work.</p>

supporting activities	<p>Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through performing music with other musicians; and encourage them to join Cotham Singers (junior choir) as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends.</p> <p>There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. Activities include Cotham Singers, Steel Pans, Cotham Rookies (junior orchestra), and Computer Composing Club. There are regular opportunities for these groups to perform in concerts throughout the year.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
Essential Reading	<p>Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.</p>
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	<p>At Key Stage 3 Music is taught to mixed ability groups by specialist music teachers. The key stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each unit of work and each unit is differentiated so students can access the work at different levels, regardless of their prior music experience. Those students that play a musical instrument will have the opportunity to use it in some of their lessons.</p>

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.

Wider Reading

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

Girls clubs:

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

Boys clubs:

- Rugby, basketball 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.

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.

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 ● Hundertwasser ● Mandala Plates ● Millie Marotta Animals ● Futurism ● Book Art <p>Artists:</p> <p>Van Gogh, Paul Klee, Hundertwasser, Millie Marotta, Fortunato Depero, Marcel Duchamp, Charis Tsevis, Tom Phillips, Sue Blackwell.</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 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 and is part of their existing project.</p>
Additional resources and supporting activities	<ul style="list-style-type: none"> ● Art club and homework club for KS3 students is open on Friday lunchtimes in C006. ● 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; 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 the Friday art club. ● Visit Art galleries and exhibitions for inspiration.
<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>http://www.studentartguide.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>