

## Art & Design

### Key Stage 3 Year 7 2018 - 2019

Students have one hour of Art a week. Students work through a range of theme-based projects that give them the opportunity to learn about a wide range of artists, alongside broadening and deepening their art knowledge and skills.

<i>Half Term</i>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	<p><u>Project title: Formal elements (introductory stage)</u></p> <p>Pupils gain skills and knowledge of the formal elements of art. Pupils use this knowledge and skill to create observational studies of a range of subjects.</p>	<p><u>Assessments:</u></p> <p>Baseline drawing assessment: (observational drawing)            Baseline 2 drawing assessment:(observational drawing)</p>
<b>2</b>	<p><u>Project title: Dreams and nightmares ( consolidating stage)</u></p> <p>Pupils use the skills and knowledge learnt in the first term to respond to the work of Surrealist artist Rene Magritte. Pupils design and create their own response using a range of materials, techniques and processes, consolidating knowledge and skill.</p>	<p><u>Assessments:</u></p> <p>Written response to the work of Rene Magritte: (Contextual referencing)            Final outcome: Rene Magritte inspired room: ( Personal outcomes)</p>
<b>3</b>	<p><u>Project title: Country life/ City living.</u></p> <p>Pupils explore the work of artists who focus on landscapes in their work. Pupils compare and contrast the differences and similarities between country and urban living.            Pupils study and respond to the work of David Hockney.</p>	<p><u>Assessments:</u></p> <p>Written and visual mind map :( Recording information)            David Hockney response: (Observational drawing)</p>
<b>4</b>	<p><u>Project title: Country life/ City living.</u></p> <p>Pupils continue to explore landscapes from both country and urban settings. Pupils study and respond to the work of John Dolan.</p>	<p><u>Assessments:</u></p> <p>Collage of imagined cityscape in response to John Dolan: (Materials and techniques)            Monoprint based on cityscape collage: Recording information)</p>
<b>5</b>	<p><u>Project title: Reflections</u></p> <p>Pupils explore how different artists have interpreted the theme of the self. Pupils learn how artists such as Frida Kahlo and Julian Opie have used symbols to represent aspects of their personalities. Pupils create their own Frida Kahlo inspired portrait.</p>	<p><u>Assessment:</u></p> <p>Drawing of an animal of pupil's choice. (recording information)            Painted portrait composition. ( Personal outcome)</p>

<b>6</b>	<u>Project title: Reflections</u> Pupils create a Julian Opie inspired self portrait.	Assessment examination piece: Final Julian Opie inspired self portrait.
<b>Further reading and independent/extension activities</b>		
➤	Extension activity 1) The process is how we do something. What has been your process in learning today? What steps did you take to complete your work?	
➤	Extension activity 2) Imagine Twitter is now the only way to communicate. Summarise today's learning in no more than 140 characters	
➤	Extension activity 3) Review your work from today's lesson. How could you make it better? Set yourself a target and then try to improve. Then reassess. Have you made your work better? Extension activity 4) Create a 5 question quiz to be used next lesson. Make sure you include the answers so that you can help people to make their own next lesson.	
<b>Websites and resource links</b>		
➤	<a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>	
➤	<a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● By ensuring they have the following resources, these will be required EVERY lesson: A HB pencil, A ruler , A rubber , A pencil sharpener If possible, a small set of coloured pencils &amp; glue stick.</li> <li>● Parents can also support by encouraging the practise of observational drawing at home and taking their children on visits to Exhibitions and Galleries.</li> </ul>		
<b>Members of staff</b>	Mr J Brown (Curriculum Leader) Mrs J Burnett	

<h1>Computing</h1>		
<b>Key Stage 3 Year 7 2018 - 2019</b>		
The aim of our curriculum is to develop confident digital citizens who understand the power of their digital world. To provide accessible, challenging and engaging projects that empower students and promotes the productive use of technology.		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Using computers safely, effectively and responsibly	Test
<b>2</b>	The google challenge	Completed challenges are assessed
<b>3</b>	Understanding the Computer	2 tests
<b>4</b>	Spreadsheets	End product will be assessed
<b>5</b>	Programming in Scratch	Test
<b>6</b>	Revision for exam followed by mini programming	Test

	challenges	
<b>Further reading and independent/extension activities</b>		
➤	Students will be able to access some software from home and we encourage them to do so. This includes google apps, google classroom, scratch, Edublogs.	
➤	Students can apply to become a Coombe Digital Leader	
➤	Further extension activities are provided to students on the computing KS3 site	
➤	We will be running a coding club for year 7	
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher.	
<b>Websites and resource links</b>		
➤	BBC bite size - KS3 computing, Hour of Code, Scratch, lightbot, codecombat, bbc newsround technology news, codeacademy	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● We encourage parents to discuss safe use of the internet their children.</li> <li>● The “think u know” website is a great place to find age appropriate guidance for e-safety for both children and parents.</li> </ul>		
<b>Members of staff</b>	Mr P Corkhill (Curriculum Leader) Mr Q Zaidi	

<h1>Design &amp; Technology</h1>		
<h2>Key Stage 3 Year 7 2018 - 2019</h2>		
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity, technical understanding and imagination, pupils design and make products using a wide range of materials, tools, processes and industrial practices. Pupils learn to solve real and relevant problems within a variety of contexts. Pupils consider their own and others’ needs, wants and values.</p> <p>The high-quality and exciting design and technology education delivered at Coombe Boys’ School ensures pupils are challenged into developing solutions using the knowledge, understanding and skills needed to engage in an iterative process of designing, making and evaluating.</p> <p>At Year 7 a range of disciplines are covered which include:</p> <ul style="list-style-type: none"> <li>● Food Preparation and Nutrition</li> <li>● Electronics</li> <li>● Computer aided design and manufacture</li> <li>● Metals shaping and Forming</li> <li>● Timbers shaping and Forming</li> </ul>		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>

<b>1</b>	Food Preparation and Nutrition	Practical and Theory work End of unit assessment
<b>2</b>	Electronics - Input and output	Practical and Theory work End of unit assessment
<b>3</b>	Computer aided design and manufacture - Core skills	Practical and Theory work End of unit assessment
<b>5</b>	Metals shaping and Forming - Core processes	Practical and Theory work End of unit assessment
<b>6</b>	Timbers shaping and Forming - Core processes	Practical and Theory work End of unit assessment
<b>Further reading and independent/extension activities</b>		
➤	AQA Food preparation and Nutrition, Anita Tull ISBN-10: 1908682787	
➤	<p>The following publishers have been selected to enter the AQA textbook approval process for our GCSE Design and Technology specification:</p> <ul style="list-style-type: none"> <li>● Hodder Education</li> <li>● PG Online</li> </ul> <p>Use the following URL for the approved textbooks</p> <p><a href="http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks">http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks</a></p>	
➤	New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) - ISBN: 978 1 78294 755 4	
<b>Websites and resource links</b>		
➤	<a href="http://www.kerboodle.com/">http://www.kerboodle.com/</a> <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a>	
➤	<a href="http://www.bbc.co.uk/education/subjects/zfr9wmn">http://www.bbc.co.uk/education/subjects/zfr9wmn</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● Take an active interest in supporting pupils completing all homework tasks and visiting design events and exhibitions.</li> <li>● Look for opportunities to develop pupils' capabilities in designing and making products.</li> <li>● Parents make a voluntary contribution at the start of each academic year. Pupils should come prepared with stationery.</li> </ul>		
<b>Members of staff</b>	Mr D Lambourne (Curriculum Leader) Miss J Besidone Mrs L England	

# Drama

## Key Stage 3 Year 7 2018 - 2019

Drama at Coombe Boys' School is intended to offer all students an opportunity to unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. The curriculum allows students through engagement in drama to apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. In addition principles of communication, concentration and co-operation are encouraged and opportunities for participation in whole school performing-arts events and future Arts opportunities are provided.

<i>Half Term</i>	<b>Course Content</b>	<b>Assessment information</b>
	In common with all subjects, drama requires specific skills, knowledge and understanding, which are progressively taught and assessed through and across the key stages. Three interrelated activities characterise the subject of drama at all levels: making, performing and responding.	In Drama lessons on-going assessment is based around the concept of DIRT: Dedicated Reflection and Improvement Time. This involves elements of peer assessment and self-assessment where pupils consider their and think about how they have learned – what worked well and what could be improved. They then spend time on improving their work, amending it and responding to feedback.
<b>1</b>	Playtext Study – Private Peaceful by Michael Morpurgo	Video Performance Assessment & Written Response
<b>2</b>	Darkwood Manor - Building Tension & Suspense	Teacher assessment of the 'making' stages of rehearsals
<b>3</b>	Extended writing – reviewing live Rose Theatre performance	Written evaluation
<b>4</b>	Issue based drama - It was Terrifying/ The Orphanage - exploration of creating performance	Teacher assessment of the 'making' stages of rehearsals
<b>5</b>	Devising from stimulus - Escape from Kraznir - Extended writing – evaluation of their own and others practical work	Written Process Log Video performance assessment
<b>6</b>	Exploring Movement & Mask - Trestle Masks	Teacher assessment of the 'making' stages of rehearsals

### Further reading and independent/extension activities

➤	Reading theatre reviews in the broadsheets and free papers can be useful in terms of critical thinking (and awareness of what's on) Please note that the LRC publishes the KS3 Drama reading lists termly – these are available in the LRC and are published on the Drama room display boards and the school website - <a href="http://www.coombeboysschool.org/page/?title=Drama&amp;pid=181">http://www.coombeboysschool.org/page/?title=Drama&amp;pid=181</a>
➤	The Department offers a wide range of extra-curricular opportunities, which vary, from Whole School Productions, GCSE/BTEC Exam Showcases, Shakespeare Schools Festival

	<p>entries, National Theatre Connections Festival entries, International Youth Arts Festival entries Musical Theatre Ensemble and Lower School Drama and Dance clubs. The Department also work closely with the Parents and Friends Association supporting the fundraising efforts wherever possible and running the hugely popular, termly Family Theatre Trips. Pupils are also given regular opportunities to attend live theatre events both locally and in London. TIE companies annually bring performance work into the Department and established theatre practitioners offer a range of extra-curricular opportunities, one of the most popular being the Swordplay and Stage-Combat Master-class.</p>
➤	<p>The Department also offer the Arts Award qualification as an extra-curricular opportunity. Arts Award is a range of unique qualifications that support young people to grow as artists and arts leaders. We offer the Arts Award at Bronze &amp; Silver levels and this will be offered in the Art forms of <b>Drama, Music &amp; Art</b>.</p> <p>The Arts Award qualification offers your son a chance to:</p> <ul style="list-style-type: none"> <li>● Discover the enjoyment of creating and participating in any art form</li> <li>● Develop his creativity and leadership skills</li> <li>● Learn new skills and share them with others</li> <li>● Get to work with or experience working with creative arts professionals</li> </ul>
➤	<p>Pupils are encouraged to attend KS3 Drama Club to develop and enhance their making and performance skills. Staff offer lunchtime drop in sessions for support with written response catch up.</p> <p>Pupils are also encouraged to support their Drama outside of the classroom with the following organisations:</p> <ul style="list-style-type: none"> <li>· National Youth Theatre</li> <li>· Orange Tree Theatre Young Company</li> <li>· Rose Theatre Youth Company</li> <li>· Youth Music Theatre</li> <li>· Lyric Theatre Young Company</li> <li>- Young Vic New Views Company</li> </ul>
<b>Websites and resource links</b>	
➤	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/drama">www.bbc.co.uk/schools/gcsebitesize/drama</a> has excellent explanations and clips of drama techniques in action</p>
<b>How can parents/carers support at home</b>	
	<ul style="list-style-type: none"> <li>● Above all else the Drama department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy.</li> <li>● The greatest way to support your son in their study of drama is through encouraging their participation and exposure to it. Students benefit greatly from experiencing live theatre whether amateur or professional and we encourage all of our students to visit the theatre as often as possible.</li> </ul>
<b>Members of staff</b>	<p>Miss S O'Reilly (Curriculum Leader) Miss S Sladen</p>

# English

## Key Stage 3 Year 7 2018 - 2019

In year 7 we introduce students to a wide range of literature and begin to introduce the analysis skills needed for success throughout KS3 and GCSE. We begin with the study of old English literature and track the development of how stories have been told over time. This unit underpins the poetry, drama and prose that students will study across the year with a focus on how language is used for effect.

Half Term	Course Content	Assessment information
1	Literary Heritage Unit	Creative writing - language for effect.
2	Introduction to Poetry Unit	Poetry analysis - effect on reader.
3	Drama Unit	Extract analysis - form focus.
4	Non fiction Unit	Transactional writing - genre focus.
5	Creative Reading and Writing Unit	Reading for meaning - effect of language.
6	Novel Study Unit	Whole text analysis - language and form focus.

### Further reading and independent/extension activities

➤	<a href="http://www.bbc.co.uk/guides/zwjq2hv">http://www.bbc.co.uk/guides/zwjq2hv</a>
➤	<a href="https://www.poetryfoundation.org/learn/children">https://www.poetryfoundation.org/learn/children</a>
➤	<a href="https://www.firstnews.co.uk/">https://www.firstnews.co.uk/</a>
➤	Keep a journal! You can write about your day or simply make up some short stories - this is a great way to improve getting your ideas down quickly!
➤	Read something every day - aim for 20 minutes a day. This will help you build your vocabulary and improve spelling and punctuation.

### Websites and resource links

➤	<a href="https://www.topmarks.co.uk/english-games/7-11-years/punctuation">https://www.topmarks.co.uk/english-games/7-11-years/punctuation</a>
➤	<a href="https://literacytrust.org.uk/parents-and-families/">https://literacytrust.org.uk/parents-and-families/</a>

### How can parents/carers support at home

- Listening to your child read for at least ten minutes a day.
- Visits to the library to choose and exchange books.
- Checking all written work for clarity of handwriting and correct punctuation.
- Encourage writing for pleasure through journaling of events and ideas.

<b>Members of staff</b>	Mrs A Ahmed (Curriculum Leader) Mrs E Shawkat Mr K Sultana Miss C Somers Miss H Benson Miss O Thomson
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# Geography

## Key Stage 3 Year 7 2018 - 2019

Geography is the study of the planet and people's interactions with it. In Coombe Boys we change the topic every half term as there is so much about our Earth and its population we can discover.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	It's your planet.	Baseline and end of topic test
<b>2</b>	Rivers	End of topic test
<b>3</b>	Maps and mapping	Map skills test
<b>4</b>	The UK	End of topic test
<b>5</b>	GIS and Crime	Field work survey
<b>6</b>	London & Urbanisation	End of year exam
<b>Further reading and independent/extension activities</b>		
➤	Visit Docklands and Kingston Museum	
➤	Take a trip to a river- Cuckmere Haven is recommended	
➤	Take up the challenge of completing a walk using an OS map.	
➤	Try Geocaching	
➤	Watch Documentaries such as Planet Earth	
<b>Websites and resource links</b>		
➤	<a href="http://www.mapzone.co.uk">www.mapzone.co.uk</a>	
<b>How can parents/carers support at home</b>		
<b>See above suggestions</b>		
<b>Members of staff</b>	Mr R Hughes (Curriculum Leader) Ms N Hothy Ms E Halls	

# History

## Key Stage 3 Year 7 2018 - 2019

Year 7 History focuses in the period from 1066-1485. Transitioning seamlessly from KS2, Year 7 history gives pupils a rigorous, engaging and thought provoking journey through the middle ages. From the cataclysmic events of Hastings to the dramatic history of our city, London, Year 7 history is a thrilling examination of a crucial time period in our history.

Half Term	Course Content	Assessment information
1	Introduction to History.	The mystery of the skeletons - source analysis task.
2	The Norman conquest part I	Why did William win the Battle of Hastings - Causation task
3	The Norman conquest part II	Did the Normans change England completely? Source analysis task
4	Who had the power? The story of church, state and the barons in the middle ages	Interpretations of King John
5	Rats and Rebels. The Black death and the Peasants Revolt.	Did Rats and Rebels change peoples lives completely. A change and continuity exercise.
6	When was the best time to live in London? A history of London from 1000-Present day	Did the Blitz spirit exist - a source analysis task.

### Further reading and independent/extension activities

>	'Stormin Normans' by Terry Deary
>	'Smashing Saxons' by Terry Deary.
>	'The Gauntlet' by Ronald Welch
>	'Dawn Wind' by Rosemary Sutcliffe
>	The Time Traveller's Guide to Medieval England: A Handbook for Visitors to the Fourteenth Century by Ian Mortimer

### Websites and resource links

>	<a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a>
>	<a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a>

### How can parents/carers support at home

- By discussing any of the topics at home. Any museum visit or to any historical sites linked to the course are encouraged.
- Films such as Beckett or TV shows such as *Seven ages of Britain*, *Crusades*, or *Terry Jones' Medieval lives* are also recommended.
- Homework is set in line with school policy and comprises tasks such as online knowledge quizzes and research tasks.

<b>Members of staff</b>	Mr O Jones (Curriculum Leader) Mr J Haldenby Mrs J Morris
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# Mathematics

## Key Stage 3 Year 7 2018 - 2019

In year 7 we build upon the core skills taught in Key Stage 2 with an introduction to some new topics. Pupils learn and how to progress in Mathematics with our highly developed scheme of learning. Throughout lessons, pupils gain the opportunity to improve their fluency in thinking logically, systematically and persevering through problems. Our maths curriculum has been designed as a 5 year GCSE. All skills are working towards content at GCSE. In year 7 pupils can be working anywhere on stages B to D. Please refer to the school website for the other stages.

Topic	Stage B outline	Tier of entry level
<b>1 Calculations (Core)</b>		
<b>LO1</b>	To be able to multiply whole numbers and decimals using the Chinese method	<b>F</b>
<b>LO2</b>	To be able to divide using short division	<b>F</b>
<b>LO3</b>	To be able to calculate (+, -, x, ÷) using integers	<b>F</b>
<b>2 Algebra (Core)</b>		
<b>LO1</b>	To be able to write expressions from a description	<b>F</b>
<b>LO2</b>	To be able to simplify like terms up to 2 variables with positive and negative answers incl non-linear	<b>F</b>
<b>LO3</b>	To be able to simplify terms using multiplication and division	<b>F</b>
<b>LO4</b>	To be able to substitute integers into expressions	<b>F</b>
<b>3 Fractions (Core)</b>		
<b>LO1</b>	To learn common non-unit fraction, decimal and percentage equivalences	<b>F</b>
<b>4 Calculations (Core)</b>		
<b>LO1</b>	To be able to identify square numbers up to $15^2$ and cube numbers up to $15^3$	<b>F</b>
<b>LO2</b>	To be able to use the BIDMAS with two operations and integers (+/-) but no brackets	<b>F</b>
<b>LO3</b>	To be able to use the BIDMAS with two operations and integers (+/-) with brackets	<b>F</b>

<b>5 Graphing (Core)</b>		
<b>LO1</b>	To be able plot coordinates in all four quadrants	<b>F</b>
<b>6 Area and Volume (Core)</b>		
<b>LO1</b>	To be able calculate the area of a rectangle	<b>F</b>
<b>LO2</b>	To be able calculate the area of a triangle	<b>F</b>
<b>LO3</b>	To be able use the formula to calculate the volume of a cube or cuboid	<b>F</b>
<b>7 Angles (Core)</b>		
<b>LO1</b>	Solve simple angle problems in straight lines	<b>F</b>
<b>LO2</b>	Solve angle problems in triangles	<b>F</b>
<b>LO3</b>	Solve angle problems in quadrilaterals	<b>F</b>
<b>8 Pie charts (Core)</b>		
<b>LO1</b>	To be able to construct simple pie charts	<b>F</b>
<b>LO2</b>	To be able to interpret pie charts split in simple proportions	<b>F</b>
<b>9 Number Properties</b>		
<b>LO1</b>	To be able find the factors of numbers and identify the HCF of two numbers	<b>F</b>
<b>LO2</b>	To be able to state the multiples of numbers and find the LCM of two numbers	<b>F</b>
<b>LO3</b>	Know the definition of a prime number and all prime numbers out of 100	<b>F</b>
<b>10 Units of measure</b>		
<b>LO1</b>	To be able to convert between imperial and metric units, given the conversion factor	<b>F</b>
<b>Further reading and independent/extension activities</b>		
➤	Try a maths puzzle everyday <a href="https://plus.maths.org/content/Puzzle">https://plus.maths.org/content/Puzzle</a>	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	

>	<a href="https://www.math-salamanders.com/division-practice.html">https://www.math-salamanders.com/division-practice.html</a>
>	<a href="https://www.math-salamanders.com/online-multiplication.html">https://www.math-salamanders.com/online-multiplication.html</a>
>	<a href="https://www.math-salamanders.com/subtraction-practice.html">https://www.math-salamanders.com/subtraction-practice.html</a>
>	<a href="https://www.math-salamanders.com/addition-practice.html">https://www.math-salamanders.com/addition-practice.html</a>
<b>Websites and resource links</b>	
>	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>
>	<a href="https://vle.mathswatch.co.uk/">https://vle.mathswatch.co.uk/</a>
<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>● Be positive about mathematics, regardless of your own experience or feelings towards the subject.</li> <li>● Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.)</li> <li>● Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc</li> <li>● Visit the Science museum - Mathematics: The Winton Gallery</li> <li>● Visit the British museum and print appropriate resources below <a href="http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx">http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx</a></li> </ul>	
<b>Members of staff</b>	Mr K Patel (Curriculum Leader) Mr A Marashi (Second in charge of Mathematics) Mrs O Bello Miss C Nathan Mr D Danso Mrs C Hodgson

<b>Modern Foreign Languages – French, German, Spanish</b>		
<b>Key Stage 3 Year 7 2018 - 2019</b>		
All pupils study one Modern Foreign Language of either French, German or Spanish, and they will take this language for GCSE.		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Introductions, talking about yourself and others	Reading/writing/listening/speaking
<b>2</b>	School, time, opinions	Reading/writing/listening/speaking
<b>3</b>	Sports and free time activities	Reading/writing/listening/speaking
<b>4</b>	Home and area	Reading/writing/listening/speaking
<b>5</b>	Holidays	Reading/writing/listening/speaking
<b>6</b>	Holidays, using more than one tense	End of year exam - all 4 skills
<b>Further reading and independent/extension activities</b>		

>	French/German/Spanish dictionary
>	Change the audio and subtitles on your dvds to French/German/Spanish
>	Read the Mary Glasgow magazines for French/German/Spanish
>	Visit the French/German/Spanish institute in London - ask your teacher for details
>	Attend KS3 foreign film club
<b>Websites and resource links</b>	
>	<a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>
>	<a href="http://www.duolingo.com">www.duolingo.com</a>
<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>● Remind your child of homework deadlines</li> <li>● Test your child on new vocabulary</li> <li>● Ask your child to teach you some new words and phrases</li> </ul>	
<b>Members of staff</b>	Miss C Caputa (Curriculum Leader) Mr A Dixon Mr A Stewart

<h1>Music</h1>		
<b>Key Stage 3 Year 7 2018 - 2019</b>		
<p>In Year 7 pupils are introduced to lots of exciting topics which will all incorporate the skills of Listening, Performing and Composing. Pupils previous musical ability and lessons will be recorded so pupil tasks can be differentiated accordingly. Through the units covered in this year all pupils will be able to develop performance skills on keyboards, ukulele and musical theatre singing. They will learn to compose and record their work using Garageband software on apple mac computers. Pupils will also learn how to appraise different styles of music and widen their musical vocabulary.</p> <p>Extra curricular activities are run throughout the school year including: choir, orchestra, string quartet, ukulele group, DJ club, rock band, brass group and in 2019 we will be running a music tour.</p>		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	<p><b>Why Music?</b> Pupils explore the building blocks of Music. They will cover the 7 elements of Music as a tool to analyse the music they hear. They will learn how to read and write pitch and rhythm in western notation. Pupils will also compose a short rhythm and perform a piece on the keyboard. All work will be differentiated to support and challenge pupils.</p>	<p>Baseline Test Keyboard performance Rhythm composition Listening extended writing</p>
<b>2</b>	<p><b>Pop Music</b> Pupils will learn about chords and pop music structure. They will perform the 4 chord song,</p>	<p>Listening extended writing 2 Chord performance Melody composition</p>

	compose a melody and listen and appraise a wide variety of pop songs.	
<b>3</b>	<b>Musical Theatre</b> Pupils will learn about the history of Musical Theatre, musical influences and origins. They will perform a number from a musical theatre show.	Listening Test Musical Theatre performance
<b>4</b>	<b>Classical Music</b> Pupils will learn about the music from 1750-1820. They will research composers and study the characteristics of this genre in music through composition and performance tasks.	Listening Test Ode to Joy performance
<b>5</b>	<b>Ukulele Project</b> Pupils will be able to learn the basics of the ukulele with their very own instrument!	Ukulele performance
<b>6</b>	<b>Revision and End of Year Exam</b> Revisit all keywords and skills <b>Introduction to African Drumming</b>	End of Year Exam
<b>Further reading and independent/extension activities</b>		
➤	BBC Howard Goodall's Story of Music (dvd and youtube)	
➤	Will Grove White 'Learn to Play the Ukulele' (website)	
➤	Kingston Music Service music lessons	
➤	ABRSM Musictheory books/grades 1-5	
➤	Ben Parker 'How to Play Keyboard'	
<b>Websites and resource links</b>		
➤	<b>Music theory support:</b> <a href="http://www.musictheory.net/">http://www.musictheory.net/</a>	
➤	<b>Writing music notation:</b> <a href="https://www.noteflight.com/login">https://www.noteflight.com/login</a>	
	<b>Sheet music:</b> <a href="http://www.musicnotes.com/">http://www.musicnotes.com/</a>	
	<b>Online Platform:</b> <a href="https://coombeboys.musicfirst.co.uk">https://coombeboys.musicfirst.co.uk</a> (ask Miss Lucas for a log in)	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>• Above all else, the Music department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy.</li> <li>• We would love you to support your son by encouraging him to participate in as much music making as possible. This could be through practicing pieces at home, describing music on the radio using the 7 elements, going to see a concert or being involved in extracurricular music activities. There are practice rooms available at school and online keyboard websites. Keyboards and ukuleles can also be purchased quite cheaply.</li> <li>• Pupils can also learn an instrument with Kingston Music Service at school or at the Music Centre. Information will be sent out via email in the first few weeks of every year and is available on the school website - <a href="mailto:musicservice@kingston.gov.uk">musicservice@kingston.gov.uk</a></li> </ul>		
<b>Members of staff</b>	Miss H M Lucas (Curriculum Leader) Mr S Thomas	

# Physical Education

## Key Stage 3 Year 7 2018 - 2019

Please note - your son will follow a particular pathway. The pathway through the nine activities are timetable specific. Please check your son's planner and the Google PE site via Google Classroom.

<b>Rotation</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	FOOTBALL-outwitting the opponent – use of pass	TEACHER ASSESSMENT graded 9(High) – 1(low)
<b>2</b>	TABLE TENNIS – understanding use of angle/speed	ONGOING TEACHER ASSESSMENT
<b>3</b>	GYMNASTICS – sequence development	ONGOING TEACHER ASSESSMENT
<b>4</b>	O/aa (OUTDOOR & ADVENTUROUS ACTIVITIES)- team building, map reading, co-ordinates	ONGOING TEACHER ASSESSMENT
<b>5</b>	BASKETBALL – outwitting opponent , use of accuracy	ONGOING TEACHER ASSESSMENT
<b>6</b>	ATHLETICS- performing at maximum	ONGOING TEACHER ASSESSMENT
<b>7</b>	VOLLEYBALL – height= time	ONGOING TEACHER ASSESSMENT
<b>8</b>	SOFTBALL- striking and fielding, positional play	ONGOING TEACHER ASSESSMENT
<b>9</b>	RUGBY - developing support play	ONGOING TEACHER ASSESSMENT

### Further reading and independent/extension activities

➤	It is always helpful to read around the relevant topic/activity. The LRC has some excellent resources	
➤	PE kit + trainers /relevant footwear for every lesson	<b>The Department has a sick or fit bring your kit policy</b>
➤	Please see extra-curricular PE sheet available termly and the PE calendar (monthly)	
➤	Participation in every lesson, giving it their best.	

### Websites and resource links

➤	With so many sports to play- ask your PE teacher
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### How can parents/carers support at home

- Ensure your son has his PE kit and that he is organised for every lesson

<b>Members of staff</b>	Mr P Paliotta (Curriculum Leader) Mr S Norman Mr C Sydenham Mr G Tanner
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## Religious Studies and Philosophy

### Key Stage 3 Year 7 2018 - 2019

Religious Studies and Philosophy is the study of world religions, core philosophy and ethical thinking. In year 7 students are taught the basic beliefs of God through all religions, they then develop their philosophical thinking through the scepticism of knowledge debate, develop a deeper understanding of Christianity and then work together in a world religions project.

Half Term	Course Content	Assessment information
<b>1</b>	Concepts of God A tour of all major religions and their beliefs about God including arguments for and against God's existence.	Baseline assessment on google forms. This will be multiple choice keyword questions with one extended piece.
<b>2</b>	Concepts of God A tour of all major religions and their beliefs about God including arguments for and against God's existence.	GCSE style questions
<b>3</b>	An introduction to Philosophy Study of Plato, Descartes and the scepticism of knowledge and reality.	Multiple choice questions with one extended writing piece.
<b>4</b>	An introduction to Christianity and Christian belief Belief about God, the afterlife, practises, denominations.	GCSE style questions
<b>5</b>	World religion project	Assessed by working within groups and the finished presentation
<b>6</b>	Philosophy for Children, debating and discussing a variety of philosophical topics.	End of year examination

#### Further reading and independent/extension activities

➤	Any Religious/ Philosophical books your child feels comfortable reading e.g. Sophie's World, The Other side of the Truth.
➤	Encourage debate and discussion.
➤	Watching philosophical films such as 'life of pi' or documentaries on religion and belief.
➤	Develop an awareness of current world events through reading newspapers and watching

	news programmes.
➤	Visit places of cultural significance, this can be places of worship, The British Museum, or other exhibitions taking place.
<b>Websites and resource links</b>	
➤	<a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a>
➤	BBC Religions
<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>● Students can visit local libraries and learn how to use the library for research. Any form of regular reading will enhance your child's vocabulary which will improve their learning in Religious Studies.</li> <li>● Encourage an awareness of current world events through reading newspapers and watching news programmes.</li> <li>● Encourage debate and discussion at home about current events or ethical topics to develop debating skills and stretch their own ideas.</li> <li>● Show support through asking students what they are studying and open up discussions at home.</li> </ul>	
<b>Members of staff</b>	Miss Zielinski (Curriculum Leader) Mr Melligan

<h1>Science</h1>		
<b>Key Stage 3 Year 7 2018 - 2019</b>		
Students begin secondary science by learning a wide range of skills that will carry them through school and college. The importance of observation, safe working during practical work, accurate recording of data and interpretation of data are all key skills needed at all levels of science study and these will be emphasised.		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Passport to science; organisms.	Skills assessment activities
<b>2</b>	Matter, forces, electromagnets.	End of term test
<b>3</b>	Ecosystems, reactions, energy	Skills assessment activities
<b>4</b>	Genes, Earth, waves	Skills assessment activities
<b>5</b>	Genes, Earth, waves; revision	End of year test
<b>6</b>	Skills in science	Skills assessment activities
<b>Further reading and independent/extension activities</b>		
➤	Horrible Science series; The Way Things Work; any quality book of home experiments; science videos on YouTube.	
➤	Find out about the insects, birds and mammals to be found in your local area.	

➤	Discover what your local council is doing to reduce road traffic and consider ways that you could travel to school.
➤	Watch a Ted Ed talk on a science topic of interest on YouTube.
➤	Visit a zoo or the science museums in London.
<b>Websites and resource links</b>	
➤	BBC Bitesize KS3 science for help with homework and revision.
➤	Cells Alive, NASA, Met Office, Institute of Physics, Royal Society of Chemistry, Royal Society of Biology.
<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>● Discuss the science supporting everyday activities: cooking, farming, medicines, technology, materials and environmental issues.</li> <li>● Discuss science in the news.</li> <li>● Monitor homework so that pupils spend one hour at home each week working independently.</li> </ul>	
<b>Members of staff</b>	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor