



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
CHILTERN EDGE

Maiden Erlegh Chiltern Edge CURRICULUM BOOKLET FOUNDATION

Academic Year 2018-2019

S. Elliss –Trust DHT: Curriculum

Sept 2018

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CONTENTS

[Curriculum Intent](#)

[Curriculum Allocation](#)

[Supporting literacy and numeracy across the curriculum](#)

[Supporting Personal, Social, Moral, Spiritual and Cultural \(PSMSC\) education](#)

[Enrichment curriculum](#)

[ICT to support learning](#)

[SEND provision](#)

[More and Exceptionally Able provision](#)

[EAL provision](#)

Subjects

- **ART AND DESIGN TECHNOLOGY**
- [DANCE](#)
- [DRAMA](#)
- [ENGLISH](#)
- [FOOD TECHNOLOGY](#)
- [FRENCH](#)
- [GEOGRAPHY](#)
- [HISTORY](#)
- **INFORMATION TECHNOLOGY**
- [MATHEMATICS](#)
- [MUSIC](#)
- [PHYSICAL EDUCATION](#)
- [RELIGIOUS STUDIES](#)
- **SCIENCE AND SPORT SCIENCE**



Curriculum Intent

At Maiden Erleigh Chiltern Edge we aim to deliver a high quality, rigorous and coherent curriculum that provide a stimulating and demanding education for students of all abilities.

The objectives for our curriculum are:

- To meet the needs of our students and keep as many options open to them as possible
- To secure the best possible academic results for all our students
- To ensure high quality learning over time
- To ensure substantial knowledge and language acquisition
- To practise and develop transferable skills development
- To prepare students for the next phase of their education or employment and life in modern Britain
- To develop well-rounded, confident and open-minded young adults.

Our curriculum design is based on:

- Well-designed sequences of learning over time
- A core of essential vocabulary, knowledge and skills, both subject-specific and transferable
- Freedom for teachers to apply their professionalism and expertise
- Memorable experiences which puts learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students post 16
- The recruitment, development and retention of strong teachers and curriculum leaders.

Foundation

All students follow a common curriculum which is designed by the curriculum leaders and their teams to best support the learning required in KS4.

Core: English (combined Language and Literature)

Maths

EBACC: Science and Sport Science

Geography

History

Modern Foreign Languages (French)

Extension: Art and Design Technology

Dance

Drama

Food Technology

Information Technology (IT)

Music

Physical Education (PE)

Religious Studies (RS)



Curriculum Allocation

Curriculum	Subject	Year 7 & 8 Time allocation (Hours/week)	Year 9 Time allocation (Hours/week)
Core	English	4	4
	Mathematics	4	4
	Science & Sport Science	4 (2+2)	4 (2+2)
EBACC	Modern Foreign Languages: French	1	2
	Humanities: Geography	1	1
	Humanities: History	1	1
Extension	Humanities: Religious Studies	1	0
	Physical Education	2	2
	Art and Design Technology	2	2
	Drama	1	1
	Food Technology and Dance	1	1
	IT	1	1
	Music	1	1
	PSHE	1	1
TOTAL		25	25

Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- On-line courses
- Small group work (usually with specialist HLTAs)
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

Running through all of our curriculum, including the pastoral curriculum, are strands of PSMSC which cover themes such as:

- Emotional Wellbeing
- Citizen and Community
- Careers, Work Experience and Work Related Learning
- British Values
- Personal Health
- Risk and Safety

More details about our provision for PSMSC can be found on the school website.



Enrichment curriculum

Maiden Erlegh Chiltern Edge offer a full extra curricula and educational visits programme.

All teachers contracted to work at Maiden Erlegh Chiltern Edge will be encouraged to offer one after school/extra curricula activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to one or more curriculum areas. Where appropriate, two or more curriculum areas are bridged, which means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit.

There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Subject-specific trips/events.
- Year-group specific trips/events.

ICT to support learning

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary
- Students understand how to use IT in their learning effectively -this will be part of IT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely -we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

SEND provision

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

More and Exceptionally Able provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.



- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

EAL provision

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff
- We teach academic literacy for the most able and EAL students
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

How can parents support their child?

There are many ways in which parents can support their child's progress including, but not limited to:

- Attend and participate in dedicated Parents' Evenings and Year Group Information evenings
- Engage in conversations with staff regarding the progress of your child throughout the year
- Encourage your child to discuss their learning with you.
- Support the completion of homework and revision by promoting a healthy and productive learning environment at home.
- Activate and be active on the parental Show My Homework App



TO be added



DANCE

OVERVIEW

Dance is an exciting and challenging subject, that has some-thing for every single pupil. Each term brings a new topic to the table, along with new dance styles and skills for the pupils to develop.

In this subject, pupils demonstrate use of physical and technical skills in an original and imaginative way with music. The visual and kinaesthetic learning methods can enhance pupil's awareness, motor-skills and processing. Dance can also aid those who find writing difficult, and prefer using actions to express their understanding and emotional intellect.

Dance at Chiltern Edge aims to support other subjects by correlating topics or consolidating skills in P.E, History, R.E, English and more. For example, in year 9 pupils explore the 1920's era in America including the Transatlantic Slave Trade, which brought about the well-known 'Charleston' dance style.

Be amazed at the level of confidence and self-esteem pupils can gain by watching their final performance at the end of each term!

ASSESSMENT OBJECTIVES (Applicable for year 7/8/9)

Mastery	<ul style="list-style-type: none"> • Exceptional ability to demonstrate physical skills and attributes safely, such as posture balance and coordination • Exceptional ability to execute technical skills accurately and safely, such as incorporating the basic dances actions, diverse spatial, dynamic and relationship content • Exceptional ability to illustrate expressive and performance skills, such as facial expressions, focus and timing • Exceptional demonstration of mental skills and attributes; is proactive, reliable and self motivated in class and during extra curricula activities. • Selection and use of Action, Space, Dynamic and Relationship content is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography. • Selection and use of choreographic devices is exceptionally creative and effective demonstrating a sophisticated understanding of choreography.
Secure	<ul style="list-style-type: none"> • Highly developed ability to demonstrate physical skills and attributes safely, such as posture, balance and coordination • Highly developed ability to execute technical skills accurately and safely, such as incorporating the basic dances actions, diverse spatial, dynamic and relationship content • Highly developed ability to illustrate expressive and performance skills, such as facial expressions, focus and timing • Highly developed demonstration of mental skills and attributes; is proactive, reliable and self-motivated in class • Selection and use of Action, Space, Dynamic and Relationship content is highly creative and effective, demonstrating a coherent understanding of choreography. • Selection and use of choreographic devices is highly creative and effective, demonstrating a coherent understanding of choreography.
Developing	<ul style="list-style-type: none"> • Sound ability to demonstrate physical skills and attributes safely, such as such as posture balance and coordination • Sound developed ability to execute technical skills accurately and safely, such as incorporating the basic dances actions, diverse spatial, dynamic and relationship content • Sound developed ability to illustrate expressive and performance skills, such as facial expressions, focus and timing • Sound demonstration of mental skills and attributes; can be proactive, reliable and self motivated in class • Selection and use of Action, Space, Dynamic and Relationship content is moderately creative and effective, demonstrating a sound understanding of choreography. • Selection and use of choreographic devices is moderately creative and effective demonstrating a sound understanding of choreography
	<ul style="list-style-type: none"> • Limited ability to demonstrate physical skills and attributes safely, such as such as posture balance and coordination



Emerging	<ul style="list-style-type: none"> • Limited ability to execute technical skills accurately and safely, such as incorporating the basic dances actions, diverse spatial, dynamic and relationship content • Limited ability to illustrate expressive and performance skills, such as facial expressions focus and timing • Limited demonstration of mental skills and attributes; not always proactive, reliable and self-motivated in class • Selection and use of Action, Space, Dynamic and Relationship content shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography • Selection and use of choreographic devices shows limited creativity and effectiveness demonstrating a simplistic understanding of choreography.
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ASSESSMENT STRUCTURE

Pupils have one lesson of Dance a week; formative and summative assessment structures will therefore be formatted into the following lessons:

- Lesson 3/4 – Formative/Self-assessment. Pupils self-assess their learning and performance so far; using the criteria to help suggest improvements to reach their target grade
- Lesson 6 – Summative Assessment. Pupils perform their dance and teacher assesses according to the assessment criteria and levels. Pupils are given WWW and EBI feed-back and their awarded graded.
- Lesson 7 – Formative/Peer-assessment. Pupils aim to take on the improvements from the summative assessment; feed-back is given on their progress from class mates.

GROUPINGS

Pupils are in one class (of around 20 students). Mixed ability and gender.

HOMEWORK INFORMATION

Pupils will get written home-work around once a term, which will be either consolidating their learning from the term or researching upcoming Dance genres. This should take no more than 30 minutes. Pupils MAY be set practical home-work such as to practice certain performance pieces or choreograph material ahead of the lesson. Again, this will be no more than 30 minutes in a week.

EXTENDED STUDY INFORMATION

N/A

ENRICHMENT OPPORTUNITIES

Chiltern Edge pupils will have multiple opportunities through-out the year to access extra curricula and enrichment sessions.

- From September – December; pupils can involved in the main school production, in which they may audition to perform in a dance or a speaking role.
- From January – July; pupils have the opportunity to Key-Stage 3 Dance club in lunch time and afterschool sessions. These sessions can help develop co-ordination, strength, balance and flexibility, and enhance physical ability. These sessions are for ALL key-stage pupils of mixed ability. They will learn choreographies and prepare for productions at Easter and for the Summer
- From January – July; Pupils can audition to be a part of the Edge Company Elite; where members are selected for specific performances in EdgeFest. The styles of dance performed change, therefore half term the department re-auditions to select pupils who have a particular talent or interest in the specified dance style.

EQUIPMENT NEEDED

Pupils are required to have appropriate kit for every lesson; this includes the usual stationary (pens/pencils etc) but also:

- **Leggings, sports trousers or /P.E. shorts***
- **P.E. top or sport top (no crop tops or offensive writing)***



- Sports bra
- Leotard
- Knee pads
- 1litre water bottle

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Reminding their children bring correct kit and water to every lesson and rehearsals
- Familiarising themselves with the schools code of conduct and behaviour expectations
- Regularly checking Show my Homework
- Keeping an eye out for news/letters or emails via School Comms about rehearsals/shows/trips

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.AQA.co.uk/SUBJECTS/DANCE
www.TES.co.uk

TEXTBOOKS OR REVISION GUIDES

N/A

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss P J Gardner



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	<p><u>'Sweeties' from the Nutcracker</u></p> <ul style="list-style-type: none"> An introduction to dance and department, learning safe practice and behaviour expectations in the studio Pupils explore characterisation and diverse styles of movement, embodying different styles of dance including Capoeira and Flamenco Looking at Matthew Bourne's 'Nutcracker' and the Sweeties who go to the ball! 	<p><u>'Swan Song' by Christopher Bruce</u></p> <ul style="list-style-type: none"> Researching Christopher Bruce's last choreography, and the theme of Human Rights; Amnesty international Expanding upon Contemporary dance knowledge, and learning safe practice for lifts and contact work <i>LINKS</i> – R.E.; Amnesty International and UN Human Rights 	<p><u>Kung Fu Dancing!</u></p> <ul style="list-style-type: none"> Exploring a mix of cultural dance genres such as Capoeira and the martial art form; Kung Fu Researching Sidi Larbi's 'Sutra' production and exploring the religion of Buddhism, and the Shaolin Monks <i>LINKS</i> - R.E.; The study of Buddhism
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups
2	<p><u>'Lion King'</u></p> <ul style="list-style-type: none"> Dancing in the style of African to one of the favourite Disney's Developing knowledge and dance vocabulary, and using props and costume to enhance characterisation Developing choreographic skills and movement memory Embodying diverse gestures and actions to replicate animalistic movements 	<p><u>Boy Blue Entertainment</u></p> <ul style="list-style-type: none"> Embodying different styles of hip-hop including tutting and Krumping Researching Boy Blue Entertainment; which is studied in GCSE Dance Expanding upon hip-hop knowledge from year 7 	<p><u>The Roaring 20s</u></p> <ul style="list-style-type: none"> Embodying diverse styles of Jazz and Swing dance including the Charleston and Lindy Hop Exploring the 1920's era in America, including slavery, Votes for Women and the political climate. <i>LINKS</i> – History; Transatlantic Slave Trade <i>LINKS</i> – Politics; Votes for Women



ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups
3	<p><u>‘Grease’ or ‘Diversity’</u> <u>Grease –</u></p> <ul style="list-style-type: none"> Exploring 50’s swing dance styles including Lindy Hop and Hand-jive (not forgetting Grease Lightening!) Choreographing movement in a particular style and developing imaginative responses <p><u>Diversity –</u></p> <ul style="list-style-type: none"> Embodying different styles of hip-hop and researching one of Britain’s best dance groups Styles explored include Waacking and Locking Pupils develop rehearsal skills and collaboration 	<p><u>‘West Side Story’ or Parkour</u></p> <p><u>West Side Story –</u></p> <ul style="list-style-type: none"> Exploring the classic West Side Story; looking at gang cultures, racism and the inspiration from Shakespeare’s Romeo and Juliet Musical Theatre and Jazz dance styles explored. <u>LINKS – PSHE;</u> Social and cultural factors, gangs and immigration <p><u>Parkour and Site Specific</u></p> <ul style="list-style-type: none"> Using natural environments and the surroundings to create abstract dance pieces, whilst exploring the dance style Parkour. Developing safe practice and performing outside of the studio 	<p><u>Billy Elliot – raising the barre or ‘Thriller’</u></p> <p><u>Raising the Barre –</u></p> <ul style="list-style-type: none"> Exploring ‘Billy Elliot’ the musical, and key features of dance and society in the 1980’s. Embodying the classical style of Ballet mixed with Musical Theatre <p><u>‘Thriller’–</u></p> <ul style="list-style-type: none"> Embodying different styles of hip-hop with characterisation, and looking at the classic ‘Thriller’ dance by Michael Jackson Using costume and make-up to enhance and develop characterisation
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups 	<ul style="list-style-type: none"> Formative Assessment; self and peer reflection, and use of PA booklet Summative Assessment; pupils to participate in an end of term performance – possibly to other PA groups



DRAMA

OVERVIEW

Drama is an **important** tool for preparing students to live and work in a world that is increasingly team-orientated. **Drama** also helps students develop tolerance and empathy.

ASSESSMENT OBJECTIVES

Target Band	Criteria
Mastery	<ul style="list-style-type: none"> Is able to create a highly engaging characterisation using voice, body language and facial expression in an accomplished way- The student is no longer “themselves”. Selects and applies appropriate genre, style and convention to practical drama and can fully justify their choices, both orally and through written work. Also, brings in techniques from other genres to augment and enhance communication of meaning. Shows strong imagination and creativity when creating practical drama which resonates clearly with the topic, text or theme of the unit. Shows a strong awareness of the audience and the impact theatrical choices have on the viewer and is able to fully explain and justify these both orally and through written work. Is an outstanding team player, able to both take the lead and develop the ideas of others. Rehearsal time is managed highly effectively. The student responds to direction with insight and understanding. Is able to critique live theatre, both in class and in a professional capacity and comment on its effectiveness and impact. Is actively involved in extra curricula drama activities both in and out of school.
Secure	<ul style="list-style-type: none"> Is able to create engaging characterisation using voice, body language and facial expression- The student is secure in the use of all three characterisational devices. Selects and applies appropriate genre, style and convention to practical drama and can explain their choices, both orally and through written work. Shows imagination and creativity when creating practical drama which resonates with the topic, text or theme of the unit. Shows a clear awareness of the audience and the impact theatrical choices have on the viewer and is able to explain and justify these both orally and through written work. Is a good team player, able to both take the lead and develop the ideas of others. The make full use of their rehearsal time. The student responds to direction positively. Is able to explain the choices made within live theatre, both in class and in a professional capacity and comment on its effectiveness. Is involved in some extra curricula drama activities either in and out of school.
Developing	<ul style="list-style-type: none"> Is able to create characterisation using voice, body language and facial expression- The student attempts all three characterisational devices. Applies appropriate genre, style and convention to practical drama and can explain the meaning of this subject specific vocabulary in relation to the practical task. Shows some imagination and creativity when performing practical drama which is appropriate for the topic, text or theme of the unit. Shows an awareness of the audience and the impact theatrical choices have on the viewer and is able to explain these choices both orally and through written work. Is a secure team player, able to both take the lead and develop the ideas of others. The student makes good use of their rehearsal time and understands the concept of direction and can act upon advice given. Is able to recognise the choices made within live theatre, both in class and in a professional capacity and articulate it.
Emerging	<ul style="list-style-type: none"> Is able to create basic characterisation using voice, body language and facial expression.



- | | |
|--|---|
| | <ul style="list-style-type: none"> • Shows some imagination and creativity when performing practical drama which is sometimes appropriate for the topic, text or theme of the unit. • Shows a basic awareness of the audience and the impact theatrical choices have on the audience through practical work. • Is a team player who is able to take the ideas of others. The student makes use of their rehearsal time and understands the concept of direction and can act upon advice given. |
|--|---|

ASSESSMENT STRUCTURE

Students are assessed termly on the unit of work they have been studying. In the main these assessments are on practical outcomes although opportunities are interwoven in the course that allow for written work and progress to be measured.

GROUPINGS

Mixed ability – groups of up to 30

HOMEWORK INFORMATION

Homework is set once in the unit of work

EXTENDED STUDY INFORMATION

Reading around the subject

ENRICHMENT OPPORTUNITIES

A large number of students are involved in the school show which provides the opportunity for students of all ages to be involved in a large production. There are opportunities both on stage, back stage and in the sound/lighting teams.

EQUIPMENT NEEDED

Standard school equipment only

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Going to the Theatre is a valuable experience for all and especially children.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom Code

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Tom Harte



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	<p><u>Starting Drama</u> <u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to drama as a subject. To allow the students to explore and develop ideas through the medium of performance. To introduce key dramatic conventions such as freeze frame and the five musts of drama. To encourage group work and further the students' social skills through social interaction, team building and problem solving. 	<p><u>Issues Based Drama</u> <u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to the conventions of "Teacher in Role", hot seating and role play. To allow the students to explore and develop ideas regarding social issues that may affect them (divorce, eating disorders, exam pressure) through the medium of performance. To refine the students use of role play as a form of communication with an audience. The students will explore different ways of staging drama, set and semiotics. To encourage group work and further the students' social skills through social interaction, team building and problem solving. 	<p><u>Dramatic Tension</u></p> <ul style="list-style-type: none"> To develop the students use of performance skills and how voice and movement can be used to communicate with the audience. The students will also explore how you can influence an audience to feel a particular emotion. To allow the students to explore and develop ideas through the medium of performance. To develop the students use of movement and facial expression as a form of communication with an audience and how these can be used to fulfil and specific performance aim. To encourage group work and further the students social skills through social interaction, team building and problem solving.
ASSESSMENT OPPORTUNITIES	Assessment: Use of Tableaux and Transitions	Assessment – Crimewatch style performance	Assessment – Script performance (scene from Woman in Black)
2	<p><u>Mime Skills</u> <u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to the medium of mime. To allow the students to explore and 	<p><u>Mask Skills</u> <u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to the basic principles of using mask in performance. 	<p><u>Performance Style</u> <u>Study: Commedia Dell'Arte</u></p> <ul style="list-style-type: none"> To become familiar with some conventions of; and stock



	<p>develop ideas through the medium of performance.</p> <ul style="list-style-type: none"> To refine the students use of movement and facial expression as a form of communication with an audience. To encourage group work and further the students' social skills through social interaction, team building and problem solving. 	<ul style="list-style-type: none"> To allow the students to explore and develop ideas through the medium of masked performance. To develop the students use of physical theatre as a form of communication with an audience. To encourage group work and further the students' social skills through social interaction, team building and problem solving. 	<p>characters from, Commedia Dell'Arte and Pantomime.</p> <ul style="list-style-type: none"> To create physical characters from Commedia Dell'Arte. To perform comedy sequences from both Commedia Dell'Arte and Pantomime. To know and understand the links between Commedia Dell'Arte and Pantomime. To Learn a short script.
ASSESSMENT OPPORTUNITIES	<p>Assessment: Use of Representation, Linear and Personification mime</p>	<p>Assessment – Performance following 6 rules of masks</p>	<p>Assessment – Rehearsed Improvised performance using Commedia stock characters.</p>
3	<p><u>Evacuation – Empathy and Characterisation</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To develop the students' knowledge of how to create a complete piece of drama. To allow the students to explore and develop ideas through the medium of performance using a variety of dramatic conventions. To develop the students use of voice, body language and facial expression as a form of communication with an audience. To encourage group work and further the 	<p><u>Macbeth</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> Realise extracts of Shakespeare in performance, with appropriate characterisation. Describe the difference between naturalism and non-naturalism without talking about the Unnatural. Experiment with and identify methods of structuring drama conventions. Make suggestions on how the work of others could be improved, using key words in their justification. 	<p><u>Play Study: Blood Brothers</u></p> <ul style="list-style-type: none"> To learn lines of key scenes To understand the key themes of the play To be able to use narration in performance To understand what a prologue is and be able to determine its use To apply a range of dramatic techniques to and performance



	students social skills through social interaction, team building and problem solving.		
ASSESSMENT OPPORTUNITIES	Assessment – Using Evacuation as a Stimulus to devise.	Assessment – Performance of key scenes	Assessment: Script performance of key scenes
4	<p><u>Introduction to Shakespeare</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To develop an understanding of Shakespeare's plays and language To explore several of Shakespeare's plays, practically and actively To understand the context in which the plays were written and also their relevance today 	<p><u>Performance Style Study: Physical Theatre – Advanced</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To understand the more developed techniques of Physical Theatre To learn how different vocal techniques can be used in this work To use their imaginations convey non-naturalistic Drama To analyse and dramatise a piece of poetry in a non-naturalistic style To evaluate their own and their peers' work 	<p><u>Play Study: Blood Brothers</u></p> <ul style="list-style-type: none"> To understand the story and characters of Willy Russell's <i>Blood Brothers</i> To understand how the social, cultural and historical context of the play is revealed in key scenes To explore how to play a range of characters and to one character at different stages of their life To create and perform key scenes using Physical Theatre To understand the term 'ensemble' and how to work effectively in a large group
ASSESSMENT OPPORTUNITIES	Assessment – Performance using Shakespearean language	Assessment – Performance of devised Physical Theatre demonstrating physicalisation of abstract ideas	Assessment: Whole class/cast performance.
5	<p><u>Performance Style Study: Physical Theatre</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To use the body as a means of expression and communication To understand how to use the body to create drama 	<p><u>Greek Theatre – The Origins of Theatre</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To learn facts about Ancient Greek theatre and amphitheatres. Perform scenes using a choral speaking. 	<p><u>Devising Based on Theatre in Education and Verbatim Theatre</u></p> <ul style="list-style-type: none"> Devising Based on Theatre in Education and Verbatim Theatre To understand the term devising and what a stimulus can be.



	<ul style="list-style-type: none"> To apply the success criteria of physical theatre to their work. 	<ul style="list-style-type: none"> Become familiar with the plot of Oedipus. Make use of safe stage combat. Make use of the explorative strategy forum theatre. 	<ul style="list-style-type: none"> To use a variety of stimuli to form the basis of thoughtful and thought-provoking drama. To work as an ensemble to create theatre which tackle sensitive issues in a mature way. To consider how many different elements are used to create a piece of theatre, including the technical side of theatre. To understand and to apply semiotics and proxemics to their work.
ASSESSMENT OPPORTUNITIES	Assessment – Using a poem as stimulus to create performance in style of Physical Theatre	Assessment – Application of Performance Style to performance	Assessment: Creating Performances based on Body Image awareness
6	<p><u>Performance Style Study: Melodrama</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to the genre of melodrama. To allow the students to explore and develop ideas through the medium of performance. To introduce the students to use of script and the dramatic interpretation of the spoken word. To refine the students use of voice, movement and facial expression as a form of communication with an audience. 	<p><u>Devising based on Human Rights</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To understand that we all have rights as human beings and could begin to explore this practically through drama To understand that we all have human rights and civil rights as citizens and could explore this practically through drama, beginning to apply this to performance. To understand that we all have human rights and civil rights and could explore this practically through drama, and apply this learning 	<p><u>Introduction to GCSE Drama – Practitioner exploration of Stanislavski and Brecht.</u></p> <ul style="list-style-type: none"> To know about the basic features of Brecht's Theatre To be able to demonstrate some features of Epic Theatre such as narration or alienation To be able to: demonstrate understanding that Epic Theatre is didactic, socio-political and focuses upon reason not emotion To understand who Konstantin Stanislavski was and his methods. To understand the basics of Stanislavski



	<ul style="list-style-type: none"> To encourage group work and further the students social skills through social interaction, team building and problem solving. 	confidently to a performance.	<ul style="list-style-type: none"> To be able to explain his methods and use them in performance To use Stanislavski's methods to improve character.
ASSESSMENT OPPORTUNITIES	Assessment – Using a script The Murder in the Red Barn	Assessment – Performance highlighting Amnesty campaign	Assessment: Monologues created by application of Stanislavskian Methods and group performance of political theatre applying Brechtian techniques.



ENGLISH

ASSESSMENT OBJECTIVES

English Language

AO1:

- identify and interpret explicit and implicit information and ideas
select and synthesise evidence from different texts

AO2:

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3:

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4:

- Evaluate texts critically and support this with appropriate textual references

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6:

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7:

- Demonstrate presentation skills in a formal setting

AO8:

- Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9:

- Use spoken Standard English effectively in speeches and presentations

English Literature

AO1:

- Read, understand and respond to texts. Students should be able to:
maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2:

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3:

- Show understanding of the relationships between texts and the contexts in which they were written.

AO4:

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

ASSESSMENT STRUCTURE

Students will take a unit assessment each half term to ascertain levels of progression and to set next steps.

Ongoing formative teacher assessment /AfL

Periodic progress checks and assessments against the end of year outcomes or end of Key Stage outcomes.

GROUPINGS

Mixed ability in year 7. Streaming in years 8 & 9

HOMEWORK INFORMATION

Set 1 x per week Y7 / Y8 30 mins Y9 1 hour


EXTENDED STUDY INFORMATION:

A reading list will be made available, DEAR during registration

ENRICHMENT OPPORTUNITIES

Theatre visits, visiting authors, homework clubs.

EQUIPMENT NEEDED

Black pen, green pen, ruler, pencil, eraser

The Oxford English Mini Dictionary & Thesaurus *

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage wider reading
- Help with learning spellings
- Regularly check Show My Homework and discuss classwork and homework
- Visit museums, galleries, places of interest and encourage your child's curiosity / support them in developing a sophisticated vocabulary

USEFUL ONLINE INFORMATION/ONLINE RESOURCES:

<https://www.bbc.com/bitesize/subjects/z3kw2hv>

<https://www.edplace.com/Key-Stages>

TEXTBOOKS OR REVISION GUIDES

CGP Spelling, Punctuation and Grammar Workbook ISBN: 978-1782941170

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms. H. Quinn

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Growing Up Unit	Of Mice and Men	To Kill a Mockingbird
ASSESSMENT OPPORTUNITIES	Reading Assessment: literal & inferential comprehension AO1, AO2 & AO4 Writing Skills: AO2, AO5 & AO6:	Reading Assessment: AQA language paper exam style question AO1, AO2 & AO4 Writing Assessment: Writing to describe AO5 & AO6 Speaking & Listening Assessment: Present a persuasive speech AO7, AO8 & AO9	Reading Assessment: AQA exam style questions AO1, AO2, AO3 & AO4 AfL suggested tasks: write a diary entry from a character's PoV, write a newspaper article, deliver a speech on prejudice & justice
2	Folk Tales	Much Ado About Nothing	Romeo and Juliet
ASSESSMENT OPPORTUNITIES	Reading Assessment: Examine writer's presentation of a character AO2 & AO4 Writing Assessment: Write for a specific audience and purpose using appropriate conventions AO5 & AO6	Reading Assessment: Examine Shakespeare's presentation of a character from selected extract AO2 & AO4 Writing Assessment: Creative writing task to write a speech from Don Jon's perspective. AO5 & AO6	Writing Assessment: Students imagine they are a reporter in Verona and write a newspaper article about events within the play. AO5 & AO6
3	Poetry / Ballads Unit	War poetry / unseen	Poetry Different cultures
ASSESSMENT OPPORTUNITIES	Reading Assessment:		



	<p>Students examine how a character is presented in the selected poem / ballad</p> <p>Writing Assessment: Write a letter from the character's perspective to describe feelings</p>	<p>Reading Assessment: Based on selected poem examine how the poet's attitude towards war has been presented</p> <p>Writing Assessment: Write a monologue from the war photographer's point of view</p>	<p>Reading Assessment: Explore how the poet conveys attitudes and feelings within the selected poem AO1, AO2, AO3 & AO4 AfL suggested tasks: write a poem, write interview questions to the poet, deliver a hot-seating presentation, perform a poem,</p>
4	Writing to inform, explain and describe	Writing to persuade, argue, advise. Creative writing	The Crucible
ASSESSMENT OPPORTUNITIES	<p>Reading Assessment: Students analyse the way in which a newspaper explains an event AO2 & AO4</p> <p>Writing Assessment: Students create their own informative news article about an important event AO5 & AO6</p> <p>Speaking & Listening Assessment: Presentations to inform AO7, AO8 & AO9</p>	<p>Writing Assessment: Writing an advertisement to persuade AO5 & AO6</p> <p>Speaking & Listening Assessment: writing a speech to argue and persuade AO7, AO8 & AO9</p>	<p>Writing Assessment: Personal response to a character in <i>The Crucible</i>. Students must write about: 1) What the character says and does. 2) The methods the writer uses to present the character. AO1, AO2, AO3, AO4 or Write a newspaper article AO5 & AO6</p>
5	A Midsummer Night's Dream	Face	Sunlight on the Grass Short stories
ASSESSMENT OPPORTUNITIES	<p>Reading Assessment: Extract (Act 2, Sc 1), how does Shakespeare present the consequences of certain events AO1, AO2 & AO4</p> <p>Writing Assessment: Write for a purpose – letter writing AO5 & AO6</p>	<p>Reading Assessment: Using a selected extract, students explain how a character develops through the play AO1, AO2 & AO4</p> <p>Writing Assessment: Write a formal letter to persuade AO5 & AO6</p>	<p>Reading Assessment Students examine how the writer presents characters losing their innocence in the selected short story AO1, AO3 & AO4</p>
6	Skellig	Gothic fiction	Language paper 2
ASSESSMENT OPPORTUNITIES	<p>Reading Assessment: Analyse a selected extract and discuss how Skellig's character is presented AO1, AO2 & AO4</p> <p>Writing Assessment: Write a diary entry AO5 & AO</p>	<p>Reading Assessment: Student identify and explain how the writer has used Gothic conventions in this story</p> <p>Writing Assessment: Descriptive writing of a setting based on a visual image.</p>	FINAL EXAMINATION



FOOD PREPARATION AND NUTRITION

OVERVIEW

KS3 covers both food science and food practical, giving students an understanding of food preparation, good hygiene practices and nutrition. It teaches students how to prepare a range of healthy meals, and practical skills that will

The course supports careers within the Food industry, in Sport and Nutrition, and Health and Social Care.

ASSESSMENT OBJECTIVES

ASSESSMENT STRUCTURE, both practical, written and end of module testing.

Year 7: Healthy Eating

Year 8: World Food

Year 9: Ethical Issues in Food

GROUPINGS

Mixed groups of around 18 students.

HOMEWORK INFORMATION

Ingredient preparation, recipe research, home learning and cooking projects and evaluations. Homework should take approximately 1 hour a week.

EXTENDED STUDY INFORMATION

Internet and recipe research, relevant articles.

ENRICHMENT OPPORTUNITIES

Trips to farms, visiting chefs.

EQUIPMENT NEEDED

Ingredients required and containers to take home.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Involvement in planning and assisting with food preparation at home, shopping for ingredients. Visits to restaurants, looking at food labels. Watching/ reading food cooking programmes and articles.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.foodafactoflife.org.uk, www.nutrition.org.uk,
<https://senecalearning.com>

TEXTBOOKS OR REVISION GUIDES

Not used in KS3

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs Claire Ashley



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Healthy Eating	World Food	Ethical Issues in Food
ASSESSMENT OPPORTUNITIES	Assessment of skills in practicals.(cutting, safety, hygiene) Quality of written work Challenge opportunities.	Assessment of practical skills. Assessment of food safety and good practices. Challenge opportunities Quality of written work	Assessment of complexity of skills used. Good hygiene food safety practices. Online nutritional quiz.
2	Healthy Eating	World Food	Food Science
ASSESSMENT OPPORTUNITIES	Assessment of skills Recipe Adaption. Written Evaluation/ Homework project	Online nutritional quiz. Homework assignment with SIR marking. Assessment of practical and written work.	Skills assessment in class. Quality of written work. Homework assignment with SIR marking.
3	Healthy Eating	World Food	Ethical Issues in Food
ASSESSMENT OPPORTUNITIES	End of module-knowledge retention, spellings of key word.	End of module-knowledge retention, spellings of key word	End of module-knowledge retention, spellings of key word



FRENCH

OVERVIEW

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world.

France is the world's top tourist destination and attracts more than 79,5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business.

ASSESSMENT OBJECTIVES

We aim to assess all 4 skills in listening/ speaking/ reading and writing. Students need to demonstrate they can understand key points in extracts of spoken and written French and communicate on GCSE sub themes such as Me, myself and Friends/ Home, Town, neighbourhood and region/ Free time activities/ My studies.

ASSESSMENT STRUCTURE

Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

GROUPINGS

Students are taught in mixed ability groups in years 7 and 8

HOMEWORK INFORMATION

Homework is set once a week on Show my Homework and should take 30 min to complete. Typical homework tasks will include:

- Rote learning of vocabulary and grammar
- Vocabulary revision and practice using online websites
- Extended pieces of writing
- Creative tasks
- Translations
- Grammar exercises

EXTENDED STUDY INFORMATION

Use vocabulary revision and practice websites. -

- <https://www.memrise.com/courses/english/french/>
- <https://quizlet.com/login>
- www.languagesonline.org.uk
- <https://fr.duolingo.com/>
- www.slownewsfrench.com

Read about French / Francophone culture using English or French websites.

Watch suitable French films or cartoons.

Read French children's books and fairytales

ENRICHMENT OPPORTUNITIES

Day trip to Boulougne offered to KS3 (Term 5/6)

MFL clinic and catch up to support learners at lunchtime

EQUIPMENT NEEDED

Pens, pencils, highlighters, rough book

Bilingual dictionary is recommended

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Test them on the meanings of French words when they have to learn vocab or grammar.
- Help them to manage their time when learning vocabulary: a little and often is the key.



- Help them develop learning techniques: look, cover, write, check is the method used in primary school. How can this method be adapted to help with the learning of a new language?
- If they are doing reading get them to summarise what the text/extract is about in English.
- Ask them what certain words mean – how spontaneously can they answer you?

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

See under 'Extended Study Information'

TEXTBOOKS OR REVISION GUIDES

Name: Equipe Nouvelle ISBN: 0-19-912449-3

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms C Biddiss



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Transition Unit <ul style="list-style-type: none"> • Conjugation of er verbs – verb 'flower' • Adverbs • Nouns and pronouns • Learning grammar using a song 	Where do you live? <ul style="list-style-type: none"> • Prepositions • Adjectives • Negatives • Time expressions • Modal verbs • House, home, local area 	What's your family like? <ul style="list-style-type: none"> • Personality adjectives • Relative pronoun • Reflexive verbs • Justifying opinions
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. There will be a mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
2	What's in the classroom? <ul style="list-style-type: none"> • Alphabet and accents • Phonics • Asking questions • Colour adjectives • Numbers to 31 	Do you like fashion? <ul style="list-style-type: none"> • Clothes • Revision of verb conjugation (metre/porter) • Adjectives • Opinions • Fashion show 	What job would you like to do? <ul style="list-style-type: none"> • Jobs • Conditional/future tense • Comparatives • reasons
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
3	Do you like animals? <ul style="list-style-type: none"> • Physical description • Opinions • Revision of gender • Possessive pronouns 	What's wrong? <ul style="list-style-type: none"> • Parts of the body • Illness/avoir mal • Chemist/doctor vocab • Avoir expressions 	What would life be like on Mars? <ul style="list-style-type: none"> • Future/conditional • Extending sentences



			<ul style="list-style-type: none"> • Creative/imaginative writing
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
4	What's your school like? <ul style="list-style-type: none"> • Telling the time • Numbers from 31-69 • Revision of er verbs • Irregular verbs • Opinion adjectives 	Are you fit? <ul style="list-style-type: none"> • Healthy eating and lifestyle • Imperatives • Partitive article • Opinion expressions • Perfect tense with avoir 	What are the problems with the Environment? <ul style="list-style-type: none"> • Local, national, global problems • Revision of town/local area vocab • Improving environment • Using 3 tenses • Opinion phrases
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
5	What are your hobbies? <ul style="list-style-type: none"> • Faire/jouer • Prepositions • Time phrases • Connectives • Opinion adjectives 	What do you like watching? <ul style="list-style-type: none"> • TV/Cinema • Giving opinions • Connectives • Quantifiers • Writing a film review • Perfect tense • Time expressions 	What is 'Les Choristes' about? <ul style="list-style-type: none"> • Media/film studies • Predicting/analysing • Extended film review • Character studies
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.
6	Food, drink and mealtimes <ul style="list-style-type: none"> • Café dialogues • Restaurant menus • Partitive article • Quantities • Numbers from 31-100 	Where did you go on holiday? <ul style="list-style-type: none"> • Countries • Transport • Accommodation • Weather • Opinion phrases 	Introduction to GCSE French <ul style="list-style-type: none"> • Course outline/themes • Examination protocol • Introduction to Theme 1: Identity and Culture



		<ul style="list-style-type: none"> • Tripadvisor review of accommodation • Perfect tense • connectives 	<ul style="list-style-type: none"> • Character description (revised) • Physical description (revised) • Family relationships
ASSESSMENT OPPORTUNITIES	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	Students will be assessed each half term in 2-4 skills (listening, speaking, reading and writing) on topics covered. Some speaking tasks will be peer assessed. Regular vocabulary tests will also be taking place.	FINAL EXAMINATION



GEOGRAPHY

OVERVIEW

“Geography is the subject which holds the key to the future” Michael Palin

The study of Geography stimulates an interest in and a sense of wonder about places, helping young people make sense of a complex and dynamically changing world. Geography lessons at Maiden Erlegh Chiltern Edge will equip students with knowledge about diverse places, people, resources and natural environments, together with a deep understanding of the Earth's key physical and human processes. Students will be encouraged to question the world around them, become more independent learners through fieldwork, and develop well-balanced opinions rooted in current and contemporary issues.

Where will Geography take you?

Geography students work in a wide range of jobs (travel and tourism, retail, planning, education...) and many employers value the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills.

ASSESSMENT OBJECTIVES

Copy and paste from subject criteria

ASSESSMENT STRUCTURE

Assessments in Geography will take place during terms 1,3 and 5.

GROUPINGS

Geography at KS3 is taught in mixed ability groups. One hour per week

HOMEWORK INFORMATION

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise geographical skills. Homework is set **once a fortnight** for geography.

EXTENDED STUDY INFORMATION

Geography is topical, so encouraging your child to watch the news and read newspapers will help inform them of the issues facing the world. Geography is full of opinions, so debating controversial topics is a way training the Geographer within! Download Google Earth to look at the location of places you have travelled to, find unknown places in the news, or locate places being studied in class. It is a great way to explore places. Using an Ordnance Survey map, ask your child to locate their home and the homes of others on the map. Ask them to provide 4 and 6 figure grid references. You could also ask your child to plan a family walk or outing using the map.

ENRICHMENT OPPORTUNITIES

For KS3 students there will be an opportunity to attend a club and participate in a variety of activities, for example, weather watching, geocaching and orienteering.

EQUIPMENT NEEDED

A pencil, ruler and writing pens (green for 'improvement work') are essential in every Geography lesson. It is also useful to have the following items: sharpener, eraser, colouring pencils, glue stick, calculator, scissors, and highlighter.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

See extended study information. Also, access Show My Homework (SMH) where homework, writing frames and revision checklists are uploaded.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses Google Classroom Code

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	The Geography detective Geographical skills and landscapes	Active Earth The structure of the earth	Adventure landscapes: Limestone scenery and tourism
ASSESSMENT OPPORTUNITIES	End of unit assessment on map skills	GCSE style assessment on the structure of the earth and plate tectonics	End of unit topic assessment with GCSE style questions
2	Exploring the UK	Active Earth Natural hazards	Population Can the world cope?
ASSESSMENT OPPORTUNITIES			
3	Extreme weather in the UK	Africa: A continent of contrasts ecosystems/development/tourism	Population Can the world cope?
ASSESSMENT OPPORTUNITIES	GCSE style questions based around describing maps and location of UK towns/cities and physical features.	Extended writing/GCSE style question: Impact of tourism in Kenya	GCSE style questions Geographical skills e.g. population pyramids and linking sets of data e.g. scatter graphs
4	Settlement: Where do people live in the UK?	The changing coastline How do waves form? What are the main physical processes affecting our coastline?	Issue evaluation/Geographical skills/Fieldwork
ASSESSMENT OPPORTUNITIES			
5	Water on the land	The changing coastline Should our coastline be managed?	GCSE launch Unit 1: The challenge of natural hazards(I) What is a natural hazard? What are tectonic hazards? Why do people live in areas at risk from tectonic hazards? How do effects and responses to natural hazards differ between countries?



ASSESSMENT OPPORTUNITIES	End of unit assessment: knowledge and understanding of key terminology	End of unit assessment: knowledge of places and key natural processes/coastal features	GCSE style assessment
6	School environment enquiry: What is the school environment like? Field work techniques based around the school site	Mapping Festivals What makes a good site for a festival? What are the social, economic and environmental impacts of music festivals? Geographical skills	Unit 1: The challenge of natural hazards (II). What are weather hazards? What extreme weather affects the UK? How does the UK respond to extreme weather?
ASSESSMENT OPPORTUNITIES			GCSE style assessment



HISTORY

OVERVIEW

History is a fascinating subject which encourages students to consider the role of individuals, events and key themes and their contributions to our past. It offers parallels with our society today, helping us to explain current events and issues. Everyone has a connection with the past; it is about discovering which aspect of the past unlocks an individual's interest.

ASSESSMENT OBJECTIVES

Copy and paste from subject criteria

ASSESSMENT STRUCTURE

Assessments in KS3 History will take place in terms 2, 4 and 6

GROUPINGS

History at KS3 is taught in mixed ability groups. One hour per week

HOMEWORK INFORMATION

Homework is set once a fortnight

EXTENDED STUDY INFORMATION

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today. We may also suggest relevant films and TV programmes to watch during each topic.

ENRICHMENT OPPORTUNITIES

For KS3 students there will be an opportunity to attend a club and participate in a variety of activities.

EQUIPMENT NEEDED

A pencil, ruler and writing pens (green for 'improvement work') are essential in every History lesson. It is also useful to have the following items: sharpener, eraser, colouring pencils, glue stick, scissors, and highlighter.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

See extended study information.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom Code

TEXTBOOKS OR REVISION GUIDES

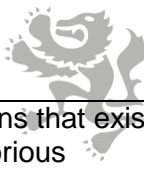
These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	The History detective: students will study a variety of history mysteries	English Reformation: This unit looks at the life of Henry VIII. It examines the differences between the Catholic and Protestant churches. The causes and evens of the reformation are studied in detail. The Spanish Armada: Why did England and Spain go to war in 1588?	The Great War 1914-1918: Why did the great War start? Why did men chose to fight? What was it like to fight? How did Poppy Day start?
ASSESSMENT OPPORTUNITIES			
2	The Norman Conquest: This unit goes back to 1066 and students have to evaluate the qualities needed to be king. The Battle of Hastings is studied and the reliability of the Bayeux Tapestry is examined. Black History month - October	Terrorism: Students begin this unit by defining terrorism and then investigate the Gun Powder Plot 1605 and a modern case study. Black History month - October	The Great War 1914-18 Black History Month – October e.g. Walter Tull
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	tbd	tbd
3	England Under the Normans How did William control England?7 Holocaust Memorial Day – 27th January: Students will participate in a number of activities around a chosen theme	The English Civil War and the Siege of Reading: Why did the English Civil War start and why was Charles I executed? Holocaust Memorial Day – 27th January: Students will participate in a number of activities around a chosen theme	The Suffragettes: How did women will the vote? Holocaust Memorial Day – 27th January: Students will participate in a number of activities around a chosen theme
ASSESSMENT OPPORTUNITIES			
4	Religious life in medieval England: Was religion important? Why did the crown and church come into conflict?	Factory life: This unit get students to look at different aspects of life in Victorian England such as health, leisure, crime & punishment. It focuses, too, on the lives of children and the	tbd



		conditions that existed in the notorious workhouses.	
ASSESSMENT OPPORTUNITIES	tbd	tbd	tbd
5	Black Death: This macabre unit gets students to understand how the plague spread and what the symptoms of the disease were. The consequences of the disease for both the people and society are then studied. Students then have to evaluate whether the Black Death was, overall, good or bad.	Titanic: Why did Titanic sink? What can the Titanic tell us about class attitudes	Launch of GCSE: Germany, 1890-1945: democracy and Dictatorship
ASSESSMENT OPPORTUNITIES			
6	Wars of the Cross: The Crusades	Slavery: Students understand what slavery is as well as the infamous slave triangle, particularly the middle passage. They look at slave auctions and punishments and evaluate any arguments for the trade. Students then study how the slave trade was abolished.	Germany, 1890-1945: democracy and dictatorship
ASSESSMENT OPPORTUNITIES	tbd	tbd	tbd



INFORMATION TECHNOLOGY

To be added



MATHEMATICS

OVERVIEW

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

ASSESSMENT OBJECTIVES

The teaching is structured such that we don't teach to the examination, we simply teach mathematics – and exam success is a consequence.

ASSESSMENT STRUCTURE

Students are formally assessed four times over the course of the year – twice in the Autumn term, and once each in the Spring and Summer terms. The assessments are just before the end of the first half term and then before the end of each term.

All students sit one non calculator paper and one calculator paper.

GROUPINGS

Year 7 - Maths is taught in mixed ability form groups for the first term, and then thereafter they are taught in sets most suitable to their ability. At the end of year 7, sets are formally reviewed, and any appropriate changes are made effective as of the start of year 8.

Year 8 – Students continue to be taught in sets most suitable to their ability. And as with year 7, sets are formally reviewed at the end of year 8, with any changes effective as of the start of year 9.

Minor adjustments to sets, if warranted, may happen during the school year when conducting an informal review. However, too many set changes can be disruptive and sometimes counterproductive, and as such are only done in exceptional circumstances.

HOMEWORK INFORMATION

Students should expect to receive one to two pieces of mathematics homework per week which should last approximately 20 – 30 minutes each. Homework tasks are set at the discretion of the class teacher and will be set based on the progress within a topic. Tasks can range from question and answer based homework that consolidates prior classroom learning, activities set on www.mymaths.co.uk, investigations, improvement work in response to feedback, end of topic review tasks, or / and revision for upcoming assessments.

EXTENDED STUDY INFORMATION

Often the most valuable, and yet often underutilised resource for students is their exercise book. Students should be actively encouraged to review their work on a regular basis, and especially when an assessment is approaching as students will often be provided with a revision list which will outline all topics that could be assessed.

Additionally, the school subscribes to mymaths - www.mymaths.co.uk . All students will be given a personal login for this website and this resource can be used to review learning done in class and also to complete online homework which a teacher can set on topics recently covered.

For a more open-ended selection of mathematics problems the nrich website is useful - <http://nrich.maths.org>. Students should click onto the 'Lower Secondary Student Home' section where they will find a selection of problems suitable for a variety of levels and abilities. There is a live problems



section titled 'Open for Solution' which provides opportunities for students to submit their own solution to a regularly updated mathematical problem. The website publishes the best solutions each month, referencing and recognising the achievement of the students who submitted these!

ENRICHMENT OPPORTUNITIES

Students in both year 7 and 8 will have the opportunity to be entered for the UKMT (United Kingdom Mathematics Trust) Junior Maths Challenge which takes place in April. The maths challenge will allow students to solve problems and test themselves nationally against the ablest mathematicians.

Additionally, throughout the year, there will be opportunities for all students to use and apply their mathematical knowledge and skills through extended "rich tasks" that will help them to develop their functional skills. It is imperative that all students know how to apply the skills gained in lessons to solve real life problems. And this is especially important as the new GCSE specification places an even greater emphasis on the practical application of learned mathematics.

EQUIPMENT NEEDED

In addition to the student's exercise book issued at the start of the academic year, the following pieces of equipment are essential in every mathematics lesson:

Blue / black pens, green pen, pencils, ruler, eraser, sharpener, glue stick, highlighters for marking (pink, green and yellow) and a scientific calculator (preferably the CASIO fx-83GT / plus or CASIO fx-85GT / Plus). These items, including the calculators are available in most supermarkets, stationary shops and online.

Geometry set to include protractor and compass for some lessons.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage a positive and "can do" attitude towards maths

Ensure students have the correct equipment required for maths lessons

Help with functional skills – get your child to relate maths to real life situations, e.g. reading bus and train timetables, estimating shopping bills and finding best buys in shops

Help your child to read from an analogue clock and promptly recall times tables.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.mymaths.co.uk

<https://www.bbc.com/education/subjects/zqhs34j>

www.emaths.co.uk

www.nrich.maths.org

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss Mirza



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Number : Rounding - Estimating - Place Value - Adding and Subtracting - Multiplying and Dividing - Using Negative Numbers - Squares, Cubes and Roots - Index Laws.	Algebra : Introduction to Algebraic Terminology – BIDMAS – Substitution – Index Laws – Expanding Brackets – Factorising Algebraic Expressions.
ASSESSMENT OPPORTUNITIES	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.
2	Geometry and Measures : Properties of Shapes – Angles and Parallel Lines – Area and Perimeter of 2D Shapes – Nets and Plan / Elevation of 3D Solids.	Geometry and Measures : Area and Perimeter of 2D Shapes – Surface Area of 3D Solids – Introduction to Circles – Circumference and Area of Circles – Volume of Prisms.
ASSESSMENT OPPORTUNITIES	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.
3	Probability and Statistics : Averages – Pie Charts – Stem and Leaf – Two Way Tables – Coordinates – Distance Tables – Conversion Graphs – Distance Time Graphs – Introduction to Probability.	Probability and Statistics : Scatter Graphs – Time Series – Frequency Polygons – Venn Diagrams – Mutually Exclusive Events – The “or” and “and” rule for probability.
ASSESSMENT OPPORTUNITIES	Topic Based Tests for this Half Termly Assessment.	Topic Based Tests for this Half Termly Assessment.
4	Ratio, Proportion and Rates of Change : Introduction to ratio and proportion – Using Unitary Methods – Proportional Division.	Ratio, Proportion and Rates of Change : Direct and Inverse Proportion – Relate Ratios to Fractions and to Linear Functions Number : Bounds – Standard Form – Percentages – Reverse Percentage – Simple Interest.
ASSESSMENT OPPORTUNITIES	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.
5	Number : Factors and Multiples – Prime Factors – Ordering Decimals - Fractions, Decimals and Percentages.	Algebra : Sequence and nth term – Recognise, name and plot straight line graphs parallel to the axes – Recognise cubic, inverse, exponential and circular graphs – Plot Linear and Quadratic Graphs – Introduction to $y = mx + c$.
ASSESSMENT OPPORTUNITIES	Topic Based Tests for this Half Termly Assessment.	Topic Based Tests for this Half Termly Assessment.



6	Geometry and Measures : Similar Shapes – Congruent Shapes – Transformations (Reflection, Rotation, Enlargement and Translation).	Geometry and Measures : Exterior and Interior Angles – Pythagoras' Theorem – Congruent Triangles – Similar Triangles – Construction – Scale Drawings and Maps
ASSESSMENT OPPORTUNITIES	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.	Mixture of exam questions from all 6 domain areas of the National Curriculum. This will enable students to consolidate their knowledge of key skills that are essential to the GCSE program.



MUSIC

OVERVIEW

ASSESSMENT OBJECTIVES

Emerging

- Pupil is able to identify and explore basic musical devices and how music reflects time, place and culture.
- Students perform confidently beginner parts from memory and from notations, with added musical elements such as dynamics.
- Is able to perform the simpler parts of music correctly following a lead sheet, and able to adjust their part with guidance.
- Pupil is able to create simple melodic and rhythmic material within given Pupils are able to compare musical features.
- Pupils identify how venue, occasion and purpose affect the way music is created, performed and heard.

Pupils identify how what makes a successful/unsuccessful performance.

Students are able to follow a lead sheet

Developing

- Pupils identify and explore the processes selected musical styles, genres and traditions.
- Pupils select and make use of some of the musical elements to enhance their performance. Eg dynamics, tempo.
- They make subtle adjustments to fit their own part within a group performance.
- Students improvise and compose in different styles and genres and traditions using specific frames of composing/performing.
- Students will be able to identify the different structures in music and compose using a variety of notations, and for different occasions using appropriate musical devices.
- Students are able to demonstrate good instrumental skills.
- They are able to compare how music reflects the contexts in which it is created, performed and heard.
- Students make improvements to their own and others' work in the light of the chosen style.
- Pupils identify how what makes a successful/unsuccessful performance.

Secure

- Pupils identify and explore the different processes and contexts of selected musical styles, genres and traditions.
- Pupils select and make expressive use of tempo, dynamics, phrasing and timbre.
- Pupils make significant adjustments to fit their own part within a group performance.
- Pupils show music directing skills, incorporating their knowledge of music performance and listening skills and problem solving.
- Students improvise and compose in different styles and genres and traditions.
- Students are able to demonstrate a variety of instrumental skills.
- They are able to analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard, justifying composer's intentions for the music.
- Students make and provide improvements to their own and others' work in the light of the chosen style.

Students are able to follow staff notations confidently and play correctly.

Mastery

- Pupils perform confidently, improvise and perform highly skilled instrumental solos.
- Pupils compose extended compositions with a sense of direction and shape, with imaginative melodic and rhythmic phrases, showing clear form to their composition.
- Pupils justify particular musical conventions, influences through discussion on selected styles, genres and traditions using relevant key words.



- Pupils perform in different styles, making significant contributions to the ensemble and using relevant notations.
- Pupils improvise and compose in different styles, genres and traditions using harmonic and non-harmonic devices where relevant sustaining and developing musicals ideas, and achieving intended effects.
- Pupils adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions.
- Pupils evaluate, make critical judgements about the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.
- Pupils are able to demonstrate various instrumental skills to a high standard.
- Pupils play confidently and consistently from written notation, adapting their playing to the style of which they are playing.

ASSESSMENT STRUCTURE

GROUPINGS

Mixed Ability

HOMEWORK INFORMATION

Termly music homework which will evolve around the term's topic.

EXTENDED STUDY INFORMATION

Listening to music outside of the classroom

ENRICHMENT OPPORTUNITIES

Workshops, peripatetic music lessons

EQUIPMENT NEEDED

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

www.musictechteacher.com

www.Youtube.com

TEXTBOOKS OR REVISION GUIDES

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss C Fay



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Programme Music	Ostinato	Film Music
ASSESSMENT OPPORTUNITIES	<p><u>Performance- Expression and Interpretation.</u> Pupils will be able to perform their music with the correct dynamic, tempo and emotion they have composed their music to.</p> <p><u>Composition- Developing Musical Ideas.</u></p>	<p>Performance of 'Hung Chai'</p> <p><u>Performance- Accuracy and Fluency.</u> Playing the melody and ostinato correctly, and in time.</p> <p><u>Technical control-</u> Playing the music with the correct instrumental technique. Playing with the right hand position, using correct beater technique and use effective strumming pattern.</p>	<p><u>Composition- Developing Musical ideas.</u> Composing music using the elements to reflect a silent movie.</p> <p><u>Performance- Expression and interpretation.</u> Ensuring the right dynamics/tempo and expression in their music to represent the nature of the film.</p> <p><u>Listening and Appraising-</u> Understanding about leitmotifs, diegetic and non-diegetic music.</p>
2	Vocal studies	Ostinato compositions	Classical Music
ASSESSMENT OPPORTUNITIES	<p><u>Performance: Technique and technical control-</u> singing with correct posture, breathing, diction and projection.</p> <p><u>Expression and Interpretation-</u> Singing with dynamic, interpretation of the lyrics, correct tempo and expression.</p> <p><u>Accuracy and fluency-</u> Singing the right notes, correct rhythm with no gaps unless intentional.</p>	<p><u>Composition- Developing musical ideas.</u> Students to compose their own melodies and ostinato's.</p> <p><u>Demonstrate technical control-</u> Composing their ostinato composition with the pentatonic scale, related to Chinese music.</p> <p><u>Musical Coherence-</u> Composing in a Binary or Ternary form, and composing melodies using the question and answer technique.</p>	<p>Performance of Beethoven's 'Ode to Joy'</p> <p><u>Performance- Expression and interpretation.</u> Playing the correct dynamic and with correct tempo, and emotion to fit the mood of the piece.</p> <p><u>Technical control-</u> Instrumental technique. Playing the instruments with the correct techniques.</p> <p><u>Accuracy and Fluency-</u> Playing the right notes, rhythm together as an ensemble.</p> <p><u>Listening and Appraising.</u> Understanding features of the classical period, and a history about Beethoven.</p>
3	African Drumming	Choral Music	Theory



ASSESSMENT OPPORTUNITIES	<p><u>Performance- Technique and technical control-</u> Playing the drums with correct beater and hand technique.</p> <p><u>Accuracy and Fluency-</u> Playing the right rhythms and following the right structure.</p> <p><u>Composition-</u> Developing Musical ideas. Composing a 'solo' section using the musical element of rhythm.</p> <p><u>Listening and Appraising-</u> Understanding the structure for this style of music Knowing the context and background of the music- Knowing where African music came from, what instruments are used.</p>	<p><u>Performance- Technique and technical control.</u> Singing with correct techniques such as diction, projection.</p> <p><u>Accuracy and Fluency-</u> Singing the right notes.</p> <p><u>Listening and Appraising-</u> Understanding where choral music is mostly sang and how choral music has progress throughout the history of music.</p>	<p><u>Listening and Appraising</u> Understanding the musical elements through theory, listening talks and aural activities.</p>
4	Melody and accompaniment	Instrumental skills	Songwriting
ASSESSMENT OPPORTUNITIES	<p><u>Performance- Technique and technical control.</u> Playing the chords with the correct hand position.</p> <p><u>Accuracy and fluency-</u> Ensuring the chords are played correctly, in time with the melody and with fluent transitions.</p> <p><u>Composition-</u> <u>Developing Musical Ideas</u> Students to compose their own composition using chords of their choice, and a melody to fit with the correct accompaniment.</p>	<p><u>Performance- Technique and technical control.</u> Learning instrumental skills on various different instruments. For example, how to hold a guitar to how to play rhythms on the drums, to where to place your hands etc.</p>	<p><u>Performance- Expression and Interpretation.</u> Performing their song with the emotion is should convey through dynamics, tempo, phrasing.</p> <p><u>Technique-</u> Playing the instrument the way that group/soloist has composed it to be played. Eg strumming patterns, chord rhythms etc.</p> <p><u>Composition-</u> <u>Developing musical ideas.</u> Pupils will understand the process of composing, and how to develop their ideas musically in terms of chord progressions, melody writing.</p>



			Musical Coherence- To compose in a popular song structure including verses, choruses, middle 8's, introduction and endings.
5	Band skills	Musical futures	Musical futures
ASSESSMENT OPPORTUNITIES	<p><u>Performance-</u> Technique and technical control. Playing the instrument they have chosen with correct technique.</p>	<p><u>Performance-</u> Technique and technical control. Playing the instrument they have chosen with correct technique.</p> <p><u>Expression and Interpretation-</u> Playing for the mood of the piece. Playing how the students interpret the song, adding in dynamics, tempo.</p> <p><u>Accuracy and Fluency-</u> Playing the right chords/melody/beat correctly so that the piece flows.</p>	<p><u>Performance-</u> Technique and technical control. Playing the instrument they have chosen with correct technique.</p> <p><u>Expression and Interpretation-</u> Playing for the mood of the piece. Playing how the students interpret the song, adding in dynamics, tempo.</p> <p><u>Accuracy and Fluency-</u> Playing the right chords/melody/beat correctly so that the piece flows.</p>
6	The Blues	Samba and Fusion	
ASSESSMENT OPPORTUNITIES	<p><u>Performance-</u> Technique and technical control. Playing the instruments with the correct instrumental technique.</p> <p><u>Expression and Interpretation-</u> Enjoying playing the blues, and 'feeling' an improvisation.</p> <p><u>Accuracy and Fluency-</u> Playing the right chords/bass line in the 12 bar blues chord sequence</p> <p><u>Listening and Appraising-</u> Students to understand the genre of the Blues, understanding what instruments would play the blues, what improvisation means, where else the 12 bar blues is used.</p>	<p><u>Performance-</u> Technique and technical control. Playing with correct drumming and beater technique.</p> <p><u>Accuracy and Fluency-</u> Playing the right rhythms with the right cue at the right time.</p>	FINAL EXAMINATION



PHYSICAL EDUCATION

OVERVIEW

Chiltern Edge Physical Education curriculum is designed to inspire and engage all students and is devoted in allowing students to unlock their potential through sport, exercise and physical activity. At Chiltern Edge we have developed a reputation for supporting and encouraging all of our students to participate consistently and enthusiastically during curriculum time and establish healthy active lifestyles outside the taught curriculum. All students have 2 lessons per week and activities change every half term and cover a wide variety of sports and activities.

ASSESSMENT OBJECTIVES

Students are graded using the GCSE criteria for each activity. They build up the levels from 0-10.

ASSESSMENT STRUCTURE

Students will undertake a practical assessment at the end of every half term. Performance and capabilities are judged against performance indicators.

GROUPINGS

Single sex mixed ability groups. This is dependent upon the timetable.

HOMEWORK INFORMATION

Students will begin to learn and understand key terminology from the GCSE PE specification and these will be set as homework on a termly basis.

EXTENDED STUDY INFORMATION

Reading around the subject

ENRICHMENT OPPORTUNITIES

Students are encouraged to participate in sporting clubs as extra-curricular activities both at lunch time and after school. This includes fixtures and tournaments which take place outside the school day. The extra-curricular timetable can be found on the school website and within the PE department.

EQUIPMENT NEEDED

Students require the following equipment over the course of the year – all named.

- blue polo shirt
- blue contact shirt – boys only
- blue shorts/tracksuit bottoms
- blue football/rugby socks
- White sport socks
- Sports trainers (not canvas shoes)
- Football boots
- Shin pads
- Gum shield* – recommended for contact rugby/hockey

Students should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage your child to lead an active and healthy lifestyle by attending sports clubs both within school and outside of school.

Support your child to make sure they have the correct kit for every PE lesson.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

BBC Bitesize - <https://www.bbc.com/education/examspecs/zp49cwx>

Twitter - @ChilternEdgePE

TEXTBOOKS OR REVISION GUIDES

AQA GCSE (9-1) PE – Ross Howitt and Mike Murray
 ISBN: 978-147-1-85952-6

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1-6	<p>Students are able to experience a selection of both traditional games and alternative modern activities including:</p> <p>Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball</p>	<p>Students are able to experience a selection of both traditional games and alternative modern activities including:</p> <p>Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball</p>	<p>Students are able to experience a selection of both traditional games and alternative modern activities including:</p> <p>Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball</p>
ASSESSMENT OPPORTUNITIES	Ongoing throughout, but final practical assessment at the end of every half term.	Ongoing throughout, but final practical assessment at the end of every half term.	Ongoing throughout, but final practical assessment at the end of every half term.



RELIGIOUS STUDIES

OVERVIEW

Religious education is essential to ensure students are respectful and understanding of others' views. The KS3 course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised. A range of religious beliefs are explored, including Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism on a variety of issues, as well as an in depth exploration of their faith and beliefs. Humanist views and responses to philosophical questions are also debated throughout the course.

The Year 7 and 8 course will be quite similar in 2018-2019 as RE is being re-introduced onto the curriculum. Both year groups will also study a unit of work based on a book 'Running on the Roof of the World' by Jess Butterworth. This will show links between the Humanities subjects and the author will visit the school in April 2019.

This course is relevant to any future career where you work with people, particularly careers in law, medicine, teaching, engineering, journalism, the police, youth work and any job where you will encounter people with different beliefs and backgrounds.

ASSESSMENT OBJECTIVES

Copy and paste from subject criteria

ASSESSMENT STRUCTURE

No assessments in KS3

GROUPINGS

RE at KS3 is taught in mixed ability groups. One hour per week

HOMEWORK INFORMATION

No homework is set in RE at KS3

EXTENDED STUDY INFORMATION

Students should be guided towards developing their understanding of religious issues, encouraged to research and find out about religious character, and research and reflect on contemporary issues linked to religion in the modern world

ENRICHMENT OPPORTUNITIES

For KS3 students there will be an opportunity to attend a club and participate in a variety of activities.

EQUIPMENT NEEDED

A pencil, ruler and writing pens (green for 'improvement work') are essential in every RE lesson. It is also useful to have the following items: sharpener, eraser, colouring pencils, glue stick, calculator, scissors, and highlighter.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

See extended study information.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom Code

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood



TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	
1	Running on the Roof of the World – a cross curricular introduction to Humanities/English	Ultimate Questions e.g. Does God exist? Do miracles happen?	
ASSESSMENT OPPORTUNITIES			
2	Can one person make a difference?	What are the main beliefs of Sikhism?	
ASSESSMENT OPPORTUNITIES			
3	Ultimate Questions e.g. Does God exist? Do miracles happen?	Running on the Roof of the World	
ASSESSMENT OPPORTUNITIES			
4	Did Jesus save the world?	Did Jesus save the world?	
ASSESSMENT OPPORTUNITIES			
5	What is the best kind of guidance?	What is the best kind of guidance?	
ASSESSMENT OPPORTUNITIES			
6	What are we doing to the environment? – school garden	tbd	
ASSESSMENT OPPORTUNITIES			



SCIENCE AND SPORT SCIENCE

To be added