



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
CHILTERN EDGE

Maiden Erlegh Chiltern Edge CURRICULUM BOOKLET FOUNDATION

Academic Year 2020-2021

E Bliss DHT: Curriculum

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Subjects

- ART
- COMPUTING
- DANCE
- DESIGN AND TECHNOLOGY
- DRAMA
- ENGLISH
- FOOD TECHNOLOGY
- FRENCH
- GEOGRAPHY
- MATHEMATICS
- MUSIC
- PHSE (PSMSC & RELIGIOUS EDUCATION)
- PHYSICAL EDUCATION
- SCIENCE

Curriculum Intent

The curriculum at Maiden Erlegh Chiltern Edge School is rich and carefully constructed, relevant, aspirational and accessible for all. At MECE, students at all stages are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at MECE. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

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.

The delivery of our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put 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
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

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

Geography

History

Modern Foreign Languages (French)

Extension:

Art

Design Technology

Dance

Drama

Food Technology

Computing

Music

Physical Education (PE)

PHSE & Religious Studies

Purple Pathway: a bespoke pathway for students entering Year 7 with below 100 scaled score in Reading and mathematics. Students use languages lessons in Years 7 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways.

Curriculum Allocation

Curriculum	Subject	Year 7 & 8 Time allocation (Hours/fortnight)
Core	English	8
	Mathematics	8
	Science	8
EBACC	French	3
	Geography	3
	History	3
Extension	Art	2
	Computing	1
	Drama	2
	Dance	2
	Music	2
	PSHE	2
	Physical Education	4
Technology (3D design / Food)	2	
TOTAL		50

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 TAs)
- 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, monitoring in class through normal tracking and interventions will be 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 a more sustained period of support 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 Personal, Social, Moral, Spiritual and Cultural education (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
- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education, Radicalisation and cyber-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values eg: rights and responsibilities, democracy and the rule of law

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

Religious Education curriculum

Religious education is taught in conjunction with the PHSE curriculum and meets the Oxfordshire/SACRE agreed curriculum.

More details about our provision for PSMSC can be found on our 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 extra-curricular activities or opportunities for students. 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.

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

- 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
- 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 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

ART

OVERVIEW

In Art students visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media developing confidence, competence and creativity. Students will learn to reflect critically on their own and each other's work developing the ability to give specific meaningful feedback. Throughout KS3 students will learn about how designers and artists develop their ideas through the creative process. They will develop an appreciation for Art and Design and its role in the creative and cultural industries that enrich their lives.

The study of Art opens the door to a wide range of careers in the creative, engineering and manufacturing industries. You will also develop skills, such as teamwork and time management which are highly prized by employers.

ASSESSMENT OBJECTIVES

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

Assessment through the designing and making process that includes verbal and creative contributions. Peer, group and teacher assessments of developmental, final and concept ideas. Final assessment at the end of each project. Student evaluation and feedback of outcomes.

GROUPINGS

Students are taught in mixed ability groups

HOMEWORK INFORMATION

Homework will be set in termly projects with two weekly check in dates all set on google classroom. Homework should take 1 hour every two weeks. Example Tasks: Collecting images; Drawing tasks; Researching Artists; Developing ideas.

EXTENDED STUDY INFORMATION

Students will be given extended writing tasks throughout the year. Students must be prepared to put time aside to complete artwork outside of lessons, in order to achieve the best possible outcomes.

ENRICHMENT OPPORTUNITIES

Extra-curricular learning will be available through KS3 Art and Technology club.

Opportunities may arise to bring in a visiting artists and to work with students from Reading University.

Opportunities to go on trips to galleries or see artists work are explored in foundation.

EQUIPMENT NEEDED

Tools for Learning

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Support students in ensuring homework is completed • Encourage LOOKING at objects, people, landscapes, really studying them and analysing the details visually with them • Discuss ideas with them ask them what they have found out about artists' work • Provide access to a camera and the internet •

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.technologystudent.com

www.bbc.com/bitesize

TEXTBOOKS OR REVISION GUIDES

We also encourage students to visit galleries and museums regularly to develop their knowledge of the subject.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Jon Watterson

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Formal Elements of Art. Students will study the Formal elements of Art: Colour, Line, Space, Shape, Form, Value and Texture. Looking at a range of techniques and activities including painting, collage, rubbings and drawing.	Food Students will look at the way different artists have tackled the subject of Food in their art work. Creating a series of studies of artists including Sarah Graham and Wayne Theobald.	Kaws Students will study the work of the artist Kaws looking at developing a series of responses. They will explore how the artist looks at popular culture within his work.
ASSESSMENT OPPORTUNITIES	Mark-making and Texture Baseline Drawing assessment. The colour wheel. An introduction to how to write about Artists, their work and your own.	Drawing tasks. Use of different media. Artist research and Contextual links. Practical skills.	Drawing tasks. Use of different media. Artist research and Contextual links. Practical skills.
2	Formal Elements of Art. Students will continue their exploration of the formal elements looking at the work of Mark Herald and creating a 3D response to his work.	Food Students will develop and refine their work into creating a personal response.	Kaws Students will develop their work using primary imagery. Planning and developing their studies into a final painting.
ASSESSMENT OPPORTUNITIES	Planning and development of ideas. 3D Card Bird. Evaluation.	Planning and development of ideas. Mixed media Response. Evaluation.	Planning and development of ideas. Final Outcome Evaluation.
3	Pattern in Art Students will study the work of Peter Randal-Page looking at his use of rules and random elements to create patterns in his 2D and 3D work.	Drawing Perspective Students will study different types of perspective and drawing techniques.	Introduction to Photography Students will study the basics of photography looking at a range of techniques and photographers.
ASSESSMENT OPPORTUNITIES	Drawing tasks. Use of different media. Artist research and Contextual links. Practical skills.	Drawing tasks. Development of use of perspective and evaluation.	Use of different media. Photographer Research research and Contextual links. Practical skills.
4	Pattern in Art Students will develop their work focusing on Peter Randal-Page's work "Ridge and	Surrealism Students will develop their work using collage and drawing to plan a final Surreal Room Painting.	Introduction to Photography Students will study the basics of photography looking at a range of

	Furrow” creating a personal response.		techniques and photographers.
ASSESSMENT OPPORTUNITIES	Planning and development of ideas. Ceramic miniature boulder. Evaluation.	Planning and development of ideas. Painting of Surreal Room Evaluation.	Use of different media. Photographer Research research and Contextual links. Practical skills.
5	Cityscape Students will look at the way different artists have tackled the subject of buildings in their artwork. Creating a series of studies of artists including James Rizzi.	Nature in Art Students will study a variety of artists including looking at the work of Angie Lewin and Andy Goldsworthy. The theme of Nature will allow exploration in many different mediums.	Day of the Dead Students will look at the festival of Day of the Dead and associated images.
ASSESSMENT OPPORTUNITIES	Drawing tasks. Use of different media. Artist research and Contextual links. Practical skills.	Drawing tasks. Printmaking. Artist research and Contextual links. Practical skills.	Drawing tasks. Use of different media. Artist research and Contextual links. Practical skills.
6	Cityscape Students will develop and refine their work into creating a personal response.	Nature in Art Students will continue their exploration of the formal elements looking at the work of Angie Lewin and creating a 3D Ceramic response to her work.	Day of the Dead Students will develop and refine their work into creating a 3D personal response.
ASSESSMENT OPPORTUNITIES	Planning and development of ideas. Mixed media Response. Evaluation.	Planning and development of ideas. Ceramic tile. Evaluation.	Planning and development of ideas. Mixed Media Collage. Evaluation.

DANCE

OVERVIEW

Dance is an exciting and interactive subject, that provides challenge and interest 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 Maiden Erlegh 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

**See Appendix A (year 7), Appendix B (year 8) and Appendix C (year 9)*

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 - mixed ability and gender.

For groupings within classes; there are possibilities through-out the term for pupils to perform in duets, trios, quartets etc. This will be decided based on the certain needs of the pupils within the class. For example; a High ability grouping that will have different objectives and tasks compared to a middle ability group. Other terms will require groups to be a mix of abilities and gender.

HOMEWORK INFORMATION

Pupils will get written home-work more once a term, which will be either consolidating their learning from the term. 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.

ENRICHMENT OPPORTUNITIES

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

- From September – December; pupils can be 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 in the Performing Arts Easter Showcase and for the Summer Dance Show

- From January – July; Pupils can audition to be a part of the Edge Company Elite; were 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) and:

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

Pupils may also opt for:

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can support the students by:

- 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

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 LINKS – 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 LINKS - R.E.; The study of Buddhism
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. LINKS – History; Transatlantic Slave Trade LINKS – Politics; Votes for Women
3	<p><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 Lightning!) Choreographing movement in a particular style and developing imaginative responses 	<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. LINKS – PSHE; Social and cultural factors, gangs and immigration 	<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
4	<p><u>Diversity –</u></p> <ul style="list-style-type: none"> Embodying different styles of hip-hop and researching one of 	<p><u>Parkour and Site Specific –</u></p> <ul style="list-style-type: none"> Using natural environments and the surroundings to create 	<p><u>'Thriller'–</u></p> <ul style="list-style-type: none"> Embodying different styles of hip-hop with

	<p>Britain's best dance groups</p> <ul style="list-style-type: none"> • Styles explored include Waacking and Locking • Pupils develop rehearsal skills and collaboration • Perform a whole class based routine and offer suggestions to choreography 	<p>abstract dance pieces, whilst exploring the dance style Parkour</p> <ul style="list-style-type: none"> • Developing safe practice and performing outside of the studio 	<p>characterisation, and looking at the classic 'Thriller' dance by Michael Jackson</p> <ul style="list-style-type: none"> • Using costume and make-up to enhance and develop characterisation
5	<p><u>Samba-eira!</u></p> <ul style="list-style-type: none"> • Embodying Capoeira and Samba dance • Developing rehearsal and interpretive skills • Being able to distinguish the two different types of Brazilian dance, and their origins • Expand upon knowledge of Brazilian culture • Exploring the dance piece 'A Linha Curva' 	<p><u>'Infra'-</u></p> <ul style="list-style-type: none"> • Developing partner work and teamwork skills • Consolidate knowledge on the dance piece 'Infra' • Embodying neoclassical ballet; a mix of contemporary and ballet 	<p><u>'-Shadows'-</u></p> <ul style="list-style-type: none"> • Securing health and safety knowledge when performing movements that involve contact and lifts • Embodying narrative contemporary dance • Developing knowledge of political events across the world by looking at 'Shadows' • Using stimuli to choreograph movement that relates to an intent and a narrative
6	<p><u>Contemporary in a Nutshell-</u></p> <ul style="list-style-type: none"> • Embody Contemporary dance • Develop technical vocabulary and recognise contemporary movements • Consider physical skills such as extension and elevation • To consolidate knowledge on Contemporary Dance and the pioneers 	<p><u>Learning Through Literacy-</u></p> <ul style="list-style-type: none"> • Embody Contemporary dance through literacy • Develop understanding of the English language • Understand how to use the body to express thoughts, feelings and words • Study the poem 'Daffodils' by William Wordsworth 	<p><u>TikTok</u></p> <ul style="list-style-type: none"> ❖ To consolidate 3 years' worth of dance by creating a small group number based on the social media app' TikTok' ❖ To be able to create <p><u>OR</u></p> <p><u>Introduction to GCSE Dance-</u></p> <ul style="list-style-type: none"> • To be introduced to the GCSE Dance course, and consider the 6 professional works • To understand how to choreograph and develop dance material • To learn basic GCSE dance vocabulary • To perform a dance in the upcoming Dance Show

<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<p>EVERY TERM:</p> <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. • For assessment data points and communication home; a currently working at grade will be used mixed with previous assessment grades and general behaviour and ethos in class. 	<p>EVERY TERM:</p> <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 • For assessment data points and communication home; a currently working at grade will be used mixed with previous assessment grades and general behaviour and ethos in class. 	<p>EVERY TERM:</p> <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 • For assessment data points and communication home; a currently working at grade will be used mixed with previous assessment grades and general behaviour and ethos in class.
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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

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

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

HOMEWORK INFORMATION

Homework is set at least once in the unit of work

EXTENDED STUDY INFORMATION

Students should ensure that they know lines as appropriate or otherwise prepare for lessons.

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.

Opportunities may arise to bring in a visiting theatre company.

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.
- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

National Theatre YouTube Channels – great videos about productions, acting techniques and styles.

Technical theatre and tutorials

<https://www.youtube.com/user/NationalTheatre>

<https://www.youtube.com/user/ntdiscovertheatre>

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	<i>Assessment: Use of Tableaux and Transitions</i>	<i>Assessment – Crimewatch style performance</i>	<i>Assessment – Script performance (scene from Woman in Black)</i>
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 develop ideas through the medium of performance. To refine the students use of movement and 	<p><u>Greek Theatre – The Origins of Theatre</u> <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. Become familiar with the plot of Oedipus. Make use of safe stage combat. 	<p><u>Performance Style Study: Commedia Dell'Arte</u></p> <ul style="list-style-type: none"> To become familiar with some conventions of; and stock characters from, Commedia Dell'Arte and Pantomime. To create physical characters from

	<p>facial expression as a form of communication with an audience.</p> <ul style="list-style-type: none"> To encourage group work and further the students' social skills through social interaction, team building and problem solving. 	<ul style="list-style-type: none"> Make use of the explorative strategy forum theatre. 	<p>Commedia Dell'Arte.</p> <ul style="list-style-type: none"> 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	<i>Assessment: Use of Representation, Linear and Personification mime</i>	<i>Assessment – Performance following 6 rules of masks</i>	<i>Assessment – Rehearsed Improvised performance using Commedia stock characters.</i>
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 students social skills through social interaction, team building and problem solving. 	<p><u>Mask Skills</u></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> To introduce the students to the basic principles of using mask in performance. 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><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
ASSESSMENT OPPORTUNITIES	<i>Assessment – Using Evacuation as a Stimulus to devise.</i>	<i>Assessment – Performance of key scenes</i>	<i>Assessment: Script performance of key scenes</i>
4	<p><u>Introduction to Shakespeare</u></p> <p><u>Aims:</u></p>	<p><u>Performance Style Study: Physical Theatre – Advanced</u></p> <p><u>Aims:</u></p>	<p><u>Play Study: Blood Brothers</u></p> <ul style="list-style-type: none"> To understand the story and characters

	<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 	<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>of Willy Russell's <i>Blood Brothers</i></p> <ul style="list-style-type: none"> 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	<i>Assessment – Performance using Shakespearean language</i>	<i>Assessment – Performance of devised Physical Theatre demonstrating physicalisation of abstract ideas</i>	<i>Assessment: Whole class/cast performance.</i>
5	<p><u>Performance Style</u> <u>Study: Physical Theatre</u> <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 To apply the success criteria of physical theatre to their work. 	<p><u>Macbeth</u> <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>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. 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.

			<ul style="list-style-type: none"> To understand and to apply semiotics and proxemics to their work.
ASSESSMENT OPPORTUNITIES	<i>Assessment – Using a poem as stimulus to create performance in style of Physical Theatre</i>	<i>Assessment – Application of Performance Style to performance</i>	<i>Assessment: Creating Performances based on Body Image awareness</i>
6	<p><u>Performance Style Study: Melodrama</u> Aims:</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 student’s use of voice, movement and facial expression as a form of communication with an audience. To encourage group work and further the student’s social skills through social interaction, team building and problem solving. 	<p><u>Devising based on Human Rights</u> Aims:</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 confidently to a performance. 	<p><u>Play study: John Godber’s Teechers</u> Aims:</p> <ul style="list-style-type: none"> To understand how stereotypes can be used and subverted for comedic effect To choreograph physical comedy and the demands of this. To interpret a scene in several ways and to consider artistic intention To understand how several elements of theatre can combine to produce layered communication of meaning to the audience.
ASSESSMENT OPPORTUNITIES	<i>Assessment – Using a script The Murder in the Red Barn</i>	<i>Assessment – Performance highlighting Amnesty campaign</i>	<i>Assessment: Performance of selected scenes from Teechers, suiting the playwright’s intentions.</i>

ENGLISH

OVERVIEW

The English department aims to foster a real love for the creative aspects of English as well as develop the analytical skills pupils need in order to attain to their potential. English lessons deliver the national curriculum. Lessons are differentiated to meet individual needs, ensuring that all students are able to access the curriculum. Visual learning is embedded into the curriculum to enable students to understand, remember and apply key concepts. All students are entered for external accreditation so that on leaving Maiden Erlegh Chiltern Edge they have an English qualification. The department offers the AQA English Language GCSE, English Literature GCSE and Functional Skills.

English is essential for all careers. Being able to read with understanding, write clearly and accurately and communicate verbally with colleagues will be part of any job. Careers asking for English as a possible, specific qualification include teaching, publishing, journalism, copywriting, lexicography or writing. English would also be a useful qualification for those who want to be a librarian, or work in advertising, administration, the film industry, the media, marketing, public relations or social media/ web writing.

ASSESSMENT OBJECTIVES

Reading

A01: Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

A02: 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.

A03: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

A04: Evaluate texts critically and support this with appropriate textual references.

Writing

A05: 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.

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spoken Language

A07: Demonstrate presentation skills in a formal setting.

A08: Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

A09: Use spoken Standard English effectively in speeches and presentations.

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

Ability Set

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

Set 1 x per week Y7 / Y8 30 mins

EXTENDED STUDY INFORMATION:

Private reading – students should try to read a wide range of fiction and non-fiction. Reading lists are available via the English Department.

Spellings – students will sometimes be given spellings to learn. They should also endeavour to learn the spelling mistakes highlighted by teachers in marked written work.

Guide them towards extra punctuation and grammar practice on

www.bbc.co.uk/skillswise/words/grammar BBC Bitesize:

<http://www.bbc.co.uk/education/subjects/z3kw2hv> (English Language) BBC Bitesize:

<http://www.bbc.co.uk/education/subjects/zykdmp3> (English Literature) BBC Bitesize:

ENRICHMENT OPPORTUNITIES

Students will have the opportunity to partake in creative writing competitions for county competitions. Moreover, external speakers and authors of novels we will be studying, will also be coming in to work with the young people. To aid teaching and learning, trips to the theatre will be arranged throughout the year. Book clubs will also be available for avid readers.

EQUIPMENT NEEDED

Black pen, green pen, ruler, pencil, eraser

The Oxford English Mini Dictionary & Thesaurus (are useful to have available at home)

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>

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs Aneesa Hussain

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	<p>The Boy at the back of the Class (21st Century Novel)</p> <ul style="list-style-type: none"> • Character • Themes • Symbolism • Allegory • Analysis of language and structure • Language techniques and effects • Relationships • Comparisons between characters, relationships, themes • Evaluating effectiveness of ideas • Exploring writers' viewpoint 	<p>Of Mice and Men (20th Century novella)</p> <ul style="list-style-type: none"> • Exploring context and authorial intent • Inference and deduction • Character analysis • Understanding and responding to viewpoints, ideas, themes and purposes in texts. • Analysing how writers' use of literary and linguistic techniques. • Developing viewpoint voice and ideas. • Developing varied linguistic and literary techniques. • Commenting on language use. • Evaluating viewpoints 	<p>The History Boys (20th Century Play)</p> <ul style="list-style-type: none"> • Social and economic context • Class divisions/unemployment/power struggles • Character analysis • Compare and contrast character relationships • Structure of play • Themes, symbolism
ASSESSMENT OPPORTUNITIES	<p>Reading: Character/theme analysis</p> <p>Writing: Speech re refugee crisis</p>	<p>Reading: close analysis of extract and novel as a whole</p> <p>Writing: article writing</p>	<p>Reading: close analysis of extract and novel as a whole</p> <p>Writing: Transactional writing</p>
2	<p>Words of War (19th, 20th and 21st century)</p> <ul style="list-style-type: none"> • Identifying writers' P-o-V for pro/anti war • Characterisation • Language techniques and the effect 	<p>Language of War (19th, 20th and 21st century)</p> <ul style="list-style-type: none"> • Identifying rhyme and rhythm in war genre lyrics • Identifying the use of language techniques and their effects 	<p>The Merchant of Venice (Shakespeare)</p> <ul style="list-style-type: none"> • Explore context and its effects on Shakespeare's writing and ideas • Exploring typical Shakespearean genre's

	<ul style="list-style-type: none"> Using Poetry as a basis for opinion Analysis of war imagery/images Explore bias and its effects Non-fiction elements including leaflets, letters, articles, speeches etc. 	<ul style="list-style-type: none"> Synthesizing information across time/wars Narrative constructions via poetry Contextual factors affecting war Individual viewpoints re war Compare and contrast ideas/themes related to war 	<ul style="list-style-type: none"> Anti-Semitism Film adaptations of Shakespearean work and comparison to original texts Evaluate effectiveness of key characters and themes
ASSESSMENT OPPORTUNITIES	<p>Writing: Diary entry from the trenches</p> <p>Reading: Close analysis of war poetry/extracts</p>	<p>Reading: Compare 2 songs/lyrics</p> <p>Writing: Speech pro/anti war</p>	<p>Reading: Representation of Shakespearean characters</p> <p>Writing: Write in the role of a key character</p>
3	<p>19th Century Childhood texts</p> <ul style="list-style-type: none"> Explore Victorian Context and its effects on writer's viewpoint Victorian childhood and way of life Structure and Language analysis of core 19th century extract (Peter Pan, Miss Havisham, Jane Eyre, Oliver Twist, Alice in Wonderland, Water Babies, Emma) Identifying implicit and explicit details of texts' meanings 	<p>A Midsummer Night's Dream (Shakespeare)</p> <ul style="list-style-type: none"> Symbolism, Imagery, Allegory Analysis of language and structure Writer's viewpoint Setting Genre Tone Plot/character analysis Shakespearean context 	<p>Dr Jekyll and Mr Hyde (19th Century Novel)</p> <ul style="list-style-type: none"> Explore Victorian Context and its effects on writer's viewpoint Structure and Language analysis of key themes and ideas Identifying implicit and explicit details of texts' meanings Character/themes/ideas exploration
ASSESSMENT OPPORTUNITIES	<p>Reading: Character analysis</p> <p>Writing: Book Review</p>	<p>Reading: extract analysis</p> <p>Writing: write from the perspective of a specified character</p>	<p>Reading: Extract analysis</p> <p>Writing: Article writing</p>

<p style="text-align: center;">4</p>	<p>Disasters (Non-Fiction)</p> <ul style="list-style-type: none"> • Purpose, audience and format • Transactional writing: speech, article, reports, reviews • Context about varied disasters over time: Irish Potato Famine, The Great Fire of London, Chernobyl, Gulf Oil Spillage • Persuasive language devices and effects 	<p>Blood Brothers (20th Century Play)</p> <ul style="list-style-type: none"> • Social and economic context of Britain • Class divisions/unemployment/power struggles • Character analysis • Role of women • Superstition • Compare and contrast character relationships • Structure of play • Themes, symbolism • Parent child relationships 	<p>War Poetry (19th, 20th and 21st century)</p> <ul style="list-style-type: none"> • Identifying writers' povs for pro/anti war • Characterisation • Language techniques and the effect • Using Poetry as a basis for opinion • Analysis of war imagery/images • Explore bias and its effects • Non-fiction elements including leaflets, letters, articles, speeches etc.
<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<p>Reading: comment on the effect of language features used in articles</p> <p>Writing: write a persuasive speech to the oil companies about the oil spillage in the Gulf</p>	<p>Reading: Extract analysis about character/theme</p> <p>Writing: Write an additional scene</p>	<p>Reading: extract analysis (how does Cameron present Rose in this extract)</p>
<p style="text-align: center;">5</p>	<p>The Tempest (Shakespeare)</p> <ul style="list-style-type: none"> • Themes • Understand different interpretations • Symbolism • Imagery • Allegory • Analysis of language and structure • Writer's viewpoint • Setting • Genre • Tone • Plot/character analysis 	<p>Campaign for a Cause (non-fiction)</p> <ul style="list-style-type: none"> • Purpose, audience and format • Transactional writing: speech, article, reports, reviews • Persuasive language devices and effects 	<p>Dare To Scare (Gothic Fiction 19th, 20th and 21st century extracts)</p> <ul style="list-style-type: none"> • Genre • Setting • Language analysis and effects • Sentence structure • Punctuation • Features of horror writing • Reader response • Writer's viewpoint • 19th, 20th and 21st century texts • (Dracula, The Birds, The Demon Head Master, Macbeth)

ASSESSMENT OPPORTUNITIES	<p>Reading: Extract analysis</p> <p>Writing: a variety of written styles and devices will be assessed.</p>	<p>Reading: Extract analysis</p> <p>Writing: Transactional writing piece</p>	<p>Reading: Extract analysis</p> <p>Writing: Horror story</p>
<p style="text-align: center;">6</p>	<p>The Identity Kit</p> <ul style="list-style-type: none"> • Developing speaking and discussion skills in formal and informal contexts. • Understanding and responding to viewpoints, ideas, themes and purposes in texts. • Analysing how writers' use of literary and linguistic techniques. • Developing viewpoint voice and ideas. • Developing varied linguistic and literary techniques. • Commenting on language use. 	<p>Sherlock Holmes (19th Century short story)</p> <ul style="list-style-type: none"> • Genre • Setting • Language analysis and effects • Sentence structure • Punctuation • Features of horror writing • Reader response • Writer's viewpoint 	<p>Ash on a young man's sleeve (20th Century Novel)</p> <p>Combination of Literature and Language Assessment Objectives with key focus on AQA exam style questions using 20th century text.</p>
ASSESSMENT OPPORTUNITIES	<p>Writing: Empathetic Writing through a diary entry</p> <p>Reading: close analysis of an extract</p>	<p>Reading: Extract analysis</p> <p>Writing: Write an additional scene</p>	<p>Reading: GCSE Language Paper 1 Evaluation Question</p> <p>Writing: Alternative endings in narrations</p>

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

Students will be assessed on their knowledge and skills in:

- Food preparation and Cooking (practical skills and H&S)
- Nutrition
- Food Commodities

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 30 minutes a week.

EXTENDED STUDY INFORMATION

Students are encouraged to research recipe variations, watch cookery programmes and be aware of news articles that are related to the food industry

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>

CONTACTS / ANY FURTHER INFORMATION

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 and therefore opens up communication with more people and access to different cultures. In studying a language, students learn many important skills which employers look such as noticing patterns, using memory, applying rules and presenting. Many universities also require a language at GCSE level and a language can be a real career asset, particularly in the world of tourism, communication and business.

The intent at Foundation, is that all students feel motivated to learn more about the language and culture and to develop a solid basis of knowledge, skills and accuracy. We encourage curious, resilient learners who are willing to learn through application and participation. The course begins with topics students can relate to and our language courses aim to lay the strong foundations necessary to ensure that students are proficient and confident language users. Students will learn to produce the language (in spoken and written form) and recognise and understand (by reading and listening) and strategies will be covered to help students feel reassured with each skill so that they are happy to challenge themselves. Students are encouraged to learn vocabulary and grammar regularly and use any online platforms recommended to increase confidence. Further opportunities to widen knowledge will also be given in the form of authentic texts, songs and videos.

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 Family and Friends/Home, Town, neighbourhood and region/ Free time activities/ My studies/Holidays/Technology.

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, 8 and 9.

HOMEWORK INFORMATION

Homework is set once a week on Show my Homework and should take 30 minutes 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 (could be on *Activelearn*)
- Grammar exercises (could be on *Activelearn*)
- Watching short videos and answering questions (could be on *Activelearn*)
- Reading a text and answering questions (could be on *Activelearn*)
- Using authentic resources; research of a cultural element

EXTENDED STUDY INFORMATION

Use vocabulary revision and practice websites. -

- <https://quizlet.com/login>
- www.languagesonline.org.uk

- www.slownewsfrench.com
- <https://www.memrise.com/courses/english/french/>
- <https://fr.duolingo.com/>
- <https://www.1jour1actu.com/>

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

Watch suitable French films or cartoons.

Read French children's books and fairytales.

Research famous French-speaking people who have same interest as student eg famous mountain-biker.

ENRICHMENT OPPORTUNITIES

MFL club Friday lunchtimes primarily for year 7 *when allowed*.

MFL clinic and catch up to support learners at lunchtime.

EQUIPMENT NEEDED

Pens, pencils, highlighters, rough book.

Exercise book (given by school).

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, say, cover, write, check
- If they are reading, ask them to summarise what the text/extract is about in English.
- Ask them what certain words mean – how spontaneously can they answer you?
- Ask them to present one of the topics above and record them.
- Look through books and ask questions like, do you know how to correct this error? How did you improve this? How could you improve it further? What do you need to produce to access the next grade?
- Praise them on the work completed and improved!

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Activelearn for year 8 + 9: <https://www.pearsonactivelearn.com/app/Home> (students will be issued with a login when required).

TEXTBOOKS OR REVISION GUIDES

Name: Dynamo 2 (Will be used in Years 8 and 9)

Pearson ISBN 978 1 292 24874 5

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs A Foster

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Transition Unit <ul style="list-style-type: none"> Classroom language Introducing name and how you are Simple conversation – siblings, pets Key grammar parts – nouns, verbs, pronouns, adverbs, adjectives Giving simple opinions 	<ul style="list-style-type: none"> Recap year 7 /lockdown work House, home, local area Opinions and reasons Town – what can do, where Introduction of near future tense 	Recap and work on holidays <ul style="list-style-type: none"> Recap yr 8/lockdown work Modal verbs and near future tense Introduction past tense and ‘lockdown’ verbs Start holidays topic Perfect and imperfect tense introduction Giving opinions and reasons.
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Translation + writing	Vocabulary tests. Writing and reading	Vocabulary tests. Translation Grammar – tenses Reading
2	<ul style="list-style-type: none"> Classroom objects Modal verb – can I have... Having/liking objects Opinions about activities Er verbs - conjugation 	<ul style="list-style-type: none"> Food recap Dynamo 2, module 2 Buying at a market Food quantities and items Christmas and festivals 	<ul style="list-style-type: none"> Holidays Learning the past tense to talk about holidays Destinations Who went with Activities Reviews Christmas culture How are the relationships in your family?
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Listening and speaking (peer assessed)	Vocabulary tests. Speaking	Vocabulary tests. Speaking and writing
3	<ul style="list-style-type: none"> Physical description (hair/eyes/build) Personality Describing family members Activities with family 	What’s wrong? <ul style="list-style-type: none"> Dynamo 2, module 5 Healthy eating and lifestyle Parts of the body Illness/avoir mal Chemist/doctor vocab Time phrases and extending sentences 	<ul style="list-style-type: none"> Dynamo 2, module 4 TV programmes Digital Technology – how use, advantages and disadvantages Going to the cinema Leisure activities
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Speaking	Vocabulary tests. Reading	Vocabulary tests. Reading and Listening

4	<ul style="list-style-type: none"> • Where I live • Room • House • Activities at home • Town • Describing what there is and opinions 	Can you meet? <ul style="list-style-type: none"> • Dynamo 2, module 3 • Modal verbs • Organising social activity • What like doing, what want to do. • Giving excuses and reasons. • Giving the time 	What job would you like to do? <ul style="list-style-type: none"> • Any current part-time work • Jobs • Conditional/future tense • Comparatives • Modal verb revision • Number revision • Opinions and reasons
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Reading and listening	Vocabulary tests. Listening and Reading	Vocabulary tests. Listening
5	<ul style="list-style-type: none"> • School subjects • School buildings - description • Opinions and reasons • Verbs: Étudier, Faire 	What do you like watching? <ul style="list-style-type: none"> • TV/French Cinema • Le Petit Nicolas – film • France – map, rivers • Giving opinions with reasons • Recognising key and learning new vocabulary • Writing a film review • Time expressions • Introduction past tense 	What is ‘Les Choristes’ about? <ul style="list-style-type: none"> • Media/film studies • Predicting/analysing • Extended film review • Character studies
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Speaking- peer assessed.	Vocabulary tests. Writing	Vocabulary tests. Reading and writing
6	<ul style="list-style-type: none"> • L’été de la culture • Poetry • Authentic texts, • Describing photo • Film. Le Petit Nicolas 	<ul style="list-style-type: none"> • Activities lockdown past, present • Dynamo, Parts of Module 4 • Where going to go in summer • Dreams – what would like to do, holidays, countries • Daily routine • 3 tenses overview 	Introduction to GCSE French <ul style="list-style-type: none"> • Course outline/themes • Examination protocol • Introduction to Theme 1: Identity and Culture • Sport and leisure • Activities lockdown past, present • Looking to the future summer
ASSESSMENT OPPORTUNITIES	Vocabulary tests. Writing and end of year vocabulary test.	Speaking – peer assessed. End of year vocabulary test.	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

Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features.

They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.

They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.

In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

ASSESSMENT STRUCTURE

Assessments will be carried out throughout the year, for example, end of unit tests, extended pieces of writing, vocabulary tests and interpretations of maps and photographs

Student will be required to complete a DIRT activity based on teacher feedback once a term.

GROUPINGS

Geography at KS3 is taught in mixed ability groups. Three hours per fortnight

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

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. 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

EQUIPMENT NEEDED

Follow the MECE tools for learning kit list

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<http://www.lizardpoint.com/fun/geoquiz/>

<https://www.metoffice.gov.uk/weather/learn-about>

<https://www.bbc.com/bitesize/subjects/zrw76sg>

Explore these websites to extend your knowledge and learning of Geography

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Baseline test Becoming a geographer (mapping skills and landscapes)	Active Earth What is a natural hazard? Why do some natural hazards cause more damage than others?	Population Can the world cope? Focus on the UK, China, USA and Mexico
ASSESSMENT OPPORTUNITIES	End of unit assessment on map skills	GCSE style end of unit assessment	GCSE style questions
2	Our island home What does the UK mean to me? Landscape in a box project	Active Earth II Living with risk How do countries respond to natural hazards? What is the evidence for continental drift? How do we classify/use rocks?	The Middle East What and where is The Middle East? Is Dubai a sustainable city? Should people migrate to Dubai?
ASSESSMENT OPPORTUNITIES	Annotated sketch map	Newspaper article	GCSE style questions
3	Changing places Where do people live? How do settlements change over time? How do you solve traffic problems in the future?	Africa: A continent of contrasts What is an ecosystem?	The geography of crime What is a crime? Where does crime occur?
ASSESSMENT OPPORTUNITIES	Annotated sketch map	Extended writing/GCSE style question	GCSE style questions
4	Whatever the weather How does weather affect people? Why does it rain? What is extreme weather? What is microclimate? Fieldwork opportunities: school site investigation	Africa – a continent of contrasts To what extent does tourism help to develop a country. Focus on Kenya	As cold as ice How does ice shape our landscapes? How do people live and work in cold environments? Focus on the Lake District (UK) and the Arctic/Antarctica

ASSESSMENT OPPORTUNITIES	Key words vocabulary test	GCSE style question	GCSE style question
5	<p>21st century issues and the school environment enquiry</p> <p>What is climate change? What is the plastic problem? Is fracking safe? Should palm oil be banned?</p> <p>Fieldwork opportunities: school site investigation</p>	<p>Our changing coastline</p> <p>How do waves form? What are the main physical processes affecting our coastline?</p>	<p>Globalisation</p> <p>How are we all connected?</p> <p>Focus on global fashion industry</p> <p>Trainers/trade/paper bag game</p>
ASSESSMENT OPPORTUNITIES	Persuasive writing	End of unit assessment Vocabulary test	GCSE style assessment
6	<p>The world of work and the tourism enquiry</p> <p>Fieldwork opportunities: Data collection methods</p> <p>Focus on the Yorkshire Dales and Spain</p>	<p>Mapping Festivals</p> <p>What makes a good site for a festival? What are the social, economic and environmental impacts of music festivals?</p>	<p>Introduction to GCSE Geography Geographical skills and Issue evaluation</p>
ASSESSMENT OPPORTUNITIES	Data analysis and evaluation of fieldwork techniques	Evaluation of 4 festival sites Extended writing task	GCSE style questions

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

ASSESSMENT STRUCTURE

Assessments will be carried out throughout the year e.g. extended pieces of writing and source analysis. Students will complete one DIRT activity based on teacher feedback on one piece of work per term

GROUPINGS

History at KS3 is taught in mixed ability groups. Three hours per fortnight

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

Follow the MECE tools for learning kit list

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

See extended study information but also talk about what is happening in the news and relate it to what has happened in the past.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	Baseline test Romans and being a history detective	English Reformation Why and how did the Church change during Henry VIII's reign?	The Great War 1914-1918 Why did the great War start? Why did men choose to fight?
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	Source analysis and extended writing	Source analysis and extended writing
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.	Life in Elizabethan England and The Spanish Armada What is in a portrait? Why did England and Spain go to war in 1588? Why did the Spanish Armada fail?	The Great War 1914-1918 What was it like to fight? How did Poppy Day start? Local History – Wilfred Owen
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	Source analysis and extended writing	Source analysis and extended writing
3	England Under the Normans How did William control England? Holocaust Memorial Day 27th January Students will participate in a number of activities around a chosen theme	The English Civil War Why had Charles I become so unpopular? Local history – The Siege of Reading Holocaust Memorial Day 27th January Students will participate in a number of activities around a chosen theme	World War Two Why was there another world war? Holocaust Memorial Day 27th January Students will participate in a number of activities around a chosen theme
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	Source analysis and extended writing	Source analysis and extended writing
4	Black Death	Factory Life	WW2

	This macabre unit gets students to understand: <ul style="list-style-type: none"> • spread of the disease • symptoms • consequences • social impacts 	This unit get students to look at different aspects of life in Victorian England Local history-Huntley and Palmers	What was evacuation and why was it necessary? Why were nuclear bombs used?
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	Source analysis and extended writing	Source analysis and extended writing
5	The Crusades Was Jerusalem really worth dying for?	The British Empire What is an Empire? Why have an Empire? Was the British Empire a good thing? 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 Civil Rights	Crime and Punishment A thematic and chronological study of: <ul style="list-style-type: none"> - social attitude - types of punishment - patterns of crime
ASSESSMENT OPPORTUNITIES	Source analysis and extended writing	Source analysis and extended writing	Source analysis and extended writing
6	Running on the roof of the world A cross curricular themed unit based around a text by Jess Butterworth with reference to landscapes, Buddhism and Chinese/Tibetan history	Local history study	Crime and Punishment (II) and GCSE introduction
ASSESSMENT OPPORTUNITIES	Extended piece of writing	Source analysis and extended writing	Source analysis and extended writing

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.

At Maiden Erlegh Chiltern Edge, through high quality teaching, we provide our students with the structure and skills necessary 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 in a consequence.

ASSESSMENT STRUCTURE

In year 7, students will complete a baseline test upon arrival so that students can be set according to ability. This is crucial so that our teaching can be aligned to meet the needs and demands of our students.

Throughout the year, both Year 7 and year 8m will sit end of topic tests for each unit that they complete. End of term tests have also been integrated into the schemes of work and will be sat just before Christmas, Easter and summer break.

GROUPINGS

Ability Sets: Students are set according to ability at the beginning of the year. All set 1 students study the higher tier schemes of work and set 2 and below will study the foundation schemes of work.

However, minor adjustments to sets, if warranted, may happen during the school year when conducting a formal 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 pieces of mathematics homework per week which should last approximately 30 - 40 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.mathswatch.co.uk, investigations, improvement work in response to feedback, end of topic review tasks and/or 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 MathsWatch www.MathsWatch.co.uk. This platform hosts 1000's of exam style questions and videos to help develop and strengthen a student's understanding of Mathematics. The website can be accessed using an online web browser or app. It can also be utilised anywhere and at any time. All students will be given a unique username and password for these websites 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. We encourage that students to spend a little over 10 minutes everyday on this website as we, The Maths Department, believe that practice makes perfect!

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

It is an exciting time to be a young Mathematician and Maiden Erlegh Chiltern Edge. The Maths Department have planned various trips for the coming year including The National Space Centre, The Bank of England and Ewelme Park to allow our students to explore the applications of Mathematics outside of the classroom and broaden their horizons.

Additionally, 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.

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.MathsWatch.co.uk

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: Mrs J Chopra

TERM	COURSE CONTENT: Knowledge and skills (Foundation)	
	Year 7	Year 8
1	<ul style="list-style-type: none"> Unit 1 – Numbers, powers, decimals, HCF and LCM, roots and rounding. 	<ul style="list-style-type: none"> Unit 8 – Perimeter, Area and Volume Unit 9a – Real life graphs
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Base Line Test – Testing all year 7 pupils on their prior knowledge. Unit 1 end of unit test 	<ul style="list-style-type: none"> End of unit 8 test End of unit 9a test
2	<ul style="list-style-type: none"> Unit 2 – Expressions, substituting into simple formulae, expanding and factorising Unit 3a – Tables 	<ul style="list-style-type: none"> Unit 9b – Straight line graphs Unit 10 – Transformations (reflection, rotation, enlargement and translation)
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> End of unit 2 test End of term test (containing Unit 1 and 2 content) 	<ul style="list-style-type: none"> End of unit 9/10 Test End of term test (contain unit 1-10 content)
3	<ul style="list-style-type: none"> Unit 3b/3c/3d – Charts and Graphs / Pie Charts / Scatter Graphs Unit 4a – Fractions 	<ul style="list-style-type: none"> Unit 11 – Ratio and proportion Unit 12a – Pythagoras' Theorem
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> End of unit 3 test End of 4a test 	<ul style="list-style-type: none"> End of unit 11 test End of unit 12a test
4	<ul style="list-style-type: none"> Unit 4b/4c – Fractions, decimals and percentages/percentages Unit 5a – Equations 	<ul style="list-style-type: none"> Unit 12b – Trigonometry Unit 13 -Probability
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> End of unit 4 test End of unit 5 and 5a test (containing units 1/2/3/4/5a content) 	<ul style="list-style-type: none"> End of unit 12 test End of term test (containing unit 1-13)
5	<ul style="list-style-type: none"> Unit 5b/5c – Inequalities/Sequences Unit 6a – Properties of shapes, parallel lines and angle facts 	<ul style="list-style-type: none"> Unit 16 – Quadratic Equations, Expanding and Factorising and Quadratic graphs Unit 14 – Multiplicative Reasoning
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> End of unit 5 test End of unit 6a test 	<ul style="list-style-type: none"> End of unit 16 test End of unit 14 test
6	<ul style="list-style-type: none"> Unit 6b – Interior exterior angles of polygons Unit 7 – Statistics, Sampling and the Averages 	<ul style="list-style-type: none"> Unit 15 – Constructions, Loci and Bearings
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> End of unit 6 test End of term test contain unit 1/2/3/4/5/6/7 content). 	<ul style="list-style-type: none"> End of unit 15 test End of Year test (containing unit 1-16 content)

MUSIC

OVERVIEW

Music lessons at MECE are designed to enable all students to engage in practical music making activities encouraging their creativity and performing skills. Studying music allows students to improve their co-ordination skills, memory, team work, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

AO 1 – Perform with technical control, expression and interpretation
 AO 2 – Compose and develop musical ideas with technical control and coherence
 AO 3 – Demonstrate and apply musical knowledge
 AO 4 - Use appraising skills to make evaluative and critical judgements about music

ASSESSMENT STRUCTURE

Students complete a baseline assessment at the start of year 7 to assess their performing, composing and listening skills which is used to help create their flight path.
 Students are then assessed at the end of every topic which cover the four assessment objectives across the year.

GROUPINGS

Mixed Ability

HOMEWORK INFORMATION

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

EXTENDED STUDY INFORMATION

Listening to a wide variety of music outside the classroom to broaden experience and understanding.

ENRICHMENT OPPORTUNITIES

Workshops, peripatetic music lessons, pit band for School Production, EdgeFest, Performing Arts Showcase. There are also opportunities in the year to join enrichment trips to the theatre and concert hall.

EQUIPMENT NEEDED

Regular school equipment

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Discussing and listening to a wide variety of music

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses : www.musictechteacher.com

CONTACTS / ANY FURTHER INFORMATION

Miss C Fay

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

	<p>'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>progress throughout the history of music.</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- 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- 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> <p><u>Musical Coherence-</u> To compose in a popular song structure including verses, choruses, middle 8's, introduction and endings.</p>
5	Band skills	Musical futures	Musical futures
ASSESSMENT OPPORTUNITIES	<p><u>Performance- Technique and technical control.</u> Playing the instrument they have chosen with correct technique.</p>	<p><u>Performance- Technique and technical control.</u> 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- Technique and technical control.</u> 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	Solo/Ensemble performances
ASSESSMENT OPPORTUNITIES	<p><u>Performance- Technique and technical control.</u> Playing the instruments with the correct instrumental technique.</p> <p style="text-align: center;"><u>Expression and Interpretation-</u> Enjoying playing the blues, and ‘feeling’ an improvisation.</p> <p style="text-align: center;"><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- Technique and technical control.</u> Playing with correct drumming and beater technique.</p> <p style="text-align: center;"><u>Accuracy and Fluency-</u> Playing the right rhythms with the right cue at the right time.</p>	<p><u>Performance- Technique and technical control.</u> Playing the instruments with the correct instrumental technique.</p>

PSHE / RE

OVERVIEW

At Maiden Erlegh Chiltern Edge the PSHE and RE curricula are delivered through timetabled lessons supported by a comprehensive tutor and assembly program. To provide even greater opportunities we have dedicate workshop days whereby students are able to explore themes and topics in greater depth.

PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. At key stage four there is a focus on skills such as money management, personal statement and CV writing and preparing for life after secondary school. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

RE education offers students the chance to develop their knowledge and understanding of religions of the world as well as explore the differences in culture found around the world. It is a chance to explore the similarities and differences of religions and the wide range of views that exist around ethical issues. All this is to help students shape their own views and understanding as they grow into young citizens of the world.

COURSE CONTENT

All year groups follow the same 7 core PHSE themes within the year.

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

In addition, they learn about specific religions as well as ethical issues facing the world today.

Year 7 and 8 students have one hour-long PSHRE lesson a week throughout the academic year and Year 9 have one-hour long PSHRE lesson a fortnight.

ASSESSMENT OBJECTIVES

The objective of each half termly assessment is to identify the progress and development of each students' skills and understanding in a variety of areas. These areas differ depending on the unit of work but range from: working successfully within a group, understanding the impact they have on society, creative thinking, understanding the control and decisions they have with regards to friendships, sex, alcohol and drugs, developing personal resilience, knowing how and where to access support for mental health, developing skills to support peers with mental health, bullying, prejudice etc.

ASSESSMENT STRUCTURE

Assessment of Learning

At the beginning of each unit student are given a Unit Objectives page, teacher and students read through this together during the first lesson. The students self-assess themselves using the unit objectives, marking their current ability on the table. There are four levels: beginning, developing, secure and mastery. At the end of each unit the students repeat this process with a different coloured pen, to highlight their progress throughout the unit. At the beginning of every lesson students carry out a Do Now task which involves reflecting on the previous weeks learning and adding it to a Unit Tracker Spider Diagram. Each week students build up their diagrams with the previous weeks knowledge and reflect on this document at the end of the unit. Students will then refer back to these diagrams through their 5 years of study, to identify how their knowledge has progressed and developed during the programme.

Assessment for learning

This is carried out in the following ways: discussions, mini plenaries, differentiated questioning and performance observation feedback (both teacher and peer assessed) feedback on written and creative tasks. At the end of each lesson students engage in a plenary task, which highlights their level of understanding and progressing during one single lesson.

GROUPINGS

Year 7, 8 and 9 are taught in mixed sets for PSHRE.

HOMEWORK INFORMATION

Students are not directly set tangible homework tasks on Show My Homework. However, students are often left with questions to consider, encouraged to watch News Round, read specific articles, or small tasks (acts of kindness) to carry out before their next lesson.

EXTENDED STUDY INFORMATION

Students also engage with PSHE and SMSC subjects within tutor time and assembly time. These programmes run alongside the PSHE curriculum and aim to support and solidify learning.

Students are also encouraged to engage with leaflets, campaign materials and videos to further support their personal development. These are often provided by class teachers or tutors.

ENRICHMENT OPPORTUNITIES

Trips

Students are invited to attend community focused trips. For example: last academic year students went on a trip to meet with the company who are building a new housing development opposite the school. Students are invited to attend and help at sporting events within local primary schools, to help develop their leadership and personal skills.

Clubs

Student council – students can be voted into the student council by their peers. The student council consists of two students from each form group. The council is run by two year 11's. The students meet in their key stage once every half term and there is a whole school council meeting once every term.

Visiting Speakers

CAMHS sessions provided by outside professionals focusing on resilience.

Nurse leads sessions on Relationship and Sex Education

'Smashed Live' – Educational performance focused on the risks of underage drinking

'Under my Skin' – Educational performance based on self-harm

'Epic Risk Management' – Gambling harm-minimisation experts who work with organisations to educate young people on the risks of gambling and addiction

EQUIPMENT NEEDED

Tools for Learning

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Engage in discussions focused on topics that students are learning about within their PSHRE lessons.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://www.pshe-association.org.uk>

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss S Cheeseman

COURSE CONTENT: Knowledge and skills			
TERM	Year 7	Year 8	Year 9
Term 1a: Emotional Wellbeing Key Dates: Black History Month 1st October	Transition, Person Qualities and Self Esteem <ul style="list-style-type: none"> Personal Strengths Confidence Self esteem Accepting and acting on feedback Personal circumstances and how these change 	Relationships <ul style="list-style-type: none"> Different types of relationships Relationships in different cultures Bullying Abusive Relationships Media vs Real Life 	Mental Health <ul style="list-style-type: none"> Emotional and mental health Anxiety and depression Self Harm Eating disorders Triggers Coping strategies
Term 1b: RE <hr/> Careers, Work Experience and Work Related Learning	Weeks 1-4: Ultimate Questions <hr/> Weeks 5 - 7 Enterprise Opportunity <ul style="list-style-type: none"> Ambition Enterprise Identifying opportunities Business Skills – marketing, risk, etc. Employment Laws 	Weeks 1-4: Religious Beliefs (Buddhism) <hr/> Weeks 5 - 7 Work Role and Career Pathways <ul style="list-style-type: none"> GCSE Options Strengths and Weaknesses Career Pathways Local Labour market Support 	Weeks 1-2: Religious Beliefs (Islam) <hr/> Weeks 5 - 7 Reputation and Personal Brand <ul style="list-style-type: none"> Personal brand Online presence and reputation Effects of gambling Consumer power Young consumer
Term 2a: British Values	Family and Introduction to British Values <ul style="list-style-type: none"> Different relationships Nature of and importance of relationships Marriage and Civil Partnerships Forced Marriage Being a carer When relationships change 	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <ul style="list-style-type: none"> British Values British Identity Multicultural Britain Immigration and Emigration Celebration different cultures 	Individual Liberty and Rights <ul style="list-style-type: none"> Human rights Rights of the child Stereotypes Prejudice Discrimination Equality
Term 2b: RE <hr/> Citizenship and Community	Weeks 1-4: Can One Person Make a difference? <hr/> Personal Values <ul style="list-style-type: none"> Setting personal targets Personal Core Values Core Values of School and Community Learner identity Study Skills 	Weeks 1-4: Religious Beliefs (Sikhism) <hr/> Behaviour and Communication <ul style="list-style-type: none"> Positive relationships Communication Debating Team working Negotiation Conflict resolution 	Weeks 1-2: Is death the end? <hr/> Place in the Local Community <ul style="list-style-type: none"> Diversity Ethnicity Religion Visible and invisible disability
Term 3a: Personal Health	Self-Care <ul style="list-style-type: none"> Personal Hygiene 	Drugs <ul style="list-style-type: none"> Legal and illegal drugs Law relating to drugs 	Cosmetic Surgery <ul style="list-style-type: none"> Male and female body image

	<ul style="list-style-type: none"> Physical activity and exercise Life balance – work, leisure, exercise Importance of Sleep Accessing health services 	<ul style="list-style-type: none"> Peer Pressure 	<ul style="list-style-type: none"> Media vs. real life Body piercing Tattoos Sun Lamps Cosmetic surgery
Term 3b: Risk and Safety	Road and Cycle Safety (including First Aid) <ul style="list-style-type: none"> Road and cycle safety Use of mobile phone whilst walking Managing risk – entering derelict buildings, swimming in a lake, etc. First aid and life saving skills 	e-Safety <ul style="list-style-type: none"> Sharing images The law Power of sharing Sexting Online gaming Kayleigh's Love Story Grooming 	Healthy Relationships/Unhealthy <ul style="list-style-type: none"> Healthy relationships Forced marriage Honour based violence Ending relationships Peer Pressure Gangs Knife Crime
ASSESSMENT OPPORTUNITIES IN ALL UNITS	<p>Assessment of Learning: Using the unit objectives self-assessment table to compare prior knowledge and understanding to end of unit knowledge and understanding.</p> <p>Assessment for Learning: Discussions, mini plenaries, differentiated questioning and feedback on written tasks, performance tasks and creative tasks.</p>	<p>Assessment of Learning: Using the unit objectives self-assessment table to compare prior knowledge and understanding to end of unit knowledge and understanding.</p> <p>Assessment for Learning: Discussions, mini plenaries, differentiated questioning and feedback on written tasks, performance tasks and creative tasks.</p>	<p>Assessment of Learning: Using the unit objectives self-assessment table to compare prior knowledge and understanding to end of unit knowledge and understanding.</p> <p>Assessment for Learning: Discussions, mini plenaries, differentiated questioning and feedback on written tasks, performance tasks and creative tasks.</p>

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. Students are also expected to self-assess their progress in a written format as a preparation for GCSE requirements and to develop the use of technical language.

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1-6	Students are able to experience a selection of both traditional games and alternative modern activities including: Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball	Students are able to experience a selection of both traditional games and alternative modern activities including: Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball	Students are able to experience a selection of both traditional games and alternative modern activities including: Rugby Football Netball Hockey Fitness Badminton Handball Gymnastics Basketball Cricket Rounders Athletics Trampolining Softball
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.

SCIENCE

OVERVIEW

The Foundation Science course has been developed to ensure students have a good grounding in key Science theory so that they are well placed to tackle the rigours of Combined or Triple Science at GCSE. In today's world where Science knowledge is crucial I believe that a solid foundation in all 3 Science disciplines is very important. The UK government estimate that for current Secondary School aged children, by the time they reach the workplace 53% of all new careers will be Science based.

ASSESSMENT OBJECTIVES

Assessment objectives will broadly follow the GCSE AOs to prepare students for the technical language and expectations of depth of understanding required for success:

AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to interpret/evaluate, make judgements and draw conclusions and develop and improve experimental procedures.

ASSESSMENT STRUCTURE

Students will be assessed in each unit on:

- the development of their knowledge and understanding
- mathematical skills
- analysis skills
- competency in practical work

This will be achieved through mini quizzes, end of unit assessments and homework tasks. The use of teacher, peer and self-assessment will be utilised throughout each unit.

GROUPINGS

In Y7 and Y8 students are taught in mixed ability groups. In Year 9 to coincide with the start of the GCSE course, students are taught in ability sets.

HOMEWORK INFORMATION

Homework is set once a week and should last around 30 minutes.

This might include:

- research tasks
- design tasks
- mastery questions
- revision for assessments.

EXTENDED STUDY INFORMATION

Please do watch out for optional homework on Show My Homework. These optional homework tasks are often competitions run by different companies or organisations nationally. We have a history of students winning national science competitions and sometimes even cash prizes!

ENRICHMENT OPPORTUNITIES

STEM and Science club opportunities.

Enrichment visits to local Science-based employers (including laboratories)

Reading Astronomy Group workshop to support units on Space and Scientific Discovery.

EQUIPMENT NEEDED

Usual school equipment required including scientific calculator.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms K Hardman

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Introduction to Science incl. Health & Safety & practical skills	BIOLOGY From molecule to body D.N.A. and Evolution
2	CHEMISTRY Particles & Elements, Pure and Impure substances	BIOLOGY Mammalian organ systems and Adaptations
3	CHEMISTRY Chemical reactions and energetics	CHEMISTRY Mining, materials and recycling
4	CHEMISTRY/PHYSICS Energy in Systems Electricity	CHEMISTRY/BIOLOGY Geology, the atmosphere and climate change, interdependence
5	BIOLOGY Cells, Tissues and Organs	PHYSICS —Space Space and the Universe Waves and Magnetism Forces
6	BIOLOGY Respiration & Photosynthesis	PHYSICS —Space Extra-terrestrial life Radiation
ASSESSMENT OPPORTUNITIES	In each unit students will be assessed on the development of their knowledge and understanding, mathematical skills, analysis skills and their competency in practical work.	In each unit students will be assessed on the development of their knowledge and understanding, mathematical skills, analysis skills and their competency in practical work.

TECHNOLOGY

OVERVIEW

Design and Technology is important in all areas of the modern world, from railway stations to space stations, adverts to inventions and yogurt pots to yachts. Without Design and Technology, human beings would find every task a great deal more difficult. The first computers required the art of invention and designers strive to create the next new and exciting thing. Design and Technology combines skill, talent and creativity and allows pupils to work in a practical way to problem solve, innovate and change the way we live.

This subject offers an excellent pathway to many careers. These range from direct pathways such as design, fashion, manufacturing and production to other areas such as retail, education, training, sales and marketing. There are in excess of 100 different career options that directly relate to Design and Technology, and the subject has a high employability rating.

Students will study for 3 terms in each year in rotation with Food Technology.

ASSESSMENT OBJECTIVES

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others.
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles.
- designing and making principles.

GROUPINGS

Mixed ability no more the 20.

HOMEWORK INFORMATION

Homework is set approximately every fortnight. On occasion a longer, project based task might be set over a longer time frame.

EXTENDED STUDY INFORMATION

It is recommended that pupils read about prominent designers, such as Ettore Sottsass, Vivienne Westwood, Harry Beck and Charles Rennie Mackintosh (amongst others).

Further reading includes:

Alessi: Art and Poetry. (Cutting Edge) ISBN 13: 9780823011452

Childdata: The Handbook of Child Measurements and Capabilities: Data for Design Safety ISBN 0952257114 or 9780952257110

Design modelling: visualising ideas in 2D and 3D ISBN 13: 9780340663394

Designing the 21st century ISBN 13: 9783822848029

Icons of design: the 20th Century ISBN 13: 9783791331737

Memphis ISBN 13: 9780500019009

ENRICHMENT OPPORTUNITIES

There will be opportunities for DT clubs, trips and visits within D&T.

EQUIPMENT NEEDED

Drawing equipment such as: set square, templates, marker pens, coloured pencils, ruler,

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Free CAD software is available online.

Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge. Any use of tools, equipment and workshops are helpful but not essential.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.Technologystudent.com - www.Mr_dt.com - www.Core77.com

CONTACTS/ANY FURTHER INFORMATION

Mr M Reskalla

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7	Year 8	Year 9
1	<p>Photo Stand Students will look at a range of techniques and designers, using wood and metal to create a photo stand.</p>	<p>Pewter Medallion Students will look develop a range of drawing and design techniques and design a pewter cast piece.</p>	<p>Clock Students will explore a range of designers and graphic rendering techniques in designing their clock using acrylic.</p>
2	<p>Students will complete and evaluate their Photo Stand. Students begin to look at a range of wood work skills.</p>	<p>Students will finish their pewter casting and evaluation. Students will begin to research into desk lamp design.</p>	<p>Students will finish their clock and evaluate their work. Students will study and reflect on modern and historical architecture design.</p>
3	<p>Wooden Knot Students will continue their exploration of wood creating joints to make a wooden knot.</p>	<p>Desk Lamp Students will develop their designs into creating a desk lamp.</p>	<p>Architectural Model Students will create their own personal response in the form of an architectural model</p>
ASSESSMENT OPPORTUNITIES	<p>For each project students will be assessed on their creative design process, practical skill development, their final piece as well as their ability to analyse and evaluate their own performance. Each unit will also develop the understanding of Health and Safety in the workshop and students will be assessed on their ability to work safely with tools.</p>		