Castle Donington College

KS3 CURRICULUM YEAR 7

2016-17

ENGLISH

Course Overview

In studying English Language and Literature pupils develop skills in speaking, listening, reading and writing. Effective communication, both written and spoken, is at the heart of what we do. Pupils learn to express themselves creatively and imaginatively through the core texts and units within year 7. They learn to become enthusiastic and critical readers of stories, poems and plays as well as non-fiction and media texts.

Pupils are assessed in Reading, Writing and Speaking and Listening throughout year 7.

Course Breakdown

Transactional Writing – Writing for a purpose. Zombie Apocalypse.

Writer's Voice – A Christmas Carol by Charles Dickens

Shakespeare – Romeo and Juliet

Conflict – Traditional Fairy Tales

Recent Writing – Studying a modern text as a class

Analysing Moving Image – Holes by Louis Sachar

Assessment

Students will have a key assessment at the end of each unit. These will be linked to either English Language or English Literature. Throughout the year there will also be opportunities to assess Speaking and Listening. There will be an End of Year Exam in which students will be assessed formally for both English Language and Literature.

Organisation of groups

Students are taught in mixed ability tutor groups.

MATHEMATICS

Course overview

‘Maths is not just for School, Maths is for life' is the Mathematics Department's motto here at Castle Donington College.

The maths curriculum at KS3 aims to develop and extend the knowledge of the students and promote a positive attitude towards the subject, including confidence, enjoyment and perseverance. The KS3 course covers all the initial learning requirements for the GCSE course leading to a smooth transition from KS3 into KS4

Our KS3 curriculum is planned to cover all key mathematical concepts of Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics from the national curriculum.

In year 7 we aim to ensure that all pupils become fluent in the fundamentals of mathematics, can reason mathematically and can solve problems by applying their mathematics to a variety of routine and non-routine problems.

Assessment

In Year 7 all pupils work on the same topics, however more able pupils will be taught more difficult aspects of the topic. All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year.

Pupils have regular topic based assessments throughout the year and an end of year examination to monitor attainment and progress. This is a linear exam which means students will be tested at the end of Year 11. There will be 3 written exams.

Organisation of groups

Year 7 pupils have been set according to ability, using their results from KS2. We recognise that pupils change and that there will be a need to move pupils to faster or slower groups during the year. The decision is based on test results, performance in class, homework and examination results.

During the course of the year pupils may be placed in withdrawal groups for specific topics if individual areas for development are identified.

Course breakdown

The Year 7 course has been divided into various topics. Pupils receive four 1 hour maths lessons a week.

MATHEMATICS

Year 7 TOPICS	Very brief outline of topic	TEST
Calculating	Understand and use place value and apply the four operations, including formal written methods.	Yes
Visualising and Constructing	Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries	
Investigating properties of shapes	Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	
Investigating Angles	Measure, draw and estimate angles and apply the properties of angles at a point, angles at a point on a straight line and vertically opposite angles.	YES
Statistics	Calculate the mean, median, mode and range. Interpret and construct tables, charts and diagrams.	
Algebra	Sequences and patterns (nth term). Collect like terms. Solving equations by using algebraic methods. Use of brackets and what they mean. Finding a formula from words.	YES
Decimals	Understanding decimal place value, multiply and divide by powers of 10. Four rules with decimals in context.	YES
Transformations	Reflections, rotations, translations and enlargements.	
Fractions	Part of a whole. Addition, subtraction and fractions of amounts. Compare basic fractions and their equivalent percentage and decimal values	YES
Proportional reasoning	Use ratio notation, including reduction to simplest form and divide a given quantity into two parts in a given part:part or part:whole ratio.	
Area	Calculate perimeters of 2D shape. Know and apply formulae to calculate area of triangles, parallelograms and trapezia. Calculate the surface area and volume of cuboids	YES
Percentages	Percentages of an amount, increase and decrease by a percentage. One value as a percentage of another value.	YES
Checking, approximating and estimating	Round numbers and measures to an appropriate degree of accuracy. Estimate answers and check calculations using approximation and estimation.	
Units of Measurement	Units for distance, weight and capacity. Scale drawing.	YES
Money Matters	Money in life. Earning, spending, saving and the idea of a budget.	
Thinking skills	Developing strategies to solve problems.	

SCIENCE

Course Overview

The Year 7 Science course is part of a KS3 course designed to equip students with the scientific skills, knowledge and understanding needed to be successful at G.C.S.E. and beyond.

Students will study 10 key scientific strands across year 7. These strands are, Forces, Electromagnets, Energy, Waves, Matter, Chemical Reactions, The Earth, Organisms, Ecosystems and Genes.

Practical investigation work is an integral part of the course across all years. It will allow students to develop the five essential scientific skills of, knowledge and understanding, application, analysis., concluding / evaluation and synthesis.

Students will have 3 science lessons per week and are streamed into Groups according to attainment.

The year 7 topics studied from the 10 key strands are:

Speed and gravity. Current, Voltage and Resistance. Energy transfer and energy costs. Sound and Light. Particle model and separating mixtures. Metals and Non Metals. Acids and Alkalis. The Earth's Structure and the Universe. Cells and Movement. Plant reproduction and Interdependence. Reproduction and Variation.

Assessment

Assessment will be by end of unit tests and a final end of year test

COMPUTING

Course Overview

The main purpose of year 7 is introducing students to computer science and building on their existing ICT knowledge. Students are taught how to program in a visual language and introduced to the concepts of sequence, iteration and selection. Students are also taught how to use computer software to be creative and produce videos, animations and sound files. Towards the end of the year students are shown how a computer functions and learn about the parts that are used to build a computer system.

Course Breakdown

Students receive one lesson of computing a week. A topic normally spans one half term.

1. Computer Science (basic level): What is the purpose of the CPU, memory and storage. The difference between hardware and software. How flowcharts are used to program a computer system.
2. Programming (Scratch): Using scratch to create computer games. What are sequence, iteration and selection? How are variables used within a computer program?
3. Animation: What is the difference between CGI and hand drawn. The history of animation. How to create stop-motion animation.
4. Microbit Programming: Creating code for use on the BBC microbit.
5. Web Design: Creating simple web pages using publisher (and specialist software for more able students).
6. E-Safety Unit.

Assessment

Students are assessed on an ongoing basis in lessons with mini targets. During a topic student submit a final piece of completed work or a draft if part way through. This is graded and fed back to students. Throughout the year students undertake tests on the computer using Yacapaca.com.

Organisation of groups

Students are taught in Tutor Groups.

HISTORY

Medieval England

In this topic, pupils will learn about life in England during the Middle Ages. They will begin by looking at the Norman Conquest and the Plantagenet Kings. They will then study the life of the peasants before and after the Black Death before finally looking at the Wars of the Roses and the Battle of Bosworth.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through three written tasks that will test their understanding of second order concepts such as cause and consequence, their ability to work with historical sources and to investigate historical interpretations.

Making of the United Kingdom

In this topic pupils will be learning about the world of the Tudor and Stuart Kings. They will study the changes in religion that led to Henry VIII's Act of Supremacy and the consequences of his reign for Queen Elizabeth. They will then go on to learn about the causes and events of the English Civil War.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through three written tasks that will test their understanding of second order concepts such as cause and consequence, their ability to work with historical sources and to investigate historical interpretations.

GEOGRAPHY

Places and Maps

In this topic, pupils will learn about Ordnance Survey map skills such as using six-figure grid references and using contour lines to determine the height and gradient of a hill. Later on they will move on to look at settlement. They will look at settlement patterns and types, and study the urban land use model. This will lead on to an enquiry looking at the problems of urban areas and their solutions.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through three written tasks that will test their understanding of the environment and sustainability, their geographical skills and their ability to complete a geographical enquiry.

Water

In this topic pupils will start by looking at the hydrological cycle before building on this to study the weather and will complete an enquiry on microclimates around the College. They will then move on to study rivers and flooding and will complete a case study focussing on flooding in the UK.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through written tasks that will test their understanding of the environment and sustainability, their geographical skills and their ability to complete a geographical enquiry.

RELIGIOUS EDUCATION

Places of Worship

In this topic, pupils will be thinking about the importance of religious places of worship and how they are used by adherents and communities. Alongside this, they will consider what religious people do for charity and consider whether the money that is spent on places of worship would be better used by being given to good causes.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through a written task that will determine their ability to evaluate critically the religious and worldviews that they have studied in this topic.

Jesus the Radical

In this topic, pupils will study the actions of Jesus Christ and consider whether they could be deemed as radical – both today and in the times that he lived. They will then consider whether the Christian Church lives up to the standards that he set.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through a written task that will determine their ability to evaluate critically the religious and worldviews that they have studied in this topic.

Challenges

In this topic, pupils will consider the challenges of being a teenager in Britain today, both for themselves and for teenagers with different faiths and worldviews. They will study how religion prepares teenagers for their adult lives and whether their faith helps in this endeavour.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through a written task that will determine their ability to evaluate critically the religious and worldviews that they have studied in this topic.

DESIGN

The Design department at CDC offer a broad range of subjects at Key Stage 3. We combine practical and theoretical tasks, design development skills and creative thinking to design and make exciting products to meet individual needs.

We teach our pupils how to design products to develop their own quality of life, looking to the future and allowing each individual to see how they can become innovators of design whilst also being aware of their environment and the planets need for sustainability.

Food technology

In Food Technology students study three areas;

Year 7 introduces The Bakery; we look at the key principles of baking and create dishes such as Bread, Scones, Crumble and Pastry.

Product Design

In Product Design students work with CAD CAM technology to develop their understanding of the world of industry and how technology can design and crate or ideas with us. Examples of projects from year 7 include Light Switch surrounds. Students learn about how out lasers cutters work and then principles needed to ensure a smooth design and manufacturing process.

Resistant Materials

In Resistant Materials pupils spend time getting their hand on tools and hard materials to create a variety of different products using wood and plastics. Pupils in Year 7 can expect to design and make a clock or a dragon grabber.

Graphic Design

In Graphic Design we focus on the fundamentals of drawing throughout Key Stage 3. We focus on presentation, 2d 3d and perspective drawing, both by hand and how to develop drawings for industry using CAD. We investigate the design process and how the notion of developing ideas can ensure a final design always meets the needs of the user.

Art

As students' progress through Key stage 3 in Art, they explore and develop a variety of key skills and

In year 7, the project is based on print making and perspective. Students learn key skills in perspective drawing and then apply them in a variety of print making methods using artists like Stephen Wiltshire and Kevin Holdaway.

Textiles

In Textiles students learn about the different types of fabrics and their suitability for different circumstances. They will use sewing machines in all the projects in KS3 developing their skills through a variety of applications. The year 7 project is to make a reverse applique pencil case or mat. Students use drawing software in ICT and experiment with decorative effects in their practical work.

MODERN FOREIGN LANGUAGES

Overview

As an innovative department we are constantly developing. We create our own resources and do not follow a specific text book. This enables us to tailor make resources and differentiate our teaching to meet the needs of individual students. Students are taught in mixed ability tutor groups in half year populations allowing us the flexibility to adapt our teaching. This enables us to ensure that our students make good progress and have a real sense of achievement after every lesson.

A range of teaching methods are used to engage and challenge learners and to promote independent learning. Target language is used in all lessons and phonics sounds are systematically taught throughout the key stage.

Equal emphasis is placed on - Listening, Speaking, Reading, Writing and Translation.

A range of resources to support learning are available both in classrooms and in the library. We subscribe to several languages learning websites for example linguascope and, which students are able to access from home and via tablets/phones. Students are also provided with further links to recommended websites.

We are committed to activities outside the classroom. Individual advice and tuition is available at lunchtimes and an after school French club provides additional support. Students also have the opportunity to watch and study notable films from French cinema.

Students are encouraged to discover, discuss, debate unfamiliar lifestyles, and to give their own understanding of the world around them.

Assessment

In language lessons, students will:

- Read and listen to spoken and written forms of the language in the classroom and beyond drawn from a range of materials including some from authentic sources.
- Communicate in the target language individually, in pairs and in groups, expressing themselves and responding in various situations and on a variety of topics.
- Learn and use a range of vocabulary and apply grammatical structures of the target language.

Students are continually assessed within languages lessons, using both formative and summative assessments and students regularly use self and peer assessment in class. Summative assessments usually take place at the end of each unit of work. We regularly give detailed feedback to students regarding their achievement and communicate to students what they need to do to make further progress in their learning.

Year 7 Topics

- Myself: Greetings, numbers, age, birthday, family, pets
- Colours, classroom objects and instructions
- Likes/dislikes
- Describing myself and others
- School/school subjects, time, canteen/food
- Leisure time: sport and activities
- Weather

MUSIC

Overview

Students will experience the creativity of music through performing, composing, listening and appraising. We are dedicated in enabling students to build skills and enthusiasm in all these key areas. We will challenge our students to perform, compose, listen and appreciate in a range of styles, including classical, popular and world music. Music appreciation will stimulate students to confidently discuss the works of professional artists, as well as evaluating their own work. Students will be taught musical notation and theory to support their practical work. The Key Stage 3 course will lay the foundations for further study in GCSE Music.

Students will be encouraged to take up individual singing or instrumental tuition on any instrument with one of our 10 visiting peripatetic music teachers. The music department offers a range of extra-curricular opportunities, e.g. Junior and Senior Orchestras, Singing Group and Musicals. More advanced Key Stage 3 students will be invited to join the more advanced senior groups. Pupils perform in college concerts as well as participate in local competitions and festivals.

Assessment

All pupils receive one hour of classroom music per week as part of the curriculum. A different unit of work is taught every half term. Pupils are taught in their form groups and are assessed on an informal basis throughout every lesson, leading to a formal assessment at the end of each unit of work. The criteria to be assessed, is always shared with the pupils and immediate feedback is given. Discussion and peer assessment are regularly included. All topics learnt at KS3 encompass the key skills of performing, composing, listening and appraising.

Course Breakdown

Elements of Music – Listening activities leading to a composition using musical elements.

Duration – reading and performing rhythms.

Singing – vocal techniques, African chants/song

The stave – introduction of standard notation through performance pieces.

History of Music – the beginnings of medieval music

Rhythm – Understand ostinato through improvisation/composition.

Class Ensemble – “I’m a Believer” is rehearsed and then performed as a whole class.

Organisation of groups

Pupils are taught in their tutor groups.

PHYSICAL EDUCATION

Course Overview

Pupils will build upon and embed the physical development and skills learnt in Key Stage 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

They will understand what makes a performance effective and how to apply these principles to their own and others' work.

They will develop the confidence and interest to get involved in exercise, sports and physical activities outside of school and carry this forward into adult life; appreciating the long-term associated health benefits of an active lifestyle.

Course Breakdown

Pupils will be taught to:

•use a range of tactics and strategies to outwit opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rugby]

•develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

•perform dances using advanced dance techniques in a range of dance styles and forms

•take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

•analyse their own and others' performances and demonstrate improvement to achieve their personal best

•take part in competitive sports and activities outside of school through community links or sports clubs

Assessment

All pupils will be assessed practically using the 1-9 AQA grading criteria. Such teacher assessment will be moderated both internally and externally.

Organisation of Groups

All pupils will be taught in their tutor groups unless a specific activity lends itself better to split sex or ability groupings.

All year groups will study the same breadth of sports to ensure we maintain an inclusive curriculum and provide pupils with the best opportunities to succeed. Our schemes of work are therefore designed to ensure all pupils are taught in accordance with their ability levels and not simply which year group they are in.

PSHEE

Course overview

PSHEE is our planned programme of learning through which our pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future. PSHEE helps pupils to keep safe, supports their spiritual, moral, cultural and social development and prepares them for life and work in modern Britain. It helps them to be responsible, encourages them to be enterprising and supports positive career choices and responsible financial management, supports good behaviour and raises attainment.

Course breakdown

Students have one lesson a week. The units studied are:

- Emotional Wellbeing
- Careers Education, Information and Guidance
- Relationship and Sex Education
- Influences and Risks
- Human Rights

Assessment

Unit success criteria are reflected upon throughout the year. Class discussion and questioning enables staff to assess the understanding of students. Anonymous questionnaires allow students to freely share their opinions and views after a unit has been completed.

Organisation of groups

Students are taught in tutor groups by their class tutor.