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**KEEPING YOU INFORMED**

As part of our aim to keep you informed, we outline here the content of the curriculum studied by students in Year 7. We hope this will help you keep track of what is being taught and assist you in understanding the school curriculum.

## ENGLISH – Year 7

At Willingdon, we aim to provide an engaging, enjoyable, challenging and inclusive English curriculum which gives every student, regardless of background, gender or prior attainment, the best possible chance of success. Our Key Stage 3 learning is designed to systematically build the skills needed for the final English GCSEs in Year 11. Every assessed Key Stage 3 task is directly linked to a section of the GCSE Language and Literature exam papers.

In **Term 1**, students are introduced to a collection of texts linked to overcoming setbacks.

**Term 1 assessment task: narrative writing.** This links to GCSE Language paper 1 question 5.

In **Term 2**, students read a novel as a class. They study the writer's use of language and development of characters, in addition to reflecting on the writer's themes and ideas.

**Term 2 assessment task: analysis of language and structure in an extract.**

This links to GCSE Literature Paper 1 sections A and B.

In **Term 3**, students study a range of adverts. They explore how writers craft adverts to persuade and they create their own marketing package for a product.

**Term 3 assessment task: non-fiction writing – a discursive essay based on an opinion statement** in which students show both sides. This links to GCSE Language paper 2 question 5 – discursive essay.

In **Term 4**, students study a Shakespeare play, 'A Midsummer Night's Dream'. Students study the characters, themes and plot.

**Term 4 assessment task: reading analysis of language and structure in an extract.** This links to GCSE Literature Paper 1 Sections A and B.

In **Term 5**, students explore a modern play as a class, allowing them to explore issues of characterisation and theme. Students analyse the author's use of language and develop their own ability to empathise with situations.

**Term 5 assessment task:** non-fiction writing – speech persuading in favour of equality of education based on an opinion statement

This links to GCSE Language paper 2 question 5 – persuasive speech

During **Term 6** students study a range of poetry and explore themes and language used by writers to create effects. They produce a collection of their own poetry.

**Term 6 assessment task: analysis of an unseen poem.** This links to GCSE Literature Paper 2 section C skills.

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## MATHEMATICS in Year 7

Students are set in Mathematics, on entry to the school, according to achievement at Primary School in the year six National Tests.

We use our own teaching plan built around stages that is designed to support and develop students from their ability on entry to success at GCSE. All students will be challenged to develop both deeper understanding and also mastery of the course material. All students have access to computer packages and online resources. The Mathematics Department subscribes to *MyMaths* ([www.mymaths.co.uk](http://www.mymaths.co.uk)), an interactive Mathematics website. *MyMaths* allows students to select the level of work they are doing and therefore choose their own learning pathway through the material. Students can work on lessons at home which they have been taught in class, and choose appropriate material for their level, thus encouraging independent learning. This is further complemented by the addition of *MathsWatch* ([www.mathswatchvle.com](http://www.mathswatchvle.com)) to our available resources. *MathsWatch* provides visual and audio lessons for Year 7 Mathematics topics and all students will be provided with access to the site.

### Terms 1 and 2

Students cover work on patterns, numbers and the number system, calculation, shape and space, algebraic manipulation and fractions.

### Terms 3 and 4

Here we look at statistics, equations, probability and symmetry.

## Terms 5 and 6

During these terms we study proportion, graphs and measurement.

### Equipment

Students are required to be equipped with a scientific calculator and geometry set for every Maths lesson. These can be purchased from the mathematics department through parent pay at no profit to us.

### Assessment

Students are assessed on 13 key skills each year. Three fortnightly tests concentrate on the same set of skills, allowing students to improve and consolidate their understanding, before moving on to a different set. In between the key skills tests, students are assessed on their ability to apply their understanding and reason mathematically when faced with longer worded questions. A couple of times a year, students sit longer review papers that help us to make predictions about the likely GCSE grade that might be achieved.

### Homework

Homework is set once a week for approximately 30 minutes and will be taken from various sources including online using *MyMaths*.

## SCIENCE in Year 7

In KS3 Science at Willingdon out Year 7 students will study topics in biology, chemistry and physics. Our schemes of work are based on the KS3 Hodder scheme and students are taught scientific key skills in each topic. All topics are approximately 10 lessons in length. Student progress in each topic is assessed by one core and one summative assessment.

Set 1 students will complete the KS3 course in two years and start their Triple Science GCSE course in Year 9. This gives them the opportunity to gain three GCSEs in separate sciences.

### Year 7 Areas of Study

#### Biology

B1 Cells and Tissues  
 B2a Animal Reproduction  
 B2b Plant Reproduction  
 B3 Environment and Adaption  
 B4 Variation and Classification

#### Chemistry

C1 Particles  
 C2 Atoms and Elements  
 C3 Acids and Alkalis  
 C4 Pure and Simple Substances

#### Physics

P1 Energy Transfers  
 P2 Forces and Effects  
 P3 Electricity  
 P4 Energy Sources

# MODERN LANGUAGES IN YEAR 7 - French

In Year 7, students will be following a new programme of study focussing on communication, sentence building and grammar to help them become more independent learners. Students will be encouraged to use bilingual dictionaries to look up new words and check spellings and we strongly recommend that students have a French / English dictionary for use for homework.

During Year 7, studies include the following topic areas:

## Module 1: C'est perso

- Learning phonics and how to pronounce words.
  - Introducing greetings and the alphabet.
  - Describing yourself (understanding adjective agreements)
  - Talking about other people
  - Birthdays, including numbers
  - What there is in a school bag.
  - Colours
  - Animals
- ❖ Assessment 1: Speaking (describing yourself and another person) and reading

## Module 2: Mon collègue

- Talking about school subjects, asking questions.
  - Giving opinions and reasons.
  - Describing your timetable and your school day using 12 hour clock.
  - Talking about food. (using du/ de la/ del')
- ❖ Assessment 2: Listening and writing (writing about yourself, school subjects, including likes and dislikes, your school day)

## Module 3: Mes passe-temps

- Talking about computers and mobiles (using regular –er verbs)
- Talking about which sports you play (using jouer à)
- Talking about activities (using the verb faire)
- Saying what you like doing (using aimer+the infinitive)
- Describing what other people do (using ils/ elles)

- ❖ Assessment 3: speaking (talking about hobbies and sports, including opinions) and reading.

## Homework

Homework will be set once a week. There will be a variety of tasks ranging from a website called pearsonactivelearn, which follows the textbook we are using in lessons. They will also be set speaking and written tasks to prepare for their assessments.

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# MODERN LANGUAGES IN YEAR 7 – Spanish

Year 7 students will be the first cohort to take Spanish. The 2-lesson-a-week programme will follow a new programme of study focussing on communication, sentence building and basic grammar to help them become confident speakers. Students will be encouraged to use online resources to support their learning and become more independent learners. There will also be opportunities for students to do project work and to learn about Spanish and Latin American culture.

During Year 7, studies include the following topic areas:

Introduction:

- Learning the numbers, alphabet, pronunciation
- Understanding teachers' instructions
- Knowing how to say the items in the classroom and school equipment

Module 1: Mi Vida/My Life

- Introducing yourself (name, age, how you are feeling)
- Describing your personality
- Talking about animals and pets
- Understanding dates
- Writing skills

Module 2: Mi Tiempo Libre/My Free Time

- Giving your opinion
- Describing the weather
- Talking about sports and leisure activities
- Using the Present Tense to talk about hobbies

- Speaking Skills

#### Module 3: Mi Instituto/My School

- Giving your opinion on school subjects
- Describing your school
- Present Tense (-er and -ir verbs)

#### Module 4: Mi Familia/My Family

- Talking about the members of your family
- Describing other people
- Saying where you live

#### Module 5: Mi ciudad/My City

- Saying what there is in your town
- Telling the time
- Ordering food/drink
- Using the future tense to discuss plans

#### Module 6: Mis Proyectos/ My Projects

- Creating a video about yourself and giving a presentation
- Researching a Spanish speaking country
- Writing a text from a time capsule
- Researching out about Spanish festivals

#### **Homework**

Homework will be set once a week. There will be a variety of tasks to practice reading, listening, speaking and writing skills as well as vocabulary lists for students to learn.

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## **GEOGRAPHY in Year 7**

Year 7 Geography starts the exciting Key stage 3 course by investigating the dynamic theme of 'Natural Hazards'. This topic looks at the causes of volcanoes and earthquakes and the impacts on people that live with them. We then examine 'Tropical Storms', where they occur in the world and the devastating effects they can have. We will then move on to learning 'Geographical Skills' which includes atlas work, Ordnance Survey maps and reading grid references. We follow this

with the topic of 'Rivers', looking at their formations, landforms and the impacts on people who live near them. There will be a field trip offered to London in Term 2 to the Natural History Museum and London Eye. The scheme of work has been designed to start preparing students for the new specification KS4 course and also introduces students to the types of command words and other transferable skills that they can expect to employ in later study. It is adapted to suit different learning styles and abilities. This layered learning approach means that students study issues in depth whilst getting to enjoy a huge variety of study which is delivered in range of forms. We also use an online Geography homework system which will be used to extend learning at certain points in the year and vary the homework options for the students.

### **Assessment:**

Student progress will be monitored through a variety of formal assessments; these will include...

- Term 1 - Volcano Unit Test, where students will have to know the features of volcanoes and how to mitigate the impacts of a volcanic eruption.
- Term 2 – Earthquake Unit Test, which tests factual knowledge of the causes of earthquakes as well as understanding the impacts on populations.
- Term 3 –Tropical Storms Unit Test. This test requires a mixture of answers including multiple choice, resource and written responses.
- Term 4 – Ordnance Survey Maps Skills Test. This is a short exam which tests their ability to use various map skills learnt in lessons.
- Term 5 – Rivers Unit Test. This will test the student's knowledge of river processes, sequences and features.

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## **HISTORY in Year 7**

In Term 1 students will look at Historical Skills and Concepts including 'What is History' and Chronology, Change and Cause & Consequence. This enables all students to begin Key Stage 3 of the National Curriculum in History with similar skills, whatever their experience of History at primary school.

The major study of Year 7 is Medieval England. Starting with The Battle of Hastings 1066, students will study the social, political, religious and economic history of this period on a local, regional and national level. Topics include: The importance of the Church, Thomas Beckett, England and its neighbours, King John and the Magna Carta, The Black Death and the Peasants Revolt. In term six students will look at The Renaissance, the European Reformation and the War of the Roses.

During the year, students will experience a variety of teaching and learning activities, from 'questions & answers' to extended writing and role-play. The department encourages students to carry out extended research to increase their depth of knowledge.

Homework is used to consolidate the work carried out in the lessons. Students are set a variety of tasks appropriate to their ability and progress, including project work and descriptive writing.

### **Assessment**

Students will be given a number of key assessments over the course of the year:

<b>Term 1</b>	The Battle of Hastings – Why did William win?
<b>Term 2</b>	How did the Normans keep control?
<b>Term 4</b>	Medieval England: The struggle for power
<b>Term 6</b>	Summative Exam covering all topics studied in Year 7

## **ETHICS & PHILOSOPHY in Year 7**

In Ethics and Philosophy we explore themes that emphasise concepts across and between religions (and other belief systems such as humanism) and that often relate directly to students' own experiences. In year 7 these themes cover; the Origins of the Universe and Human Life, as well as Inspirational People.

We also undertake a systematic study which emphasises the content of a particular religion and leads to an understanding of what it means to belong to that religion. In year 7 we study Christianity and introduce the other five main world religions, through their own exhibition work.

We investigate contemporary ethical issues and fundamental questions of human existence, relevant to the individual in his or her personal development. In year 7 such questions include- What is truth? Is there a God? What do I believe?

### **Assessment**

Students will be set key assessments which will include:

- Philosophy- Is there a God?
- Christianity
- Origins and Creation

## PHYSICAL EDUCATION in Year 7

Students will be divided into mixed-sex groups and are set on ability. All students will cover the following areas of activity:

- Gifted and Talented setting
- Netball
- Gymnastics
- Football
- Dance
- Mountain Biking
- Trampolining
- Table Tennis
- Basketball
- Rugby
- Athletics
- Tennis
- Striking and fielding
- Fitness
- Outdoor & Adventurous Activities

### Assessment

1. Demonstrate, apply and analyse the factors that underpin performance and involvement in physical activity and sport.
  2. Demonstrate and apply relevant skills and techniques in physical activity and sport.
  3. Analyse and evaluate own performance to identify areas of improvement.
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## DRAMA in Year 7

Drama at Willingdon Community School aims to develop students' skills as creative individuals, independent learners, and also effective group workers. The Drama curriculum builds distinct opportunities for students to develop key skills such as communication, negotiation, compromise and self-assertion. Students are encouraged to show confidence when speaking and their vocabulary is extended when they adopt roles and characters. Students will gain an understanding of subject-specific vocabulary and will also acquire a growth mindset through reflecting on and appraising their own work and the work of others. All of these skills are again highly transferable across other subjects and into employment.

Drama in Year 7 will involve the development of basic Drama skills through four varied schemes of learning:

### **Mime**

We begin Year 7 by exploring the genre of Mime; students will work in groups to learn about its characteristics, limitations and possibilities. Students will extend understanding on use of space, physical control, gestures, facial expression, organisation and flow of piece.

### **Darkwood Manor**

This scheme will enable students to be able to work both independently and as part of a group. They will explore use the drama medium in order to create tension and demonstrate believable characters.

### **Elizabethan Theatre**

During this scheme Students will use their vocal and physical performance skills in a way that emulates Elizabethan performance. They will be able to devise a contemporary performance based on features of the Marlowe play *Doctor Faustus*.

### **Matilda**

In this scheme students will develop their knowledge of explorative strategies such as cross-cutting, thought-tracking and flashback using the story of 'Matilda'. This will finish in an assessed performance which will demonstrate their learning.

### **Assessment**

Students will be assessed in the following three areas:

1. Creating
2. Performing
3. Evaluating

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## **ART in Year 7**

Students in Year 7 will learn to develop the following skills, knowledge and understanding through an investigation of different observational stimuli such as shoes, mechanical objects and natural forms. Students are taught skills of drawing and recording, learning about composition, proportion and scale (how to effectively plan a drawing). Students go on to learn skills in shading, mark-making and working with a range of media. Throughout the year, projects are linked to key artists, designers, cultures and art movements so that students can develop their research and writing skills. Literacy is also focused on during the year and students learn how to analyse art works and be confident writers in expressing their observations and ideas in writing as well as analysing and evaluating their own work and that of their peers. Homework is set weekly or fortnightly; students are expected to spend a minimum of 30 minutes on homework tasks. Often the homework tasks may be ongoing as students develop a long term drawing or project will may be extended over a number of weeks but will be monitored each week. Students are also required to collect research images and information about an artist or movement to support their class work project. Students

will require a drawing pencil (to be stored in their art book at school) an A4 poly-pocket and will need to purchase an A4 art book (available from the department for £1). These pieces of equipment will be discussed with students at the start of the year.

The following explains what will be the key objectives which students will be assessed on throughout the year. Assessment frames are given to students at the start of the year and the start of projects so that students are clear on the marking system. Examples of work are also regularly shown in class.

Assessment objectives:

- 1. Contextual research** - To develop ideas using research of historical and contemporary artists, designers and craftspeople.
- 2. Media** - To use a range of media, materials, techniques and processes to explore and refine your ideas.
- 3. Drawing and recording ideas** - To record ideas and use a range of drawing and recording techniques (including pencil, pen, painting, printing and photography and image manipulation)
- 4. Final response** - To complete a final, personal response in conclusion to the project in connection with your studies and research.

Projects usually cover 1-2 terms and finish with a final piece which is assessed in class before teacher assessments. Examples of previous projects include:

- Mini-still life. Using matchboxes filled with nuts and bolts, students develop a large scale drawing, learning crucial drawing skills.
- Cubism, looking at Juan Gris and Georges Braque

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## MUSIC in KS3

*"Music is a part of life, even your heart has a beat!"*

At Willingdon Community School students study a wide range of different musical styles and genres. Music plays an important role in the daily life, with all students being encouraged to participate in music-making and fostering musical ability at the highest level. The department is a "Champion School" for Musical Futures with KS3 following this learning method. With a Vocal Group, Swing Band, School Ensembles, Rock and Pop bands, numerous music projects with outside agencies and a wide range of specialist music staff, the Music Department is one of the busiest and liveliest departments in the school.

## **KS3 Music**

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

In Year 7, students will cover the following topics:

- We are the Passengers
  - Find your Voice
  - Band Skills
  - Minimalism
  - Elements of Music and Notation
  - Ukulele Project
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# **INFORMATION TECHNOLOGY - Year 7**

## **INFORMATION TECHNOLOGY & COMPUTING in Year 7**

In their lessons during the first year, students are introduced to the use of the school network, cloud services and a broad range of software used in for data handling, website creation, computer control, e-safety, a technical unit on bits, bytes and binary and coding.

This includes:

- An introduction to the safe use of Internet and a thorough course on e-safety.
- An understanding of the basic working concepts of computer hardware and software, memory, files and file organisation.
- Computer control and coding a game in Scratch and Python
- A superhero's database!
- A website about themselves

## **Assessment**

- Excel exercises in validation.

- Computer model for an automatic greenhouse and online computer coding exercises.
- Skills assessment in data handling.
- Online mini-tests
- Annotation of their game code to explain their understanding

### **Assessment**

- Computer model for an automatic greenhouse and online computer coding exercises.
- Skills assessment in data handling.

## **DESIGN & TECHNOLOGY in Year 7**

Design & Technology is taught to all Key Stage 3 students. Years 7, 8 and 9 experience two main focus areas: Product Design, Systems and Control and Food Skills. ICT is used in all the modules.

In Year 7, we aim to give students a broad range of projects across the focus areas. Whilst the projects may appear to result in very different outcomes, the essential core element of designing and making is evident, whatever the product. This enables students to realise that behind every product lies a common 'design process'. It teaches students to understand, appreciate, make and evaluate products, and gives them an insight into methods of design and production.

Students are taught in groups of maximum 20, (mixed gender and ability), for a period of 7 weeks in one focus area by one teacher. They then move on to the next teacher for a different focus for a similar period until three modules have been completed across the year. Each module will have regular homework set. Typical homework will include research and investigation into existing products related to the topic, identifying and carrying out customer interviews and recording feedback; learning key vocabulary and appropriate, innovative design tasks. .

For 2018/19 we offer the following range of modules and projects:

- Module 1: Working with materials, tools, equipment and workshop processes. Designing and making an acrylic clock with CAD/CAM numerals.
- Module 2: Introduction to Product Design, modelling and ICT. Importance of computer aided design and computer aided manufacture in 'real' world production.
- Module 3: Focus of learning in Year 7 is about the nutritional qualities of food and how to make healthy choices following guidance of the Government's Eat well Guide. Learning how to use the different parts of a cooker, follow a recipe along with why fruit and vegetables are important in the diet are also areas explored in Year 7.

Assessment is based on practical work, literacy, homework and a written knowledge test

#### Assessment for DT

For each of the three modules, the teacher assessment will be based on:

- Technical knowledge
- Designing
- Making
- Evaluating

#### Assessment for Food

- Practical Skills
  - Theoretical work including homework
  - Written assessment
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## PSHE

PSHE is to be delivered on a rolling programme on a school wide basis. Lessons will be suspended fortnightly for all tutors to deliver PSHE for a lesson.

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