

CURRICULUM BOOKLET

FOUNDATION



Maiden Erlegh
School in Reading

PREFACE

Dear Parents,
I would like to commend this handbook to you.
As a school we want to support our young people to enable them to make the best possible progress. From experience we know that progress is surer and faster when school and parents work closely together in a positive and meaningful partnership. We hope that this handbook will be useful.
We welcome feedback on the handbook as we do on all aspects of our work so that we can improve what we do.

Peter Thomas
Headteacher

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WELCOME TO FOUNDATION - MRS JAMES

The foundation years are a very important time for young people and their parents. This period is important for helping students to develop the good practices necessary for embarking on their GCSEs. These include behaviour for learning, independent learning, revision skills, and being organised.

Your child will spend time with their tutor every morning. This person will be your first point contact at school if you have any queries or concerns about your child. Please do let the form tutor know of anything happening at home that may affect your child's wellbeing at school. All information is treated in the strictest confidence, and we can offer a range of support services for the children, should they be needed.

At Maiden Erlegh in Reading we expect students to work hard in lessons and to behave well. We regularly reward behaviour and effort, and are able to offer a variety of strategies if your child requires additional support. Every half term you will receive the current attainment and effort of your child. There will also be a yearly parent's evening with the subject teachers in which you are able to discuss progress. You will also receive a full written report.

We offer a wide variety of extra-curricular activities and strongly encourage all pupils to get involved in these. We also offer a number of social events throughout the year. We strongly believe that these informal curriculum opportunities are vital in helping your child to become a well-rounded, confident individual. We are sometimes able to offer some financial assistance to families whose children receive Free School Meals or the Pupil Premium in order to allow all students to participate in these activities. Again, please contact your child's tutor for more information.

During the Foundation stage all students participate in Pupils, Spiritual, Moral, Social and Cultural development lessons with a 20 minute lesson taken by their tutors. These are supported during the assembly programme. We also strongly encourage students to get involved in their local communities. Community service is completed through the Passport for Life scheme and the school supports a number of charities.

I look forward to working with you over the coming five years, with the support of Miss E Jordan and Miss R Davies. We will do our utmost to ensure your child's time at Maiden Erlegh in Reading is happy and successful.

Mrs K James
Head of Year



Maiden Erlegh
School in Reading

SUPPORTING YOUR CHILD - THE ACHIEVEMENT CENTRE

Maiden Erlegh School in Reading is committed to a policy of inclusion and our aim is to overcome barriers to learning and make sure that the needs of all students are met. At Maiden Erlegh School in Reading, the teaching, learning, achievements, attitudes and well-being of all students matter and we believe that all young people, regardless of ability, need and behaviour, are valued equally.

Our Special Educational Needs Co-ordinator (SENCo) has responsibility for co-ordinating SEND provision across the school and managing the SEND department known as The Achievement Centre. The Achievement Centre is here to provide help, encouragement and additional teaching to students who have been identified as having special educational needs or disabilities. Staff provide appropriate support for students with special educational needs across the curriculum. We take a whole school approach in our provision for students with special educational needs, with all staff sharing in the support of their disabilities, difficulties, learning and welfare.

We work with our many primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year relevant information is shared with the staff who will work with the pupils. We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged.

We aim:-

- ☐ To help every young person reach their full potential and optimise their self-esteem
- ☐ To encourage the whole community to develop and demonstrate a positive attitude towards special educational needs and disabilities
- ☐ To encourage and support young people to participate in all decision making processes in relation to their education and ensure that their views are taken into account
- ☐ To follow a graduated approach to Special Educational Needs where appropriate actions are matched to the needs and wishes of each young person
- ☐ To support the students in building the skills and attributes necessary to develop their independence
- ☐ To promote equality and consideration for others
- ☐ To celebrate student achievement
- ☐ To develop social skills

SUPPORTING YOUR CHILD - THE ACHIEVEMENT CENTRE

We provide:-

- ☐ In-class support across the curriculum where necessary
- ☐ Classroom Support Plans (where appropriate) which identify needs and ensure a consistent approach to supporting pupils
- ☐ Homework club
- ☐ Social skills club
- ☐ Handwriting support
- ☐ Supported reading before school
- ☐ A graded reading scheme to support reading
- ☐ Liaison with and input from outside agencies working with pupils with specific requirements
- ☐ A calm, supportive environment for those needing support during unstructured times
- ☐ An enhanced transition programme for those needing additional support with the move to secondary school
- ☐ Lots of understanding and expertise

In all of this work we aim to work as closely as possible with parents to complement the work they do in supporting their child towards these goals.

The Achievement Centre team

Mrs B Clarke SENCo

Mrs J Batts Senior Student Support Officer

Mrs K Bush TA

Mrs C Nair TA

Mrs S Sharma TA

Mrs S Matheson TA



Maiden Erlegh
School in Reading

SUPPORTING THE MORE ABLE

At Maiden Erleigh School in Reading, we are determined to provide enrichment opportunities, to ensure pace and challenge in lessons for all students, including the most able.

How are more able students identified?

On arrival in Year 7, students are identified as more able based on their Key Stage 2 Reading and Mathematics scores. They are then enrolled onto the Silver Programme which is for our Foundation stage students (in Years 7 and 8); its aim is to develop students into independent, higher-order learners. It should help bridge the gap between provision in primary schools and our Gold Programme which will be for students in Key stage 4 (Years 9 to 11). The lists of students is not static and may change to reflect the fact that students progress at different rates.

What does being identified as more able mean?

Class registers identify more able students and teachers use that information to ensure that lessons and homework stretch them sufficiently. All departments have specific strategies for meeting the needs of the more able, and schemes of work show what provision is made for them. Heads of Department keep logs of students who are more able in their subject areas and ensure they are given opportunities to use and develop their skills and talents in lessons and outside the classroom.

What is on offer for the more able?

A number of extra-curricular and enrichment activities are provided during the course of the year to provide additional appropriate opportunities for more able students.

Last year, for Year 7, these included: -

- "Is the chair really there?" Thinking about reality.
- The Maiden Erleigh weather station.
- Beginner's Italian: a chance to learn simple phrases.
- How does speech differ from writing?
- Design and Technology "A session using the "Cracking Ideas" resources – exploring the notion of innovation within product design (resources linked to the 'Wallace and Gromit' characters).
- Researching local First World War soldiers.

This year for Year 8, these will include: -

- Climate Change conference at Reading Town Hall and follow up lectures on recent developments in climate change research.
- Beginner's Greek: a chance to learn some basic conversation phrases.
- Anatomy of the Body
- A 'British Science Association' Discovery Award – Faraday Challenge Award.
- Options – 'Aim High Now' session.
- "If only I'd known then" – Session with Year 11 students.

More will be announced in coming weeks – there is an aim to have at least one workshop/event each half-term.

Who oversees the more able?

Mr Dean Harrison, the more able Coordinator, is the point of contact for information about provision for the more able and Silver Programme.

ART & DESIGN

Art at Maiden Erlegh School in Reading is about developing the pupils as individuals, helping them to be creative, independent thinkers, who are confident when exploring and ready to design the future. By responding to the assessment criteria as set out by the examining body for GCSE and A Level Art and Photography, students will be researching, experimenting, observing and producing final outcomes in their classwork and projects.

Homework: Homework is set every week. Homework will not be set during marking periods.

Extended study: 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.

Equipment needed: pencil, black pen, rubber, sharpener.

Visits/Extra-curricular opportunities: Opportunities may arise to bring in a visiting artists and to work with students from Reading University. Students will be able to access a weekly Art club, and there is an 'Artist of the Month' award. Opportunities to go on trips to galleries or see artists work are explored in foundation.

Subject contact name: Miss E Jordan

YEAR 7

Term 1

Baseline Assessment

An exploration of drawing skills, through the development of mark making.

Portraiture/Landscape/ Still Life

Students explore the work of different artists linking to a theme. They will learn various drawing and painting techniques in response to a theme.

They will have an introduction to writing about artwork and their own work.

They will explore photography through homework tasks.

Students to complete a Milestone assessment.

Term 2

Art from Art

Students will spend time exploring 2D materials and processes, such as painting, drawing and printing techniques.

They will learn to understand different art movements and research artists.

Students to complete a Milestone assessment.

Term 3

Global and Local Art

Students will spend time exploring Three Dimensional materials, such as wire, cardboard, tissue construction and recycled materials.

They will learn to understand different art movements and research artists.

Text and Art: Charlie and the Chocolate Factory

Students draw on research, design and respond to a text studied in Drama. They will do this through further exploration of 3D materials, processes and techniques and digital media.

Students to complete a Milestone assessment.

ART & DESIGN

YEAR 8

Term 1

Structure and Architecture

Students explore the work of different artists and architects developing their 2D and 3D skills. Students will research and explore various contextual sources to inform their ideas. They will explore photography through homework tasks. Students to complete a Milestone assessment.

Text and Image: 'The Tempest'

Students respond to a text through 2D and digital media. They will storyboard and design their own work, informed by research and the work of artists. Students will research and explore various contextual sources to inform their ideas. They will explore photography through homework tasks. Students to complete a Milestone assessment.

Term 2

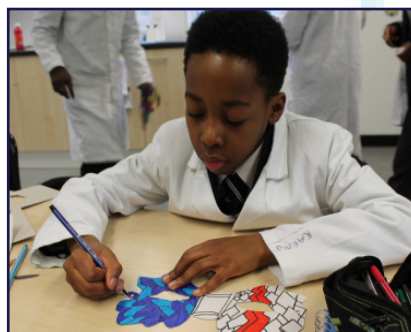
Cultures

Students extend their knowledge of 2D materials and processes, developing their mastery of skills, such as painting, drawing and printing techniques. Students will learn to understand the work of different cultures and communities. Students to complete a Milestone assessment.

Term 3

'Isms'

Students draw on their research and designs to respond to art movements, through their own selection of media. Students to complete a Milestone assessment.



DESIGN AND TECHNOLOGY

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. There are close links to mathematics, science, engineering, computing and art.

Students will experience four main areas of study. Resistant Materials, Textiles, Food and Graphics which allows students to develop their communication skills by hand and using computer software. Product investigation plays a key role in broadening our knowledge and evaluation skills. The 4 key areas for assessment in all areas of study are: Knowledge, Designing, Making and Evaluation. Each project will focus on an aspect for assessment and progress is monitored closely. All students will complete a baseline test at the start of each rotation and will spend a term in each of the areas of study.

Groupings

The Technology groups are not set on ability. Groups are mixed and students will be required to work independently and in teams.

Homework

Weekly homework to support class activities – research, analysis, drawing skills and communication skills will be the focus. Students will be expected to spend 30 minutes on their homework.

Extended study info

Students are encouraged to spend time in the department outside of lesson time under supervision to extend their outcomes. We link closely to other departments such as Drama, Music and Art. Students are encouraged to see the links with other subject areas. Students will be encouraged to enter competitions and get involved in technology in the school and wider community.

Equipment needed

Black/Blue pen, pencils (HB, 2B), 300 mm ruler, fine liner pen, coloured pencils, scissors, glue sticks, green pens. Students may wish to buy quality marker pens for use in graphics. Lab coats for use in the technology workshop and aprons for food can be purchased via the school uniform shop. For Food Technology students will need a named school apron, leak proof container and tin. Food ingredients will need to be purchased when required for practical.

Visits/Extra-curricular opportunities

Technology Club, Design Club and visiting professionals from the design and manufacturing industry. STEM activities will be offered and technology will support The Silver Programme. Future visits that have a technology focus.

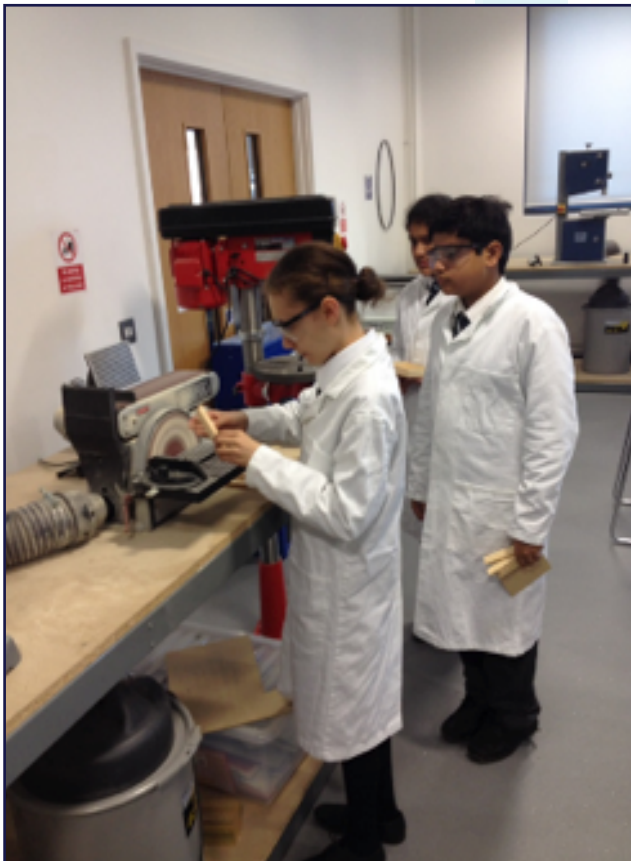
Subject contact name: Mr C Bradley – Head of Technology

DESIGN AND TECHNOLOGY

TECHNOLOGY	YEAR 7	YEAR 8
Resistant Materials	Hand held maze game with a focus on Biomimicry. Students will research how natural forms can influence design. Undertake product investigation and identify user needs. Students are encouraged to be creative and generate original ideas based on their research to produce a high quality hand held portable maze game. Students will understand workshop safety and will use a range of hand tools and machinery to create their game. The game will also be packaged. This project examines creative and practical skills using a range of materials and processes.	Pewter cast jewellery/souvenir design and make project. Students will understand the importance of Health and Safety in the workshop. Introduction to working with wood and metal using a range of cutting and finishing techniques. Students will research how natural forms can influence design. Undertake product investigation and identify user needs. Students will design creative and original ideas based on their research to produce a high quality pewter souvenir/key ring that will be cast into a mould. Students will be shown how to cut and finish pewter to create a high quality end product.
Graphics	Communication skills – isometric drawing, colour rendering. Students will develop background designs for their maze game and produce surface graphics to package and promote their product by hand and on the computer. Develop 2d and 3d drawing skills using established drawing conventions.	Introduction to CAD/CAM and how computers can be used to manufacture accurate moulds. Developing communication skills – Isometric drawing, colour rendering. Introduction to Adobe Illustrator. Students will develop their design skills by hand in order to promote and package their pewter cast souvenir.
Textiles	Introduction to Health and Safety in a textiles room. Students will understand how to produce a range of stitches and the process of weaving textiles. They will consider weft and warp and looms. They will be taught about the history of textiles, the importance of recycling materials and being sustainable, circular weaving, batik and wax resist. Students will also undertake a design exercise and develop their hand drawn communication skills.	Introduction to Health and Safety in a textiles room. How to set up and operate a sewing machine safely to combine fabrics and create a quality product. Build on skills learnt previously to produce a more structural textiles product, a sock monkey. Students will research, design and develop a creative solution using a range of materials.
Food	Introduction to hygiene and safety regarding food and nutrition. Identifying hazards, 4C's of food storage. Introduction to the Eat Well Guide. Food tasting, Healthy Eating. Understanding packaging and labelling. Identifying parts of the cooker. Investigation through product disassembly. Packed lunch planning and identification of ingredients.	Reminder of hygiene and safety regarding food and nutrition. Course content will include the principles of nutrition and healthy eating through food tasting, '5 a Day', Eat well guide. The importance of food related to health, nutrients and savoury foods, varied diet. Students will be offered a repertoire of predominantly savoury dishes.

DESIGN AND TECHNOLOGY

TECHNOLOGY	YEAR 7	YEAR 8
CAD/CAM and Systems	Using Computer Aided Design (CAD) to develop packaging design and key ring design. Microbit opportunities incorporated into projects through basic programming and an understanding of input-process-output.	<p>The concept of 'Feed themselves' through awareness of personal preference, socio-economic aspects. Students will become competent in a range of cooking skills and understand source, seasonality and characteristics of selected ingredients.</p> <p>Using CAD to develop packaging design and laser cut mould for pewter casting. Microbit opportunities incorporated into projects through programming and an understanding of input-process-output.</p>



COMPUTER SCIENCE

At Key Stage 3, all students follow the same course which includes elements of ICT and Computer Science. E-safety is taught throughout the year and is a focus for one day in November, taught by Intel Security and Bletchley Park.

YEAR 7		
Unit	Course content: Knowledge and skills	Assessment
Unit 1	Computational Thinking Students learn about problem solving skills and the attitude of "not giving up".	Assessment task
Unit 2	Small Basic Students developing their learning from Unit 1 into programming. The focus is on sequence, selection and iteration.	Assessment task
Unit 3	Harry Plotter Students learn spreadsheet skills with an emphasis on formulas and manipulating data.	Assessment task
Unit 4	Data Representation Students will learn about binary code and how to convert between binary and denary and denary and binary. Binary representation of images is also covered.	Assessment task
Unit 5 & 6	Interactive Media Students develop an interactive website based on a client brief. They will following the Software Develop Lifecycle during completion.	Assessment task

YEAR 8		
Unit	Course content: Knowledge and skills	Assessment
Unit 7	Computer Systems Students learn about internal system components of computer systems, with special focus on mobile phones and desktop PCs.	Assessment task
Unit 8	Python Students develop prior learning from Unit 1 and 2 into programming in Python. The focus is on sequence, selection, iteration and Python Turtle.	Assessment task
Unit 9	Criminals Database Students learn flat file database skills with an emphasis on normalisation and queries.	Assessment task
Unit 10	Ethics Students will look into the ethical considerations of technological use and question the methods we use.	Assessment task
Unit 11	Creating mobile apps Students develop an interactive mobile app for Android devices.	Assessment task
Unit 12	Networking Students will develop an understanding of LAN and WAN networks.	Assessment task

COMPUTER SCIENCE

Groupings

Students are taught in mixed ability groups

Homework Information

The type of homework tasks set during Years 7 and 8 are research tasks, design tasks, practising skills learned in lessons and revision for assessments. Homework is usually set twice per half term, taking an average of 30 minutes per piece.

Extended Study Information

Students should extend their learning in programming to develop code using sub-routines. This will be particularly helpful if wishing to study Computer Science further at GCSE.

Equipment

A USB Memory Stick to back up work is useful for students.

Free Software

Google Apps for Education

Small Basic

Python 3

Extra-Curricular opportunities

Students have access to a Computing Club on Fridays from 2.20 – 3.20pm with Mr Martin.

Contacts

Trust Leader for Computer Science: Ms F Brooke

DRAMA

Drama at Maiden Erlegh School in Reading is about developing the pupils as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.

Homework: This depends on the unit, but students should expect two pieces every half term

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

Equipment needed: Drama socks

Visits/Extra-curricular opportunities: Opportunities may arise to bring in a visiting theatre company. Students will be able to access a weekly Drama club, and performance opportunities will arise throughout the year including at the termly concerts.

Subject contact name: Mrs E Brown or Mrs J Tolman.

Every topic will include tuition on the following skills:

- Creating and Responding
- Performing a role
- Elements of staging
- Drama strategies and techniques

YEAR 7

Topics covered	Overview of Assessment
Elements of Drama 1 Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks.	Students will be assessed on the following: Co-operating Contributing Facial Expression Body Language Gesture Projection Spatial awareness Audience awareness Freeze Frame/Still image/Tableau(x) Narration Thought tracking

Topics covered	Overview of Assessment
<p>Elements of Drama 2</p> <p>Students will explore Movement and Mime skills through Melodrama and Silent Movies</p>	<p>Polished improvisation Mime Movement Pace Facial Expression Gesture Exaggeration Actor/Audience Relationship Placards</p>
<p>Working with scripts</p> <p>Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'.</p>	<p>Contributing to staging a script Character Profile Non-verbal communication Stage directions Blocking Proxemics Flashback Naturalistic characterisation</p>
<p>Genre Safari</p> <p>Students are introduced to a range of genres which they will explore through a variety of devising/scripted tasks including:</p> <ul style="list-style-type: none"> Pantomime Horror Comedy 	<p>Tone of voice Pace and pause Facial expression Gesture Body language Actor/audience relationship Proxemics</p>
<p>Titanic</p> <p>Students will be creating a role using research, culminating in a whole class performance.</p>	<p>Gait Posture Verbal register Tableaux Narration Slow motion Split screen</p>
<p>Page to Stage</p> <p>Students are introduced to theatrical elements including staging, costume and set in order to create an Overall Performance Concept for varied extracts from 'Charlie and the Chocolate Factory'.</p>	<p>Characterisation Costume Lighting Set design Staging forms</p>

Topics covered	Overview of Assessment
<p>Physical Theatre</p> <p>Students will explore what physical theatre is and use techniques from the theatre company Frantic Assembly.</p>	<p>Students will be assessed on the following:</p> <p>Collaborating Experimenting All physical theatre skills Patterns of movement Proxemics</p>
<p>The Tempest</p> <p>Students will explore Shakespeare's 'The Tempest'. They will explore a variety of characters and consider how to build atmosphere in scene.</p>	<p>Articulation Gesture Patterns of movement Proxemics Actor / audience relationship Whole class in role Sound collage</p>
<p>Working with Scripts</p> <p>Students will develop their characterisation skills through a variety of script extracts</p>	<p>Directing Character motivation Vocal skills Physical skills Set Costume Props Off-text improvisation Flashback</p>
<p>Devised Thematic</p> <p>Students will undertake a term long devising project using a specific theme stimulus</p>	<p>Physical and vocal skills Exposition Rising action Climax Falling action Denouement</p>
<p>Investigating through Drama: Auschwitz</p> <p>This unit explores Auschwitz and the issues that surround it. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank's Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques.</p>	<p>Polished improvisation Character profile Given circumstances Blocking Use of set and props Split screen Writing in role Marking the moment</p>
<p>Theatre Compendium</p> <p>Students will be introduced to a few drama practitioners and their style. It is also an opportunity for students to demonstrate all of the skills learnt in Foundation Drama in a final performance piece.</p>	<p>Directing All vocal skills All physical theatre skills Blocking Set and props</p>

ENGLISH

The English curriculum is taught through six units of work each year, each developing skills in reading, writing, speaking and listening. We teach our pupils to express themselves fluently and accurately, both orally and in writing. We seek to convey a love of literature and most lessons start with a period of silent, private reading. While the broad knowledge and skills developed are the same, teaching approaches, specific content and dates of assessment may vary between teachers according to the needs and progress of the class.

YEAR 7		
Half Term	Course content: Knowledge and Skills	Key Assessments
1	Great Lives Autobiographical texts – fiction and non-fiction Ongoing spelling, punctuation and grammar skills	Great Lives Writing: an autobiographical chapter Reading: analysis of an extract from 'Boy' Sp & List: balloon debate about a famous person
2	Myths & Legends - including the History of English Myths from various cultures and the development of the English Language Ongoing spelling, punctuation and grammar skills	Myths & Legends Reading: response to a myth story Writing: creative response to Beowulf or writing a myth Speaking & Listening: research a myth to retell
3	Class reader (novel) Exploring the characters and narrative perspectives of a text Ongoing spelling, punctuation and grammar skills	Class reader (novel) Writing: a creative response e.g. an extra chapter Reading: essay about the presentation of a character Speaking & Listening: hot-seating a character
4	Journey to a Poem A variety of poems including Mirror, Dulce et Decorum Est, Night Mail, Blackberry Picking, Follower Ongoing spelling, punctuation and grammar skills	Journey to a Poem Reading: analysis of a Heaney poem Writing: A mini poetry anthology Speaking & Listening: a group performance of a poem
5	Bardology An introduction to Shakespeare including key extracts from a variety of plays and the historical/social/ cultural context for the plays. Ongoing spelling, punctuation and grammar skills	Bardology Reading: analysis of a Shakespearean sonnet(s) Writing: A Visit to the Globe Theatre (imaginative piece) Speaking & Listening: learning a Shakespearean speech to recite

ENGLISH

YEAR 7

Half Term	Course content: Knowledge and Skills	Key Assessments
6	<p>Twist in the Tale How stories are structured using Dahl as an example writer.</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Twist in the Tale Reading: analytical response to a short story Writing: a short story with a twist Speaking & Listening: group discussion of a possible new ending to a story</p>

YEAR 8

Half Term	Course content: Knowledge and Skills	Key Assessments
1	<p>In My Opinion How writers persuade and express opinions</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>In My Opinion Writing: a persuasive text e.g. an article, a speech, or a letter Reading: response to a persuasive text Speaking & Listening: participate in a debate</p>
2	<p>A Midsummer Night's Dream Reading a whole Shakespeare play exploring it through reading the text and performance</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>A Midsummer Night's Dream Writing: creative response e.g. a dream sequence Reading: analytical response to an extract of the play Speaking & Listening: a group performance of a scene</p>
3	<p>Class reader (novel) Exploring the themes and historical/ social/ cultural context of a text</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Class reader (novel) Writing: a creative/ non-fiction response to an issue raised in the text Reading: a stylistic analysis of a extract in which tension is created Speaking & Listening: hot-seating the characters</p>
4	<p>The Romantics An introduction to the Romantic period in poetry and literature</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>The Romantics Writing: description in response to a picture Reading: analytical response to a poem/ poems Speaking & Listening: performance of a poem from the Romantic period</p>
5	<p>Hard Times – Dickens An introduction to Victorian literature with an emphasis on Dickens and how he portrays character and place.</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Hard Times – Dickens Writing: a description in the style of Dickens Reading: analysis of a Victorian extract Speaking & Listening: presentation of an aspect of Victorian history</p>

ENGLISH

YEAR 8

Half Term	Course content: Knowledge and Skills	Key Assessments
6	Gothic Tradition An introduction to the Gothic genre Ongoing spelling, punctuation and grammar skills	Gothic Tradition Writing: creative writing in the Gothic style Reading: analysis of a Gothic extract Speaking & Listening: a presentation of a Gothic writer

Groupings

Students are organised into ability groupings based on a reading test, KS2 information from primary schools and teacher assessment in the first half term at the school. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

Homework Information

Homework will be set according to the unit being taught. This will average around 2 x 30 minutes per week for most pupils. Homework may involve reading, writing essays or stories, learning spellings, undertaking research or similar tasks.

Extended Study Information

Private reading – students should try to read a wide range of fiction and non-fiction. Reading lists are available on the school website.

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.

Visits / Extra-Curricular opportunities

Visits to theatres and places of interest to literature students will be organised when the opportunity arises.

The faculty produces a school magazine.

There is a reading/ debating club.

Equipment needed

Exercise book

Pen - blue/ black and green

Highlighter

Private reading book

Dictionaries and thesauruses are useful to have available at home.

Contacts / Any further information

Head of Faculty: Mrs J Escott-New

GEOGRAPHY

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 School in Reading will equip students with knowledge about diverse places, people, resources and natural and human 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.

YEAR 7

Unit	Course content: Knowledge and Skills	Key Assessments
1	<p>Poles Apart</p> <p>An introduction to Physical and Human Geography.</p> <p>This is followed by a comparison of the Arctic and Antarctic regions of the world, looking at their landscapes, climates and people. Food webs in the two regions are examined as well as the impact that climate change will have on the flora and fauna.</p>	<p>'A time to Krill' – mystery milestone as well as a shorter GCSE style questions on Climate Change.</p>
2	<p>Map work</p> <p>One of the basic tools of Geography is explored and practised. All of the basic skills such as scale, direction, grid references and route planning will be covered as well as an appreciation of human and physical features on maps.</p>	<p>'Route' – milestone as well as GCSE style questions using OS maps.</p>
3	<p>Tropical Rainforests</p> <p>This unit looks at the world distribution of this important biome and how it is changing, mainly due to human influence. The climate and structure of the rainforest is examined as well as the lives of indigenous people living in rainforest environments. Reasons for destruction are explored, too and students are challenged to come up with their own solutions to such destruction.</p>	<p>'Should people destroy the rainforest?' – milestone.</p>
4	<p>Settlement</p> <p>This unit explores the hierarchy of settlements from hamlets to world cities. It looks at the site and situation of settlements and how their land use is structured. Reading provides a local case study for this unit of work.</p>	<p>'Settlement' - milestone as well as GCSE style question which covers settlement on OS maps.</p>
5	<p>Extreme Weather</p> <p>This unit starts by examining how weather is documented on maps and charts. It then looks at a range of extreme events from tornados to hurricanes as well as harsh winter conditions such as snow and blizzards.</p>	<p>'Extreme weather' – GCSE style assessment.</p>

GEOGRAPHY

Unit	Course content: Knowledge and Skills	Key Assessments
6	<p>China and India</p> <p>The two most populous countries on Earth form the subject matter for the last Year 7 Geography unit. The countries' population and economic growth will be explored and explained and students will be looking forward to see how these countries might dominate the world order in the future.</p>	'China and India' – GCSE style assessment.

YEAR 8

Unit	Course content: Knowledge and Skills	Key Assessments
1	<p>Maps and migration</p> <p>This unit introduces the European continent both in terms of physical geography and human geography, looking too at the European Union. Students will then explore the concept of migration and investigate how this is affecting and shaping present day Europe.</p>	'Europe/Migration milestone assessment as well as 'map of Europe' test.
2	<p>River flooding</p> <p>Students start this unit by understanding the hydrological cycle and how this links with the 'work' that rivers do in this cycle. Various features of rivers are studied such as waterfalls which are determined by local geology. Students then move onto river flooding and how case studies in the UK compare to Mozambique.</p>	'Mozambique flooding' – milestone.
3	<p>Earthquakes</p> <p>This unit looks at the structure of the earth and relates it to geological time. The theory of plate tectonics is explored and how this helps to explain earthquakes. The earthquake and resultant tsunami in Japan in 2011 is explored as a case study.</p>	'Earthquake – preparation, prediction and prevention' – milestone
4	<p>Volcanoes</p> <p>Continuing the theme of the previous units, students learn how the theory of plate tectonics help to explain the distribution of volcanoes. Case studies are explored to exemplify this which include the eruption of Mount St. Helens, Montserrat and Eyjafjallajökull in Iceland.</p>	Milestone – GCSE-style extended case study on a volcanic eruption OR earthquake.

GEOGRAPHY

Unit	Course content: Knowledge and Skills	Key Assessments
5	<p>Middle East and Russia</p> <p>Student look at two important regions of the world in this unit. The Middle East is explored from both physical and human perspectives – links are made with other Humanities subjects such as History and RE. Students also explore, Russia, a re-emerging potential superpower. Again, its unique physical as well as its human geography is explored.</p>	<p>Milestone – ‘Russia & the Middle East’ GCSE-style assessment.</p>
6	<p>Economic Activity and Farming</p> <p>Students look into an important aspect of human geography – employment and economic structure of countries. They will appreciate why some economies are dominated by the primary sector (farming, forestry, fishing and mining) whilst others rely on manufacturing and the service sector for their prosperity.</p>	<p>Milestone – GCSE- style assessment on ‘Economic Activity’.</p>



GEOGRAPHY

Groupings

Geography is taught in mixed ability groups.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key geographical skills. One piece of homework is set each week for Geography: this will be a research or learning piece (key words, facts, countries, maps etc.) one week and a written piece the next. While these tasks may average around 30 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 7 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on geographical events and processes.

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. Good sources include the BBC Science & Environment pages, relevant documentaries on the BBC and Channel 4 in addition to quality newspaper articles. Geography is full of opinions, so debating controversial topics is a way of training the Geographer within!

Buy your child an atlas, or a map of the world, or a globe: not only will it help with their studies, but also you can look at the location of places you have travelled to, find unknown places in the news, or ask them to locate places they have studied.

Encourage your child to read fiction and non-fiction with a geographical theme. The 'Horrible Geography' series is highly recommended. The series consists of 12 titles; each book has a clear geographical focus. The books are suitable for ages 9-12.

Download Google Earth and take a virtual journey to any location in the world. Explore 3D buildings, imagery and terrain. Find cities, places and local features. It is a great way to explore places you have been or places you dream of travelling to.

Using an Ordnance Survey map, ask your child to locate their home and the homes of others on the map. Ask them to provide 4- and 6-figure grid references. You could also ask your child to plan a family walk or outing using the map.

Equipment needed

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

Visits/Extra-curricular opportunities

A film club is planned from October half-term onwards which will show films with a Geography, History and Religious theme, often relevant to the topics studied in lessons.

A visit is also planned to Kew Gardens in the summer term.

Subject contact name: Head of Humanities – Mr D. Harrison

HISTORY

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.

YEAR 7

Unit	Course content: Knowledge and Skills	Key Assessments
1	<p>Romans</p> <p>This unit gets students to look at what life was like in Ancient Rome and how the Roman invasion of Britain changed life here. It allows students to determine how much the Roman invasion still influences life today.</p>	<p>'How important was the Roman Invasion of Britain?' – milestone.</p>
2	<p>Norman Conquest</p> <p>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.</p>	<p>'Which were the most significant reasons for Harold becoming king in 1066?' – milestone.</p>
3	<p>Black Death</p> <p>This macabre unit gets students to understand how the plague spread and what the symptoms of the disease were. The consequences of the disease for both the people and society are then studied. Students then have to evaluate whether the Black Death was, overall, good or bad.</p>	<p>'Describe the Black Death and explain the consequences of it.' – milestone.</p>
4	<p>English Reformation</p> <p>This unit looks at the life of Henry VIII. It examines the differences between the Catholic and Protestant churches. The causes and events of the reformation are studied in detail.</p>	<p>'Henry VIII and the English Reformation (The Break with Rome).' – milestone.</p>
5	<p>Slavery</p> <p>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.</p>	<p>'Slavery from a specific point of view or interpretation.' - milestone</p>
6	<p>English Civil War</p> <p>Students investigate who Charles I was. They then evaluate what the religious, political and economic reasons of the Civil War were and reach conclusions as to which was the most important factor.</p>	<p>'Why did the Civil War break out in 1642?' – milestone.</p>

HISTORY

YEAR 8

Unit	Course content: Knowledge and Skills	Key Assessments
1	<p>Victorians This unit get students to look at different aspects of life in Victorian England such as health, leisure, crime & punishment. It focuses, too, on the lives of children and the conditions that existed in the notorious workhouses.</p>	<p>'How different was life in Victorian Britain?' – milestone.</p>
2	<p>American Civil Rights Dating from the emancipation, this unit looks at the situation for Black Americans in the 20th Century. It looks at influential people such as Rosa Parks and Martin Luther King. It examines the rise of Black Power in the 1960s and ends with an evaluation of the relevance of the civil right movement for today's Black Americans.</p>	<p>'American Civil Rights – Key Individuals – Top Trumps.' – milestone.</p>
3	<p>Holocaust This unit defines the Holocaust and the concept of persecution. It looks at the causes of the Holocaust and Hitler's ideology. Student investigate the resistance movement as well as Hitler's 'Final Solution'. Student end the unit examining why the Holocaust needs to be remembered.</p>	<p>'Jewish Resistance to the Holocaust.' – milestone.</p>
4	<p>Quing Dynasty This unit begins by introducing students to China. It then looks at the history of the Quing Dynasty and its ultimate collapse. The Opium Wars of the 19th Century are then investigated leading to the 1911 revolution. Post-war communist China is also investigated.</p>	<p>'Can terrorism ever be justified?' – assessment question milestone.</p>
5	<p>Terrorism Student begin this unit by defining terrorism and then investigate a range of case studies from a possible terrorism angle, including the Gun Powder Plot, the ANC and Nelson Mandela as well as the rise of Al Qaeda.</p> <p>Suffragettes This unit traces the events surrounding the Suffragette movement, including the methods of campaigning and the death of Emily Davison.</p>	<p>'Was the Opium Wars the main reason for the collapse of the Qing Dynasty?' – milestone.</p> <p>Emily Davidson (Suffragettes) – based milestone.</p>

HISTORY

Groupings

History is taught in mixed ability groups.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key historical skills. One piece of homework is set each week for History: this will be a research or learning piece (key words, facts, dates etc.) one week and a more written piece the next. While these tasks may average around 30 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 7 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on historical events etc.

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. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied.

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.

Equipment needed

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

Visits/Extra-curricular opportunities

A film club is planned from October half-term onwards which will show films with a Geography, History and Religious theme, often relevant to the topics studied in lessons.

A visit is also planned to Windsor Castle in the summer term.

Subject contact name: Head of Humanities – Mr D. Harrison

MATHEMATICS

The mathematics curriculum is developed around promoting mastery and competence with key skills, in order to lay appropriate foundations for future success in the subject. Pupils who grasp concepts rapidly will be challenged through rich and sophisticated problems before acceleration through more advanced content.

Year Group (Stage)	Topics covered	Overview of Assessment
STAGE 0: Year 7 (Set 3 and Purple Pathway).	<p>Number: Understand place value; read, write and order numbers, inc. decimals; multiply and divide by powers of 10; negative numbers; mental methods; formal written methods for multiplication and division; order of operations; multiples, factors and primes; fractions, decimals and percentages; basic number systems; estimate and approximate to a given degree of accuracy.</p> <p>Algebra: Introduction to algebraic techniques, inc. collecting like terms and simplifying expressions; substitution into expressions and written real-life formulae; generate and describe sequences using term-to-term rules.</p> <p>Ratio, Proportion and Rates of Change: Enlargement and scale factor; basic direct proportion, e.g. recipe problems.</p> <p>Geometry and Measures: Properties of 2D and 3D shapes, described using correct mathematical terminology; area and perimeter of 2D shapes; volume of cubes and cuboids; types of angles; metric units and conversions for mass, length and capacity; coordinates in all four quadrants; reflection and translation; build 3D shapes from nets and recognise nets of common solids; measure and draw angles accurately using a protractor; tessellations.</p> <p>Statistics: Interpret and construct tables, charts and diagrams (inc. pie charts); calculate and interpret averages.</p> <p>Probability: Use the 0-1 probability scale; carry out and interpret/display outcomes of experiments; calculate theoretical and experimental probability (single-event probabilities).</p>	<p>Content from each of the six National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Students in Year 7 will complete a baseline assessment during the first half term which will cover content studied up until that point, as well as a selection of questions to assess the required pre-requisite knowledge of the Key Stage 2 curriculum.</p> <p>Termly assessments will then follow which will focus on the introduction of the new Foundation Stage (old Key Stage 3) curriculum and extension of Key Stage 2 content. Year 8 will sit three termly assessments only.</p> <p>End of topic review exercises will be done on a frequent basis (every 1-2 weeks) as part of the ongoing evaluation of student understanding.</p>

MATHEMATICS

Year Group (Stage)	Topics covered	Overview of Assessment
STAGE 1: Year 7 (Sets 1 & 2) Year 8 (Set 3 and Purple Pathway).	<p>Number: Understand place value and order numbers, inc. decimals; order of operations; positive integers powers and associated real roots; calculator methods; multiples, factors and primes; fractions, decimals and percentages; basic number systems; estimate and approximate to a given degree of accuracy.</p> <p>Algebra: Introduction to algebraic techniques, inc. collecting like terms and multiplying a term over a single bracket; substitution into expressions and formulae; linear equations and graphs; generate and describe sequences (using the term-to-term rule).</p> <p>Ratio, Proportion and Rates of Change: Use ratio notation; simplify ratios and divide a given quantity into parts described by a ratio.</p> <p>Geometry and Measures: Properties of 2D and 3D shapes, described using correct mathematical terminology; area and perimeter of 2D shapes; surface area and volume of cubes and cuboids; constructions (triangles); symmetry; types of angles; use of standard conventions for labelling properties of shapes; metric units and conversions for mass, length and capacity; coordinates in all four quadrants; reflection, rotation and translation.</p> <p>Statistics: Interpret and construct tables, charts and diagrams (inc. pie charts); calculate averages and make comparative conclusions.</p> <p>Probability: Use the 0-1 probability scale; carry out and interpret/display outcomes of experiments; calculate theoretical and experimental probability (single-event probabilities); introduction to sample space diagrams.</p>	<p>Content from each of the six National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Students in Year 7 will complete a baseline assessment during the first half term which will cover content studied up until that point, as well as a selection of questions to assess the required pre-requisite knowledge of the Key Stage 2 curriculum.</p> <p>Termly assessments will then follow which will focus on the introduction of the new Foundation Stage (old Key Stage 3) curriculum and extension of Key Stage 2 content. Year 8 will sit three termly assessments only.</p> <p>End of topic review exercises will be done on a frequent basis (every 1-2 weeks) as part of the ongoing evaluation of student understanding.</p>

MATHEMATICS

Year Group (Stage)	Topics covered	Overview of Assessment
STAGE 2: Year 8 (Sets 1 & 2).	<p>Number: Rounding and calculating with significant figures; standard form notation and calculations; prime factorisation; negative number arithmetic; advanced order of operations; terminating and recurring fraction and decimal conversions; percentage change calculations using multipliers (inc. financial problems linked to simple interest).</p> <p>Algebra: Index laws (inc. negative indices); simplifying algebraic expressions; factorising into a single bracket; changing the subject of formulae; generate and describe sequences (using position to term rules); solving equations with unknowns on both sides; recognise, plot, sketch and/or describe linear and quadratic functions; plot and interpret distance-time graphs; inequality notation and solving inequalities.</p> <p>Ratio, Proportion and Rates of Change: Unitary method; direct proportion problems; compound units (inc. speed and acceleration).</p> <p>Geometry and Measures: Plans, elevations and isometric drawings; scales and bearings; enlargements from a centre of enlargement; angles in parallel lines; interior and exterior angles; calculating space (circles and cylinders); Pythagoras' Theorem; constructing bisectors, RHS triangles and understanding loci.</p> <p>Statistics: Plot and interpret scatter graphs and histograms; constructing and interpreting grouped frequency tables; calculating averages from grouped frequency tables; discuss and analyse averages and their appropriateness.</p> <p>Probability: Venn diagrams; frequency trees; constructing and interpreting sample space diagrams; use theoretical and experimental probability to calculate expected outcomes.</p>	<p>Content from each of the six National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Students in Year 7 will complete a baseline assessment during the first half term which will cover content studied up until that point, as well as a selection of questions to assess the required pre-requisite knowledge of the Key Stage 2 curriculum.</p> <p>Termly assessments will then follow which will focus on the introduction of the new Foundation Stage (old Key Stage 3) curriculum and extension of Key Stage 2 content. Year 8 will sit three termly assessments only.</p> <p>End of topic review exercises will be done on a frequent basis (every 1-2 weeks) as part of the ongoing evaluation of student understanding.</p>

MATHEMATICS

Students are placed into sets most suitable for their ability. Year 7 students will be placed into a mathematics set upon entry using their Key Stage 2 data, and then confirmed or adjusted after the baseline assessment which is sat towards the end of the first half term.

Pupils in lower ability groups are taught in smaller class sizes, hence allowing for greater support to be available to them.

At various points during the year, the Head of Department, in collaboration with all relevant teaching staff, will review current data and may decide on appropriate set moves to be actioned where it is felt that a student will benefit in a positive way.

Homework Information

Students should expect to receive two pieces of mathematics homework per week which should last approximately 15-20mins 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 homeworks, to activities set on www.mymaths.co.uk, investigations, improvement work in response to feedback, revision for upcoming assessments, or end of topic review (BAM) tasks.

Equipment

In addition to the student's exercise book and vocabulary book (issued at the start of the academic year), the following pieces of equipment are essential in every mathematics lesson: black/blue ballpoint pen, green ballpoint pen, pencil, ruler, eraser, protractor, pair of compasses, scientific calculator (preferably the CASIO fx-83GT Plus or CASIO fx-85GT Plus; available in most supermarkets and stationary shops). It may also be useful to have the following items: sharpener, colouring pencils, highlighter, glue stick, scissors.



MATHEMATICS

Extended Study Information

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

The school subscribes to the MyMaths website; www.mymaths.co.uk

All students will be given a personal login for this website; this resource can be used both to review learning done in class but also to complete online homework which a teacher can set on topics recently covered.

For a more open-ended selection of mathematics problems the nrich website is useful; <http://nrich.maths.org>

If you click onto the 'Lower Secondary Student Home' section you 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.

Extra-curricular opportunities

Students in the highest ability classes in both Years 7 and 8 will be entered for the UKMT (United Kingdom Mathematics Trust) Junior Maths Challenge which takes place in April. Year 7 students will take part in a mathematics enrichment day during the Autumn term. The students will experience a carousel of activities all centred around improving the students' appreciation and enjoyment of mathematics.

Mathematics drop-in session is a weekly after school club for students who voluntarily would like extra help with a specific piece of mathematics work. Run by specialist mathematics staff, this after school club is also a place for students to work independently or with their peers on their mathematics homework, with the opportunity for help and guidance if required.

Subject contact name: Head of Mathematics – Miss L. Moran



MODERN FOREIGN LANGUAGES

In the MFL department at Maiden Erlegh School in Reading we are passionate about the value of learning languages in the world today. Pupils have the opportunity to learn French or Spanish up to GCSE level, as well as enjoy after school clubs and language competitions. We believe that knowing more than one language opens doors and offers a wealth of opportunities in life, both professionally and personally.

Spanish overview Year 7 and top set Year 8.

Spanish is a great language to learn.

In Year 7 all pupils have four hours of Spanish lessons per fortnight. All pupils will have the opportunity to take Spanish on to GCSE. Throughout years 7-11, students will be encouraged to explore language through a wide variety of topics which will help them to develop the four key linguistic skills; Listening, Reading, Writing and Speaking.

Pupils develop the four skills through a variety of activities including role play, speaking in pairs or groups, listening to CDs, completing written tasks, language games, videos, reading and grammar work. A number of different topic areas are covered from the National Curriculum Areas of Experience.

In Year 8 our top set classes have six hours of MFL lessons per fortnight. Pupils will continue to develop the four skills of Listening, Reading, Writing and Speaking in French through a variety of activities and they will start to learn Spanish covering different topics.

French overview Year 8.

In the French department at Maiden Erlegh School in Reading, the structure of the course is based on Expo 2 textbook topics. Lessons include a great variety of differentiated listening, speaking, reading and writing activities created by the teacher including pair work to encourage speaking confidence; text book exercises to embed language; games to engage and enthuse; dictionary and word lists in blue spellings books to encourage a broadening of vocabulary, independent learning and research skills; grammar exercises to develop language concepts; translation work to practise crucial skills. Grammar terminology is taught and used in class, and teachers gradually introduce French for classroom instructions and interactions, to increase pupil confidence in speaking French.

Homework information in MFL – French and Spanish

Weekly homework may include differentiated written tasks to practise classroom-taught language, or vocabulary rote learning. The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average half an hour per week.

Equipment

A pencil, rubber, ruler and a couple of writing pens are always essential in every French and Spanish lesson. Year 8 students should also make sure they bring their vocabulary booklet to every French class. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

Contacts

Mr G. Raso – Curriculum Leader For MFL

Mrs R. Clarke – French Teacher, SENCO and Purple Pathway

Mrs A. Sutton – French and English Teacher

Mr J. Winstanley – French and Spanish Teacher.

MODERN FOREIGN LANGUAGES

SPANISH YEAR 7 & TOP SET YEAR 8 (Topics covered and Assessments)

Term 1 - Introduction of Target Language

- Introducing myself
- Saying what I like
- How do you say ... ?
- Can I ... ?
- What are the school rules?
- How do you spell?
- What do you fancy doing?
- What can we do today?

Term 1 - Me, my family and my friends – where I live – what language do I speak

- possessive adjectives
- use two verbs together/ Use of modal verb
- poder + infinitive
- Vamos a + infinitive
- adjective agreement rules
- casarse/enfadarse/llevarse bien con
- adverbs of frequency
- gustar
- regular verbs using the infinitive
- interrogative words such as quién, cómo, cuántos, qué, cuándo
- What/who is important to me
- What do I like doing

Term 2 - Home, town, neighbourhood and region

- Hay
- The present tense – I live/he/she lives
- Prepositions
- use two verbs together/ Use of modal verb
- Vamos a + infinitive
- comparatives más que/menos que
- expressions of quantity
- los que/las que + verb
- interrogatives dónde and por qué
- poder + infinitive

Term 2 - Free time activities

- consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar
- extend range of two verbs together
- adverbs such as por lo general/normalmente
- clauses introduced by cuando and si (y9)
- Dónde/ con quien/cuando
- Past tense – it was/I went

Term 3- My studies

- Me gusta + infinitive
- tener que/deber + infinitive
- hay que + infinitive (compulsory subjects)
- porque to express reasons
- More present tense
- perfect tense, some irregular verbs
- The future tense – voy a/ vamos a ...

MODERN FOREIGN LANGUAGES

SPANISH YEAR 7 & TOP SET YEAR 8 (Topics covered and Assessments)

- two verbs together eg ir a/ esperar/gustar más
- reflexive verbs
- comparative and superlative in expressing opinions about subjects
- use of tú and usted in informal/formal exchanges (Y9)

Term 3 - Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.

- preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir)
- reflexive verbs in preterite; perfect and imperfect tenses together
- describing a past event/festival; actions and opinions
- talking about movies – use of the future tense
- More use of describing words

Overview Assessment

Assessment Term 1 (October and December) – Listening, Reading, Writing and Speaking.

Assessment Term 2 (February and March) – Listening, Reading, Writing and Speaking.

Assessment Term 3 (May and June) – Listening, Reading, Writing and Speaking

FRENCH YEAR 8 (Topics covered and Assessments)

Term 1 - Family, Home, Jobs, Weather, Free time activities & Perfect tense.

- talking about yourself and your family: -er verbs il & elle
- Talking about jobs people do: masculine & feminine nouns
- Talking about where people live: using depuis
- Describing the weather: red book: using quand & si; green book: using pronoun on
- Red book: describing a typical day: using -ir & -re verbs
- Red book: talking about last weekend; green book: talking about what you like doing
- Red book: talking about yesterday evening; green book: talking about the sports you do
- Red & green book: talking about what you watched on TV
- Red book: the perfect tense with être; green book: the perfect tense of regular -er verbs
- Red & green books: talking about what you did in the past

Term 2 - Going out, making excuses, Shopping in town, food and drinks.

- Making and reacting to invitations: the verb vouloir
- Making excuses: the verbs pouvoir & devoir
- Talking about clothes: using adjectives
- Shops and shopping: comparative adjectives (& superlatives)
- Green book: using aller in the perfect tense
- Talking about food: using aimer + the definite article

- The conditional tense
- Meals: using du, de la, des
- Using il faut + infinitive verbs
- Buying quantities: using de
- Eating at a restaurant
- Introduction of the future tense – Je vais + infinitive

MODERN FOREIGN LANGUAGES

FRENCH YEAR 8 (Topics covered and Assessments)

Term 3- Holidays and studies, customs and festivals, French movies

- Talking about countries: using A & E
- Talking about holidays
- More use of the conditional tense.
- Describing a holiday centre
- Talking about past holidays
- Finding out about holiday destinations
- Talking about friends
- Pocket money
- Gadgets
- Past, present and future
- talking about French movies – use of the 3 tenses.

Overview Assessment

Assessment Term 1 (October and December) – Listening, Reading, Writing and Speaking.

Assessment Term 2 (February and March) – Listening, Reading, Writing and Speaking.

Assessment Term 3 (May and June) – Listening, Reading, Writing and Speaking



MUSIC

Music is a practical subject and students will become proficient when performing, composing and appraising. As well as these, Music supports many personal learning and thinking skills and encourages social awareness and team building. Students will discover that Music allows artistic freedom and encourages individuality, develops motor skills and allows them to become more active listeners.

Homework: This depends on the unit, but students should expect two pieces every half term. This may take the form of listening back to work recorded in class or writing about given musical extracts

Extended study: Students will be given the opportunity to practise their music at home or after school in the Music Department. They may wish to listen to examples of music at home to extend their listening

Equipment needed: None required, but if students wish to bring in their own musical instrument, then this is encouraged. Students may leave their instrument in the appropriate music cupboard.

Visits/Extra-curricular opportunities: There is a thriving extra curricular programme in the Music Department, and clubs occur after school on most days.

Instrumental lessons: These are provided by Berkshire Maestros and occur after school. For more information or to sign up, please visit http://www.berkshiremaestros.org.uk/lessons_school.html

Subject contact name: Mr M Butchers.

Year 7 & 8

Every topic will include tuition on the following skills:

- Performing Music
- Composing Music
- Analysing and appraising Music



MUSIC

YEAR 7

Topics covered	Overview of Assessment
<p>Rhythms and Vocal Music</p> <p>Students will use a range of stimuli to learn about rhythms and vocal music from a range of sources.</p>	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> Use of pulse. Understanding of rhythmic values and bar lengths. Understanding how rhythms of words correspond with rhythmic speech and syllables. Creative use of tempo, dynamics, sonority and texture. Performing using their voice. Analysing simple songs.
<p>Using Keyboards</p> <p>Students will learn how to use a keyboard and perform a range of pieces using this instrument. They will become familiar with the notes on the stave.</p>	<ul style="list-style-type: none"> Keyboard technique. Accuracy of rhythms. Reading a musical score, including treble and bass clefs. Creative use of tempo, sonority, harmony and pitch. Performing using the keyboard.
<p>Music from the Caribbean</p> <p>Students will study calypso and reggae and will analyse examples of both.</p> <p>They will prepare performances of Charley Marley and Three Little Birds.</p>	<ul style="list-style-type: none"> Performing using a range of instruments in small groups. Accuracy of pitch and rhythm. Stylistic playing. A knowledge of the Masters of Caribbean Music.
<p>Computer Sequencing</p> <p>Students will use computers to create music. They will have access to a range of software to compose and remix songs.</p>	<ul style="list-style-type: none"> Compositional techniques. Musical structure. Timbre and sonority. Creative use of pitch and rhythm. Drum beats.
<p>The History of Music</p> <p>Students will research, perform and compose music that is from the Baroque, Classical and Romantic eras</p>	<ul style="list-style-type: none"> Composing in a given style. Performing using stylistic techniques. Accuracy of pitch and rhythm. Keyboard and instrumental technique. A knowledge of the Masters of the Baroque, Classical and Romantic eras.
<p>21st Century Music</p> <p>Students will form bands to perform a contemporary song. They may use their experience as composers to compose their own song.</p>	<ul style="list-style-type: none"> All performance techniques. Use of appropriate instrumental technique. Use of musical experience to adapt or compose a song.

MUSIC

YEAR 8

Topics covered	Overview of Assessment
<p>Music from China and Japan</p> <p>Students will explore music from China and Japan, and will perform Horse Racing, a traditional Chinese piece and compose a piece suitable for Japanese theatre.</p>	<p>Students will be assessed on the following:</p> <p>Accuracy of pitch and rhythm. Keyboard technique, including two part playing. Stylistic playing. Use of sonority, texture, harmony, melodic shape and creative effect when composing.</p>
<p>The Blues</p> <p>Students will explore the history of the Blues and perform and compose using jazz and blues techniques.</p>	<p>Accuracy of pitch and rhythm. Keyboard technique, including two part playing. Stylistic playing. 12 bar blues. Jazz improvisation using the blues scale. A knowledge of the masters of the Blues.</p>
<p>Wonderwall</p> <p>Students will study Oasis' Wonderwall as well as a number of other Britpop songs. They will form bands to perform Wonderwall.</p>	<p>All performance techniques. Band and collaborative music techniques. Use of appropriate instrumental technique. Use of musical experience to adapt or compose a song. A knowledge of the masters of the Britpop era.</p>
<p>Computer Sequencing and Composing</p> <p>Students will use computers to create music. They will have access to a range of software to compose and remix songs, given a specific stimulus.</p>	<p>Compositional techniques to reflect a stimulus. Musical structure. Timbre and sonority. Creative use of pitch and rhythm. Drum beats.</p>
<p>Popular Music and Rap</p> <p>Students will study and compose music using techniques from the genres of popular music and rap.</p>	<p>Composing a hook and a chorus. Composing music that reflects words Instrumental technique. Accuracy of pitch and rhythm. Ability to identify features from popular music and rap songs.</p>
<p>Performing</p> <p>Students will be given the opportunity to perform a piece of music of their choice on their choice of instrument. They will study techniques of great performers from a variety of genres.</p>	<p>All performance techniques and appropriate instrumental and vocal techniques. A knowledge of the masters of performance through the ages.</p>

PHYSICAL EDUCATION

At Maiden Erlegh School in Reading the PE curriculum is designed to inspire and engage all students to succeed and become more independent in their learning.

Students will:

- develop their competence in a broad range of physical activities
- be physically active for sustained periods of time
- fully engage in competitive sports and activities
- be taught to lead a healthy, active lifestyle

Students will be taught to:

- develop their technique and improve their performance in a range of competitive team sports
- perform a range of gym and dance styles and forms
- analyse their own and others performance

All students in years 7 – 8 have 2 lessons per week and activities change every half term and cover a wide variety of sports and activities

Year Group	Topics covered	Overview of Assessment
Year 7+8 Boys	<p>Compulsory performance of:</p> <p>Contact Rugby: Developing outwitting skills</p> <p>Football: developing outwitting skills</p> <p>Fitness: developing how to increase fitness</p> <p>Dance: developing expressive skills</p> <p>Gymnastics: developing accurate replication</p> <p>Basketball: developing outwitting skills</p> <p>Cricket: developing outwitting skills</p> <p>Rounders: developing outwitting skills</p> <p>Tennis: developing outwitting skills</p> <p>Athletics: developing excelling skills</p> <p>At the start of every lesson, students perform fitness as part of their aerobic warm up</p>	<p>Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level for the DCP.</p> <p>Performance ad capabilities are judged against performance indicators.</p> <p>At the start of every term the students perform a 12 minute cooper test to see how their fitness is progressing</p>

PHYSICAL EDUCATION

Year Group	Topics covered	Overview of Assessment
Year 7+8 Girls	<p>Compulsory performance of:</p> <p>Netball: Developing outwitting skills</p> <p>Football: developing outwitting skills</p> <p>Fitness: developing how to increase fitness</p> <p>Dance: developing expressive skills</p> <p>Gymnastics: developing accurate replication</p> <p>Basketball: developing outwitting skills</p> <p>Cricket: developing outwitting skills</p> <p>Rounders: developing outwitting skills</p> <p>Tennis: developing outwitting skills</p> <p>Athletics: developing excelling skills</p> <p>At the start of every lesson, students perform fitness as part of their aerobic warm up</p>	<p>Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level for the DCP.</p> <p>Performance and capabilities are judged against performance indicators.</p> <p>At the start of every term the students perform a 12 minute Cooper test to see how their fitness is progressing</p>



PHYSICAL EDUCATION

Grouping:

Students are taught in single sex groups for their games lessons and mixed/single sex groups for their other lesson. This is dependent upon the timetable and not set by ability.

Extended Extra-Curricular Study Information:

Students are encouraged to participate in sporting clubs as extra-curricular activities. This include fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication with home. The fixtures list can be found on the school website and facebook page.

Equipment:

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

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only

Maiden Erlegh Navy blue fleece – girls only

Maiden Erlegh Navy blue shorts/tracksuit bottoms

Maiden Erlegh Navy blue football/rugby socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

Gum shield – recommended for contact rugby

Student 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.

Contact:

Head of Physical Education: Mrs Nicole Roberts

RELIGIOUS EDUCATION

The study of Religious Education enables students to understand the diverse society we live in. By understanding different faiths, students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. Religious Education plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest. Moreover, Religious Education lesson here at Maiden Erlegh School in Reading will help students to develop important evaluation skills so they become adept at seeing different sides of religious and societal arguments and dilemmas. They will be able to justify their opinions in an objective and thought-provoking way.

YEAR 7

Unit	Course content: Knowledge and Skills
1	Belief in God This unit explores why people believe in God and others do not. There is then a series of lessons looking at God in Islam, Judaism, Hinduism and Christianity.
2	Judaism Students will begin this unit with a study of the patriarch, Abraham and the concepts of faith and covenant. They will then explore the significance of the Torah and the Jewish place of worship – the synagogue. The meaning of Jewish prayer garments is studied as well as the importance of Shabbat and kosher food.
3	PSHE This half term is when students study important aspects of PSHE (puberty, sexuality/ gender and religious extremism).
4	Jesus Students learn where Jesus came from and who he is to Christians. They study 'The Incarnation'. What Jesus taught is explored as well as his teachings and the concept of miracles. They investigate the claim of resurrection and examine the position of Jesus in other faiths.
5	Islam Students start by understanding who founded Islam as well as knowing the importance of the Prophet Muhammad and the Kaaba. They then explore the 5 pillars of Islam: the Shahadah, Salah, Zakat, Saum and Hajj. Finally, student learn about the mosque, the Islamic place of worship.
6	Religious Festivals An in-depth study of Diwali will allow students to explore one important religious festival to the faith community.

Key Assessments

During each half-term unit of work, there will be opportunities for both intermediate and terminal assessments – these will be based on the new GCSE examination command words and will usually end with an 'evaluation' question. The reason behind this structure is to prepare students so they become familiar with the rigours of the new GCSE question papers.

RELIGIOUS EDUCATION

YEAR 7

Unit	Course content: Knowledge and Skills
1	<p>Sikhism</p> <p>Students will learn who the Sikhs are and where they come from. They then explore the myth of the birth of Guru Nanak and what he taught. Students also study the importance of service in the lives of Sikhs, the place of the Gurdwara in Sikh worship and the Holy Book. Finally, students explore where Sikhs worship.</p>
2	<p>PSHE/Religion and Science</p> <p>Further key PSHE topics are explored including pornography, masturbation and FGM. Following these PSHE topics, students explore creationism versus evolution. Key questions such as 'Is religion still relevant in a secular society?' are examined.</p>
3	<p>Christianity</p> <p>This half term is given over to exploring the various denominations of Christianity.</p>
4	<p>Religion in Society</p> <p>This unit explores societal questions such as 'Should we have faith schools in Britain?', 'Could people of different faiths ever get on?', 'Does Science remove the need for religion?' and 'How can religion help overcome the big problems of the world?'</p>
5	<p>Buddhism</p> <p>This unit begins with the life of Siddhartha and his path to enlightenment. The teachings of Buddha are explored – the 4 Noble Truths and the Eightfold Plan. Students will then explore what life is like as a Buddhist and also as a Buddhist Monk.</p>
6	<p>Inspirational People</p> <p>This final unit of Year 8 will include the Dalai Lama, Ghandi, Schindler and Malala Yousafzai.</p>
<p>Key Assessments</p> <p>During each half-term unit of work, there will be opportunities for both intermediate and terminal assessments – these will be based on the new GCSE examination command words and will usually end with an 'evaluation' question. The reason behind this structure is to prepare students so they become familiar with the rigours of the new GCSE question papers.</p>	

RELIGIOUS EDUCATION

Groupings

Religious Education is taught in mixed ability groups.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key RE evaluative skills. One piece of homework is set each week for RE: this will be a research or learning piece (key words, facts, dates etc.) one week and a more written piece the next. While these tasks may average around 30 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 7 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research.

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 RE as this will enrich the discursive element of the subject. Additional reading lists may also be made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch, to garner more knowledge of specific subjects. 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 issues facing many people in the wider communities.

Equipment needed

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

Visits/Extra-curricular opportunities

A film club is planned from October half-term onwards which will show films with a Geography, History and Religious theme, often relevant to the topics studied in lessons.

Visits are also planned to local places of worship during the summer year. Speakers will also be invited to speak in assemblies or in extra-curricular sessions after school.

Subject contact name: Head of Humanities – Mr D. Harrison

SCIENCE

At foundation level, pupils follow an 'in-house' modular course, supported by the published schemes of work of 'Kerboodle' matched to the new National Curriculum. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work.

Students will cover all the topics, but not necessarily in the order given below. Each topic has skills and knowledge based assessments which mostly take place in class although students can be expected to do some preparation work at home. In addition to this, Year 7 students will sit a paper to check prior knowledge and skills early in the autumn term and Year 8 will sit an examination in the spring and/or summer term.

YEAR 7

Topics covered	Overview of Assessment
<ul style="list-style-type: none">• Science Safety• Cells• Forces• Particles• Body Systems• Elements, Atoms and Compounds• Reproduction• Sound• Light• Reactions• Space• Acids	<p>Baseline test: Paper to check prior knowledge</p> <p>In each topic there will be an end of chapter test</p> <p>Online homework progress quizzes will also be sent home each topic to build mastery of the subject.</p>

YEAR 8

Topics covered	Overview of Assessment
<ul style="list-style-type: none">• Energy• Health and Lifestyle• Body Systems• Elements, Atoms and Compounds• Periodic Table• Sound• Light• Electricity and Magnetism• Ecosystems• Metals and acids• Pressure and Motion	<p>In each topic there will be an end of chapter test</p> <p>Year 8 examination</p>

SCIENCE

Groupings

Students are taught in mixed ability groups

Homework Information

The type of homework tasks set during Years 7 and 8 are research tasks, design tasks, mastery questions and revision for assessments. Homework is usually set once a week, but in the case of split classes homework is shared amongst three teachers.

Extended Study Information

Students should take advantage of the 'Kerboodle' online textbook and resources to consolidate and extend their learning. Science also runs a drop-in session in which pupils can come and do research on the laptops or have their burning questions answered.

Equipment

A science laboratory coat is required as part of school uniform.

Extra-Curricular opportunities

Students have access to drop in sessions where they can come and learn new science or come for support.

Contacts

Head of Faculty for Science: Mr R Wallis