



MAIDEN ERLEGH  
TRUST



MAIDEN ERLEGH  
SCHOOL IN READING

# Maiden Erlegh School in Reading CURRICULUM BOOKLET FOUNDATION

**Academic Year 2019-2020**

S. Elliss –DHT: Curriculum

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## Curriculum Intent

At Maiden Erleigh School in Reading we aim to deliver a high quality, rigorous and coherent curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

The objectives for our curriculum are:

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

Our curriculum design is based on:

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

## Foundation

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

<b>Core:</b>	English (combined Language and Literature) Maths
<b>EBACC:</b>	Combined Science Computer Science Geography History Modern Foreign Languages (French or Spanish)
<b>Extension:</b>	Art Drama Music Physical Education (PE) Religious Studies (RS) Technology

**Purple Pathway:** a bespoke pathway for students entering Year 7 with below 100 scaled score in Reading and mathematics. Students use humanities and languages lessons in Years 7 and 8 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy (through using humanities topics as vehicles for project based learning). As part of the literacy element of the purple pathway PIXL Code phonics course is used. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways in Year 9.



## Curriculum Allocation

Subject	Hours per week
English	4
Mathematics	4
Science	3
Computing	1
Geography	1.5
History	1.5
Modern Foreign Language	2
Art	1
Drama	1
Music	1
PE	2
RS	1
Technology	1
<b>TOTAL</b>	<b>24</b>

### Supporting literacy and numeracy across the curriculum

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

Other strategies for literacy recovery are:

- Peer tuition (using students from Maiden Erlegh in the first instance)
- On-line courses
- Small group work (usually with specialist HLTAs)
- Literacy/Numeracy breakfasts which also involve parents.
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

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

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

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

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

- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education, Radicalisation and cyber-safety)
- Respect of self and others
- The ability to discuss and reason



- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values eg: rights and responsibilities, democracy and the rule of law

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

## **Enrichment curriculum**

Maiden Erlegh School in Reading offer a full extra-curricular and educational visits programme.

All teachers contracted to work at Maiden Erlegh School in Reading will be encouraged to offer one after school/extra-curricular activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

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

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

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

- Silver Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Disabled sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

Activity Leaders monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

## **ICT to support learning**

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

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

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

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



## SEND provision

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

**Purple Pathway\***: a bespoke pathway for a small number of students entering Year 9 who have been on the Foundation Purple Pathway and need to continue with literacy and numeracy support. Students following this pathway will complete the ASDAN CoPE qualifications and in additional qualifications in English, Maths and ICT at the appropriate level ranging from Entry Level to Level 3. Work experience and preparing for working life is a key part of this curriculum

## More and Exceptionally Able provision

### Principles

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

Our policy and provision for More and Exceptionally Able students are found in **MESiR Policy for More and Exceptionally able students**.

## EAL provision

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

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



## How can parents support their child?

Each subject has provided some ideas as to how parents can support their children at home. In addition parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.

## ART & DESIGN

### OVERVIEW

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.

Students who take Art will be looking to pursue GCSE's in Art and Photography, allowing them to proceed onto A Levels in similar subjects.

The Creative industries is an industry that continues to expand and houses a variety of jobs including;

- Advertising and marketing.
- Architecture.
- Crafts.
- Design: product, graphic and fashion design.
- Film, TV, video, radio and photography.
- IT, software and computer services.
- Publishing.
- Museums, galleries and libraries

### ASSESSMENT OBJECTIVES

Students will be assessed against the following assessment criteria;-

- **AO1 Research** – students will be assessed on their ability to research and analyse artwork by artists, photography and crafts people.
- **AO2 Experimentation** – students will be expected to explore and manipulate a range of different materials and media, with clear evidence of refinement through time.
- **AO3 Recording and Observe** – Students will be expected to record their ideas through written annotation, drawings/sketches or photography.
- **AO4 Final Outcome** – Students will be expected to link together the other 3 assessment objectives to show a clear journey in their work and complete a final outcome.

### ASSESSMENT STRUCTURE

Students will be assessed once a year during year group Assessment Week.

Students Art progress is assessed throughout the year and they will get feedback in through their Personal Learning Checklists.

### GROUPINGS

Students work in mixed groupings of approximately 22 students.

### HOMEWORK INFORMATION

Homework is set once every two weeks. Extended homework can be found on the student's google classroom. Resources, videos and galleries links will be made available via this resource. Homework will not be set during marking periods.

### EXTENDED STUDY INFORMATION



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

### **ENRICHMENT OPPORTUNITIES**

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. We offer students the opportunity to be involved in our school Arts Council. Opportunities to go on trips to galleries or see artists work are explored in foundation.

### **EQUIPMENT NEEDED**

Pencil, black pen, rubber, sharpener, glue stick.  
 Some students may wish to bring coloured pencils\* and a fine liner\* with them to lessons.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents are encouraged to spend time with their children, helping them to practise basic drawing skills weekly and photographing their environment. We parents to support students by visiting galleries and museums regularly to develop their knowledge of the subject.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google classroom codes along with other department information can be found in Student Handbooks

### **TEXTBOOKS OR REVISION GUIDES**

There are no specific revision guides or online content for GCSE Art and Photography. You can more detailed information and previous papers on the AQA website - <https://www.aqa.org.uk/>

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

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr Nigel Bish



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p><b>Portraiture/Landscape/ Still Life</b> 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.</p>	<p><b>Structure and Architecture</b> 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.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p><b>Baseline Assessment</b> An exploration of drawing skills, through the development of mark making.</p>	Students to complete a Milestone assessment.
2		<p><b>Text and Image: 'The Tempest'</b> 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.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Students to complete a Milestone assessment.	Students to complete a Milestone assessment.
3		
<b>ASSESSMENT OPPORTUNITIES</b>	<p><b>Art from Art</b> 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.</p>	<p><b>Cultures</b> 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.</p>
4		
<b>ASSESSMENT OPPORTUNITIES</b>	Students to complete a Milestone assessment.	Students to complete a Milestone assessment.
5	<p><b>Global and Local Art</b> 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.</p>	<p><b>Isms'</b> Students draw on their research and designs to respond to art movements, through their own selection of media.</p>
<b>ASSESSMENT OPPORTUNITIES</b>		
6	<p><b>Text and Art: Charlie and the Chocolate Factory</b> Students draw on research, design and respond to a text studied in Drama. They will do this through</p>	



	further exploration of 3D materials, processes and techniques and digital media.	
<b>ASSESSMENT OPPORTUNITIES</b>	Students to complete a Milestone assessment.	Students to complete a Milestone assessment.

## COMPUTING

### OVERVIEW

At Key Stage 3, all students follow the same course which includes elements of ICT and Computer Science. Nearly every career these days requires the effective use of computer systems in the job roles, therefore all students must have digital literacy and an understanding of e-safety.

### ASSESSMENT OBJECTIVES

To measure student's competency in using computer devices, including understanding the strengths of weaknesses of using ICT systems, rules for safe conduct online including e-safety, ability to write programs using coding languages, for example Scratch and Python, understanding of key terminology and how computers function.

### ASSESSMENT STRUCTURE

#### Year 7:

E-Safety, Using computers (folders etc) and the Internet

Inputs/Outputs and Memory

How data is represented in computers

Graphic Design and Copyright

Algorithms and decomposition

Basic Programming Techniques (Scratch)

#### Year 8:

Turtle Programming and Algorithms

Networking

Graphic Design and Copyright

Text Based Game Programming

Cryptography

Using technology safely

### GROUPINGS

Students are taught in mixed ability groups of no more than 25 students. Each student will have a computer to use in all lessons.

### HOMEWORK INFORMATION

All homework will be set on Google Classroom and linked to the Maiden Erleigh 5 R's

### EXTENDED STUDY INFORMATION

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

### ENRICHMENT OPPORTUNITIES

Students have access to a Computing Club on Wednesdays after school.

### EQUIPMENT NEEDED

No special equipment is needed. A computer is not required at home as there is ample access to computers at school.

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents should encourage their children to use computer systems effectively at home and recognise that they are not just for entertainment or social networking. Parents should be able to discuss the risks of using electronic devices and monitor their child's use of social networking sites so that they are safe online.

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google Apps for Education  
Python 3  
Google Classroom  
[news.bbc.co.uk/technology](http://news.bbc.co.uk/technology)  
[news.sky.com/technology](http://news.sky.com/technology)

**TEXTBOOKS OR REVISION GUIDES**

No textbooks are required.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** S Hind



ERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	School System E-Safety Internet and Web Browsers Searching the Web Microsoft Office Assessment	Turtle Programming Sequencing Selection FOR Loops Assessment
2	Types of Computer Input-Process-Output Model Computer Hardware Memory and Secondary Storage Software Mobile Applications Assessment	Introduction to Networks Internet and the World Wide Web Domains and IP Creating websites in HTML Network Protocols Network Security Assessment
3	Binary and Memory Representing Text and Numbers Image Representation Sound Representation Assessment	Copyright and magazine covers Computing Heroes Magazine Task Using Photoshop to adapt an image. Finalising a design and evaluating. Assessment
4	Copyright and magazine covers Using Fireworks to create a wireframe. Using Photoshop to adapt an image. Finalising a design and evaluating. Assessment	Introduction to text-based games WHILE loops Rock-Paper-Scissors Hangman Assessment
5	An introduction to algorithms Computational Thinking Problem Decomposition and Scratch Overview Sequencing Instructions Assessment	Caeser Cipher Encryption and decryption Hashing Cyber Security Assessment
6	Game development using selection and iteration Evaluation Performance Review Assessment	Technology Impact Evaluation Performance Review Assessment



## DESIGN & TECHNOLOGY:

### OVERVIEW

Our Technology Vision - Our ambitious curriculum gives all learners the knowledge, skills and cultural capital to succeed in life, future learning and employment in modern Britain. 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. Sustainability is an important aspect of our projects and how materials and processes impact on our environment. There are close links to literacy, numeracy, science, engineering, computing and art (STEAM). Students will experience two main areas of study. Product Design and Food and Nutrition. Students will also study Graphic Communication which allows them 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 and a half in each of the area of study. Students who study design and technology could pursue future careers in Product Design, Engineering, Graphic Design and Advertising, Commercial Art as well as Architecture. It is a rigorous subject with links to creative and technical fields. It has great transferable skills and links to wider curriculum. It is a subject that is looked on favourably by higher education establishments and future employers.

### ASSESSMENT OBJECTIVES

Students who study design and technology will be assessed in the main areas that are mapped to the study of Design Technology at KS4 using the iterative design process. Investigation and research, brief and specification. Design ideas and development of design. Quality practical outcomes, making products and evaluation skills. The iterative design development is key to this subject.

### ASSESSMENT STRUCTURE

Students who study design and technology will undertake a baseline assessment in Year 7 and 8. The assessment of project work is both formative and summative and linked to the 9-1 scale.

### GROUPINGS

The Technology groups are not set on ability. Groups are mixed and students will be required to work independently and in teams. There are 8 groups split between DT and Food Technology. These groups will rotate half way through the year. Approximate group size is 21-23 students.

### HOMEWORK INFORMATION

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. Students would be expected to use a wide range of research areas.

### EXTENDED STUDY INFORMATION

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 Art, Science and Maths. 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.

### ENRICHMENT OPPORTUNITIES

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

### 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\*. Aprons are provided for workshop practicals.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can support by checking that students complete the set homework and offer additional comments and support on any research tasks. Checking planners for any specific tasks, instructions or ingredients that may be needed in a lesson. Visits to design exhibitions or relevant technology based trips would be supportive, encouraging students to be independent and add value to their work. We request that parents/guardians make a voluntary contribution to funding projects over the year, a letter will be sent out to confirm this.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.technologystudent.com](http://www.technologystudent.com), <https://designmuseum.org/>

Google classroom code: Year 7 - f4bz7s. Year 8 - r0esq3s

### **TEXTBOOKS OR REVISION GUIDES**

Design and Technology. AQA GCSE (9-1) By M J Ross, published by PG Online. ISBN: 978-1-910523-10-0. \* Only recommended for students who wish to study technology at KS4 - GCSE

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr C Bradley

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Mechanical Toy Project – Understanding a design brief and using task analysis to research and plan work based on a chosen theme.</p> <p>Communication skills – isometric drawing, colour rendering. Students will understand how to communicate their design ideas by hand. Develop skills on the computer using Adobe Illustrator, 2D Design and Sketchup to produce components for their project. Develop 2d and 3d drawing skills using established drawing conventions. Understand how to use the laser cutter and 3d printer to develop products.</p>	<p>Pewter cast celebration medal design and make project. Introduction to CAD/CAM and how computers can be used to manufacture accurate moulds. Developing communication skills – Isometric drawing, colour rendering. Building on prior knowledge of Adobe Illustrator. Students will develop their design skills by hand in order to promote and package their pewter cast celebration medal. Students will use 2D Design and Sketchup in order to develop their design using the laser cutter or 3d printer.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline assessment	Baseline assessment
2 (Students rotate at half term)	<p>Automaton – Mechanical toy project and Graphics. Students will understand a systems approach and will develop workshop and CAD skills.</p> <p>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 mechanical toy will also be packaged. This project examines creative and practical skills using a range of materials and processes. Practical development of final design with differentiated outcomes. Developing knowledge of safety and practical workshop skills as well as adding value to their work using CAD/CAM.</p>	<p>Pewter cast celebration medal 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. Practical development of final design with differentiated outcomes. Use prior graphics knowledge to produce the packaging for their product and use the vacuum forming process and laser cutter to develop suitable packaging to promote and protect their design.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Graphics assessment. Final practical outcomes and evaluation.	Graphics assessment. Final practical outcomes and evaluation.



## DESIGN & TECHNOLOGY: FOOD

### OVERVIEW

This is a vital and exciting course that will help students learn about how to make smart choices when selecting and preparing foods. Students will be taught:

- How to cook basic meals
- Apply the principles of nutrition and healthy eating
- Crucial life skills that enables pupils to feed themselves and others affordably.

There are many career opportunities that this subject can lead to for instance, nutritionist , food photography, food science and product design and many jobs within the catering industry

### ASSESSMENT OBJECTIVES

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients

### ASSESSMENT STRUCTURE

By the end of Foundation, students are expected to know, apply and understand the matters, skills and processes specified in the subject content

### GROUPINGS

Year groups 7 and 8 are split into two halves, each mixed ability class of approx. 24 students undertakes one lesson of Food once a week for half the academic year.

### HOMEWORK INFORMATION

Homework will not just be preparing ingredients but may 30-60 minutes to complete.

Homework will be given weekly (including in practical lessons)

What sort of tasks will be set?

- Evaluating practical work
- Producing time plans for the practical's
- Research tasks
- Reading information ready for a lesson
- Extended piece of writing
- Using the computer to product nutrition tables
- Revising for tests

### EXTENDED STUDY INFORMATION

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

### ENRICHMENT OPPORTUNITIES

Master Chef competition

### EQUIPMENT NEEDED

- Food ingredients will need to be purchased when required for practical. Students will be given a weeks notice when ingredients are needed
- A named leak proof container needs to be provided for practical lessons

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?





- Keep a track on when a food lesson is taking place and the night before a practical it would be good to help weigh out the ingredients and read through the recipe
- Encourage the student to practice the recipe before the lesson
- Let the class teacher know if there are particular dietary requirements/allergies and if there are any issue in supplying ingredients

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

<http://www.foodafactoflife.org.uk/>

**Google Classroom**

Year 7 - 7ilbs9o

Year 8 - csl4dly

**TEXTBOOKS OR REVISION GUIDES**

**GCSE Textbook** - AQA GCSE Food Preparation and Nutrition Paperback – 29 Apr 2016 by Anita Tull

**ISBN-10:** 1908682787

AQA GCSE 9-1 Food Preparation and Nutrition All-in-One Revision and Practice (Collins GCSE 9-1 Revision) Paperback – 31 Aug 2016 **ISBN-10:** 000816634X

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr C Bradley, Mrs Lynda Barnikel



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Students will cover: <ul style="list-style-type: none"> <li>- Basic health and safety</li> <li>- Knife skills (bridge and Claw)</li> <li>- The Eatwell guide</li> <li>- Food safety and the 4C's of food hygiene</li> <li>- Macronutrients (protein, fat and carbohydrates)</li> </ul> Practical work will include: <ul style="list-style-type: none"> <li>- Coleslaw</li> <li>- Pasta salad</li> <li>- Chicken nuggets</li> <li>- Chicken curry or Aloo Gobi</li> </ul>	Students will cover: <ul style="list-style-type: none"> <li>- Developing Health and safety</li> <li>- Micronutrients (vitamins/minerals)</li> <li>- Nutrition table analysis</li> <li>- Food Science Gelatinisation</li> </ul> Practical work will include: <ul style="list-style-type: none"> <li>- Pizza</li> <li>- Southern style chicken and potato wedges</li> <li>- Homemade pasta</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>- Baseline test</li> <li>- Eatwell Guide Test</li> <li>- Practical assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Test</li> <li>- Micronutrient test</li> <li>- Exam Question based on nutrition data</li> <li>- Practical assessment</li> </ul>
2 (Students rotate at half term)	Students will cover: <ul style="list-style-type: none"> <li>- Sensory testing</li> <li>- Food Storage</li> <li>- Food poisoning bacteria</li> <li>- Compare cost of food when planning to eat out or cook at home</li> <li>- Role of ingredients when cooking</li> <li>- What should be on a food label</li> <li>- Food Science when making a dough</li> </ul> Practical work will include: <ul style="list-style-type: none"> <li>- Mince based practical</li> <li>- Pizza pin wheels</li> </ul>	<ul style="list-style-type: none"> <li>- Nutritional needs of over life</li> <li>- Gelatinisation</li> <li>- Where food comes from</li> <li>- Food marketing</li> </ul> Practical work will include: <ul style="list-style-type: none"> <li>- Pasties</li> <li>- Macaroni cheese</li> <li>- Spaghetti Bolognese or chilli</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>- Written Evaluation of a practical</li> <li>- Food labelling assessment</li> <li>- Practical assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Written Evaluation of a practical</li> <li>- Practical assessment</li> <li>- Food choice test</li> </ul>



## DRAMA

### OVERVIEW

Drama at Maiden Erleigh 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. Every topic will include tuition on the following skills: • Creating and Responding • Performing a role • Elements of staging • Drama strategies and techniques

### ASSESSMENT OBJECTIVES

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

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

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

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

### ASSESSMENT STRUCTURE

Covering the 4 Assessment Objectives – that could be 2 or more per half term. Assessments will follow the GCSE exams criteria but adapted according to students' learning and needs.

### GROUPINGS

Mixed ability; **Approximate group size: 20; Number of groups: 8**

### HOMEWORK INFORMATION

This depends on the unit, but students should expect two pieces every half term. This may include: learning lines, research, concept maps, designing set designs, character profiles, annotating scripts.

### EXTENDED STUDY INFORMATION

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

### ENRICHMENT OPPORTUNITIES

Opportunities may arise to bring in a visiting theatre company. Students will be able to access a weekly Drama club on Thursdays 3-4pm, and performance opportunities will arise throughout the year including at the termly concerts. There will also be the opportunity for students to enjoy theatre performances which have been filmed by the National Theatre which can be streamed into schools via our On Demand subscription

### EQUIPMENT NEEDED

Drama socks ( Slipper socks/ socks with grips)

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

Technical theatre and tutorials

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

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

#### Google Classroom:

Each class will be given a specific code in the lesson by their teacher. We do not publish these codes as often students are analysing filmed work from the lessons.

### CONTACTS / ANY FURTHER INFORMATION

**Curriculum Leader:** Mrs J Tolman.

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Elements of Drama 1 Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks.	Working with Scripts Students will develop their characterisation skills through a variety of script extracts
<b>ASSESSMENT OPPORTUNITIES</b>	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	Character motivation Vocal skills Physical skills Props Off-text improvisation space and interaction, multiroling
2	Elements of Drama 2 Students will explore more theatrical techniques including mime and improvising as well as what it means to work from various stimuli	Devised Thematic Students will undertake a term long devising project using a specific theme stimulus
<b>ASSESSMENT OPPORTUNITIES</b>	Polished improvisation Mime Movement Pace Facial Expression Gesture Exaggeration Actor/Audience Relationship Placards	Physical and vocal skills Exposition Rising action Climax Falling action Denouement, staging configurations
3	Working with scripts Students will explore African folklore as well as developing their characterisation skills	Analysing and evaluating performance and how to write a performance review
<b>ASSESSMENT OPPORTUNITIES</b>	Contributing to staging a script Character Profile Non-verbal communication Stage directions Blocking Proxemics Flashback Naturalistic characterisation	Using PETAL paragraphs, analysing and evaluating performance skills and techniques
4	Theatre History Across Cultures Students are introduced to a range of styles of theatre and performance styles which they will explore a journey through theatre History from around the world.	Sweeney Todd. Students will use a museum model to create a promenade performance using research to inform their work
<b>ASSESSMENT OPPORTUNITIES</b>	Tone of voice Pace and pause Facial expression Gesture Body language Actor/audience relationship Proxemics	Set, costume, sound, characterisation, mood atmosphere, research, marketing and advertising
5	Darkwood Manor a Process drama which students will follow in the footsteps of visitors to the spooky mansion and investigate the mystical stories around it.	Investigating through Drama: Auschwitz 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.
<b>ASSESSMENT OPPORTUNITIES</b>	Hot seating, teacher in role, physical theatre, storytelling techniques, role play developing atmosphere in performance	Polished improvisation Character profile Given circumstances Blocking Use of set and props Split screen Writing in role Marking the moment, Monologues

6	Devised Performance. Students will recap their knowledge of stimuli and choose a stimulus to create a longer performance piece encapsulating all of the skills and techniques they have learnt across the year for a final year performance.	Exploring themes in texts. Students will explore the themes in 2 texts which they are studying in English to further their knowledge and understanding of the themes as well as how to bring the page to stage.
<b>ASSESSMENT OPPORTUNITIES</b>	Characterisation stimulus themes, plot, climax	Directing All vocal skills All physical theatre skills Blocking Set and props

## ENGLISH

### OVERVIEW

The English curriculum is taught through thematic 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. While the broad knowledge and skills developed are the same, teaching approaches and specific content and dates of assessment may vary between teachers according to the needs and progress of the class.

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

### ASSESSMENT OBJECTIVES

#### *Reading*

#### **A01**

Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

#### **A02**

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

#### **A03**

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

#### **A04**

Evaluate texts critically and support this with appropriate textual references.

#### *Writing*

#### **A05**

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

#### **A06**

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

#### *Spoken Language*

#### **A07**

Demonstrate presentation skills in a formal setting.

#### **A08**

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

#### **A09**

Use spoken Standard English effectively in speeches and presentations.



### CURRICULUM and ASSESSMENT STRUCTURE

Students will usually complete one apprentice and one mastery assessment per half term. These will be completed in class. See below for a guide to the types of assessment students will undertake. In addition, students will practise for the oral presentation they will give at GCSE.

Year Group	Topics Covered	Overview of Assessment
<b>Year 7</b>	<p><b>Great Lives</b> Autobiographical texts – fiction and non-fiction</p> <p><b>Twist in the Tale</b> How stories are structured using Dahl as an example writer.</p> <p><b>Journey to a Poem</b> A variety of poems including <i>Mirror</i>, <i>Dulce et Decorum Est</i>, <i>Night Mail</i>, <i>Blackberry Picking</i>, <i>Follower</i></p> <p><b>Bardology</b> An introduction to Shakespeare including key extracts from a variety of plays and the historical/social/ cultural context for the plays.</p> <p><b>Class reader (novel)</b> Either “Abomination” or “Millions”</p> <p><b>Myths &amp; Legends/ History of Language</b> Myths, and representations of myths, from various cultures</p> <p><b>In My Opinion</b> Non-fiction persuasive texts including letters, speeches and articles</p>	<p><b>Great Lives</b> Writing: a story based on a stimulus text Reading: analysis of an extract from ‘Boy’ Sp &amp; List: balloon debate about a famous person</p> <p><b>Twist in the Tale</b> Reading: analytical response to a short story Writing: a short story with a twist Speaking &amp; Listening: group discussion of a possible new ending to a story</p> <p><b>Journey to a Poem</b> Reading: analysis of a poem Writing: A mini poetry anthology Speaking &amp; Listening: a group performance of a poem</p> <p><b>Bardology</b> Reading: analysis of a Shakespearean extract Writing: A Visit to the Globe Theatre (imaginative piece) Speaking &amp; Listening: learning a Shakespearean speech to recite</p> <p><b>Class reader (novel)</b> Writing: a creative response e.g. an extra chapter Reading: essay about the presentation of a character Speaking &amp; Listening: hot-seating a character</p> <p><b>Myths &amp; Legends</b> Reading: response to a novel opening Writing: creative response to Beowulf Speaking &amp; Listening: research a myth to retell</p> <p><b>In My Opinion</b> Reading: an analysis of a persuasive leaflet Writing: a formal persuasive letter Speaking and Listening: a speech</p>



<b>Year 8</b>	<p><b>Love is the Drug</b> Shakespeare's sonnets and extracts from <i>A Midsummer Night's Dream</i></p> <p><b>People and Places: Poetry</b> A selection of multi-cultural and performance poems</p> <p><b>Food Glorious Food</b> Non-fiction texts and articles</p> <p><b>Hard Times – Dickens</b> Extracts and film adaptations</p> <p><b>Class reader (novel)</b> Either <i>Ghost Hawk</i>, <i>Animal Farm</i> or <i>Of Mice and Men</i></p> <p><b>Writing the News</b> Studying how news articles are structured, their tone and how they influence their target readers.</p>	<p><b>Love is the Drug</b> Reading: A comparison of 2 sonnets Writing: a dreamscape Speaking &amp; Listening: perform a section of a play</p> <p><b>People and Places: Poetry</b> Reading: a comparison of 2 poems Writing: a description Speaking &amp; Listening: reciting a poem</p> <p><b>Food Glorious Food</b> Reading: an analysis of an article Writing: a review of a restaurant Speaking &amp; Listening: a verbal review</p> <p><b>Hard Times – Dickens</b> Reading: a comparison of 2 presentations of a character Writing: a Dickens style description S &amp; L: Group presentation - how context is shown in a Dickens extract</p> <p><b>Class reader (novel)</b> Reading: analysis of tension in an extract Writing: a creative response to the novel</p> <p><b>Writing the News</b> Examining a news article Writing a news article Performing a news bulletin</p>
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### GROUPINGS

Students are organised into mixed ability groupings based KS2 information from primary schools. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

6 mixed ability groups will each contain approximately 25 students with 2 further small sets (about 13-15 students) who need more support with their literacy learning.

### 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.

Guide them towards extra punctuation and grammar practice on



[www.bbc.co.uk/skillswise/words/grammar](http://www.bbc.co.uk/skillswise/words/grammar) BBC Bitesize:

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

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

### **ENRICHMENT OPPORTUNITIES**

Visits to theatres and places of interest to students will be organised when the opportunity arises. The department organises a house short story competition.

### **EQUIPMENT NEEDED**

Exercise book

Pen - blue/ black and green

Highlighter

Private reading book

\*Dictionaries and thesauruses are useful to have available at home.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Test their spelling.

Talk through homework tasks and encourage them to proof-read their work.

If research homework is set, help them to sift through the mass of information available.

Listen to any scheduled individual talks and ask them questions that require them to develop their ideas further.

Encourage your son/ daughter to read widely. Suggest that they read different genres, different authors.

Encourage visits to a local library.

Read with them and share opinions on what you read.

Encourage letter writing to pen-friends, or relatives.

Visiting the theatre and seeing film adaptations of literary texts is most helpful.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.shmoop.com](http://www.shmoop.com)

[www.cliffnotes.com](http://www.cliffnotes.com)

[www.sparknotes.com](http://www.sparknotes.com)

<https://www.bbc.co.uk/education/levels/z98jmp3>

### **TEXTBOOKS OR REVISION GUIDES**

There are no textbooks or revision guides for foundation level students.

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs J Escott-New

## **FRENCH**

### **OVERVIEW**

In the French department at Maiden Erleigh School in Reading, the structure of the course is based on Expo 1 and 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. Teachers attempt to use French as much as possible for classroom instructions and interactions, to increase pupil confidence in speaking French. Grammar terminology is taught and used in class Raising awareness on the importance of learning a language for future studies and careers.

### **ASSESSMENT OBJECTIVES**

Covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria. Maximum expected assessment grade at the end of Year 8 would be 4/5.




**ASSESSMENT STRUCTURE**

Each half term, two skills will be assessed out of the four available. The exam will follow the GCSE exams criteria but adapted according to students' learning and needs.

**GROUPINGS**

Mixed abilities, classes may vary in size from 25 to 30.

**HOMEWORK INFORMATION**

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening. 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 given sufficient time to complete their homework and it should last for 30 minutes. Additional tasks could be using online learning platforms (e.g. Linguascope).

**EXTENDED STUDY INFORMATION**

Use platform such as linguascope.com

Students can practice reading and listening skills or download PDF documents with key vocabulary. The department shares the password and username with all students.

**ENRICHMENT OPPORTUNITIES**

European day of languages in September. Possible day trip to France.

Celebration day for MFL in April – testing food and recognising students' progress/effort.

**EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every French lesson. 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.

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Test them on the meanings of French words/sentences when they have to learn vocab or grammar.

Help them to manage their time when learning vocabulary: a little and often is the key.

Help them develop learning techniques: look, cover, write, check is the method used in primary school.

How can this method be adapted to help with the learning of a new language?

If they are doing reading get them to summarise what the text/extract is about in English.

Ask them what certain words mean – how spontaneously can they answer you?

**EXTENDED STUDY INFORMATION**

Guide them towards extra vocabulary eg:

- <http://www.linguascope.com>
- <http://www.bbc.uk/languages/french/mafrance>
- <http://www.languagesonline.org.uk>

Encourage them to read about French / francophone culture by finding out about regions and towns using English, or French, websites

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zgdqxn> (French)

**TEXTBOOKS OR REVISION GUIDES**

- GCSE French AQA Complete Revision & Practice (with CD & Online Edition) - Grade 9-1 Course (CGP GCSE French 9-1 Revision)
- GCSE French AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) (CGP GCSE French 9-1 Revision)
- AQA GCSE 9-1 French All-in-One Revision and Practice (Collins GCSE 9-1 Revision)

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr J. Winstanley

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Term 1 - Introduction of Target Language:</p> <p>Infinitive structures such as:</p> <p>How do you say ... ?</p> <p>Can I + infinitive</p> <p>We are going to + infinitive</p> <p>Use of simple opinions and reasons.</p> <p>I would like + noun or Infinitive verb</p> <p>I fancy + infinitive</p>	<p>Family, Home, Jobs, Weather, Free time activities &amp; Perfect tense. • talking about yourself and your family: -er verbs il &amp; elle • Talking about jobs people do: masculine &amp; feminine nouns • Talking about where people live: using depuis • Describing the weather: red book: using quand &amp; si; green book: using pronoun on • Red book: describing a typical day: using -ir &amp; -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 &amp; 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 &amp; green books: talking about what you did in the past</p>
<b>ASSESSMENT OPPORTUNITIES</b>	At least TWO from: Listening, Reading, Writing and Speaking. Assessment will follow the GCSE criteria made accessible for students' ability.	Listening, Reading, Writing and Speaking.
2	<p>Term 2 - Me, my family and my friends – where I live – what language do I speak</p>	<ul style="list-style-type: none"> <li>• talking about last weekend; talking about what you like doing</li> <li>• talking about yesterday evening; talking about the sports you do</li> <li>• talking about what you watched on TV</li> <li>• the perfect tense with être; -er verbs</li> <li>• talking about what you did in the past</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking. Assessment will follow the GCSE criteria made accessible for students' ability.	
3	<p>Term 3 - Home, town, neighbourhood and region. Where I live and where my friends live.</p>	<p>Going out, making excuses, Shopping in town, food and drinks. • Making and reacting to invitations: the verb vouloir • Making excuses: the verbs pouvoir &amp; devoir • Talking about clothes: using adjectives • Shops and shopping: comparative adjectives (&amp; 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</p>

		quantities: using de • Eating at a restaurant • Introduction of the future tense – Je vais + infinitive 34
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Speaking project – role play
<b>4</b>	Term 4 - Free time activities Sports. Familiarising with tenses.	
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing.
<b>5</b>	My studies, my school and education. School rules. Morning and afternoon routine.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.
<b>6</b>	Term 5 - Customs and festivals/ in French speaking countries/communities. French movies.	Term 5 - Customs and festivals/ in French speaking countries/communities. French movies.
<b>ASSESSMENT OPPORTUNITIES</b>	Catching up/Intervention if needed.	Catching up/Intervention if needed.

## GEOGRAPHY

### OVERVIEW

“We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world. It draws on personal experience, to help us better understand the places we live in, why they matter and how they are connected to a globalised world. Geography draws from across the physical, cultural, economic and political spheres to illuminate key issues for the present and the future, explored at all scales from the personal to the local and the global. Through geography we learn to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject resource for 21<sup>st</sup> century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. Geography is studied through enquiry, this requires the formulation of effective questions. Fieldwork and outdoor education are essential to geography. The subject helps develop significant elements of the skills framework, with a strong emphasis on utilising maps and visual images as well as new technologies including Geographical Information Systems.” QCA quote

### ASSESSMENT STRUCTURE

Year 7

1 = Volcanoes assessment

2 = Map skills assessment

3 = Our island nation assessment

4 = Ecosystems and tropical rainforest

5 = Atmospheric hazards assessment

YEAR 7 Assessment paper (2 sections: Short questions out of 20 marks and an extended writing question levelled marked)

Within each module there will also be assessment questions to help students progress with their writing style in geography.


**Year 8**

- 1 = World cities assessment
- 2 = Issue evaluation task on Earthquakes.
- 3 = Rivers and Flooding assessment
- 4 = Issue evaluation task on Iceland's energy use
- 5 = Development assessment

YEAR 8 Assessment paper (2 sections: Short questions out of 20 marks and an extended writing question levelled marked)

Within each module there will also be assessment questions to help students progress with their writing style in geography.

**GROUPINGS**

Mixed ability groups of approximately 28 students in each class. We have 6 teaching groups in Year 7 and 6 in Year 8.

**HOMEWORK INFORMATION**

- Researching key words.
- Extended creative writing.
- Cartographic and graphical analysis.
- Research case study material
- Produce poster and presentations on topics / issues
- H/W should take 30 minutes to complete and this will be set on a weekly basis.

**EQUIPMENT NEEDED**

Standard school equipment.

**EXTENDED STUDY INFORMATION**

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://news.bbc.co.uk/cbbcnews/default.stm>

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

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

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

Explore these websites to extend your knowledge and learning of Geography

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Help them research a topic and write up their findings in their own words. • Help with map skills be using the Reading OS map and also navigate whilst out and about. • Check understanding of key words.

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google classroom code will be given out to students in the first couple of weeks of term to help them with h/w and revising in geography.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr J Tomsett



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Plate theory & Volcanoes	World Cities
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
2	Geographical skills	Earthquakes & Tsunamis
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
3	Our Island Nation	River Flooding
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
4	Our Island Nation / Ecosystems + Tropical Rainforests	River Flooding / Iceland
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
5	Ecosystems + Tropical Rainforests	Iceland
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
6	Atmospheric hazards	Development & Africa

<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Assessment either based on an issue from that module or an end of module test questions out of 20 marks with an extended writing question, which is levelled using a marking grid.
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## HISTORY

### OVERVIEW

History is continuously changing the world around us and historic events have helped to shape our society. Studying History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multi-cultural society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

... and useful facts

• Ever wondered why people wear poppies in November? • Did you know that until 1928 not all women could vote?

Look ahead at possible future careers

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

### ASSESSMENT OBJECTIVES

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



- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### **ASSESSMENT STRUCTURE**

There is an assessment for each topic as well as the Year 7 Assessment that will cover a number of the topics taught as well. These assessments take the form of either GCSE style questions, key questions or project-based work. There is also a baseline test at the start of Year 7 to provide the department with an understanding of what has been taught at Primary schools.

### **GROUPINGS**

History is taught in mixed ability groups with approximately 28 students in each class. We have 6 teaching groups in both year 7 and year 8.

### **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.

### **ENRICHMENT 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.

### **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.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage them to keep their exercise books organised.

For longer pieces of writing and project work help with research, planning and read through the work before it is handed in.

Check that they understand how to use the internet for research by looking for plagiarism (copy & pasting from the internet can be very tempting).

Test them on key terminology and definitions.

Talk to them about what they are learning.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials.

### **TEXTBOOKS OR REVISION GUIDES**



We use a wide variety of textbooks that provide information for lessons, however, the number of textbook-based lessons is minimal. Therefore, there is not a particular book that can be recommended. Instead, information and research should be found using online resources such as those posted on class Google Classrooms.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr A Jackson



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Romans 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.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	'How important was the Roman Invasion of Britain?' – milestone.	'How different was life in Victorian Britain?' – milestone.
2	Norman Conquest This unit goes back to 1066 and students have to evaluate the qualities needed to be king. The Battle of Hastings is studied and the reliability of the Bayeux Tapestry is examined.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	'Which were the most significant reasons for Harold becoming king in 1066?' – milestone.	'American Civil Rights – Key Individuals – Top Trumps.' – milestone.
3	Black Death This macabre unit gets students to understand how the plague spread and what the symptoms of the disease were. The consequences of the disease for both the people and society are then studied. Students then have to evaluate whether the Black Death was, overall, good or bad.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	'Describe the Black Death and explain the consequences of it.' – milestone.	'Jewish Resistance to the Holocaust.' – milestone.
4	English Reformation This unit looks at the life of Henry VIII. It examines the differences between the Catholic and Protestant churches. The causes and evens of the reformation are studied in detail.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	'Henry VIII and the English Reformation (The Break with Rome).' – milestone.	'Can terrorism ever be justified?' – assessment question milestone.
5	Slavery Students understand what slavery is as well as the infamous slave triangle, particularly the middle passage. They look at slave auctions and punishments and evaluate any arguments for the trade. Students then study how the slave trade was abolished.	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.
<b>ASSESSMENT OPPORTUNITIES</b>	'Slavery from a specific point of view or interpretation.' - milestone	'Was the Opium Wars the main reason for the collapse of the Qing Dynasty?' – milestone.

6	English Civil War 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.	Suffragettes This unit traces the events surrounding the Suffragette movement, including the methods of campaigning and the death of Emily Davison.
<b>ASSESSMENT OPPORTUNITIES</b>	'Why did the Civil War break out in 1642?' – milestone.	Emily Davidson (Suffragettes) – based milestone.

## MATHEMATICS

### OVERVIEW

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.

### ASSESSMENT OBJECTIVES

AO1: Use and apply standard techniques.

AO2: Reason, interpret and communicate mathematically.

AO3: Solve problems within mathematics and other contexts.

### ASSESSMENT STRUCTURE

Content from each of the six National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress. 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. 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. 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.

### GROUPINGS

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 Curriculum Leader, 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 30mins each. Homework tasks are set at the discretion of the class teacher and will be set based on the progress within a topic. At Maiden Erlegh School in Reading, all homework tasks will fall into one of five areas: Reading, Revision, Recall, Responsibility or Response to feedback.



### **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 be able to use the feedback grids in their exercise book (present at the end of each topic) as a revision list which will outline all topics that could be assessed.

The school subscribes to the MyMaths website; [www.mymaths.co.uk](http://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.

### **ENRICHMENT 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.

### **EQUIPMENT NEEDED**

In addition to the student's exercise book, 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-83GTX; available in most supermarkets and stationary shops). It will also be useful to have the following items: sharpener, colouring pencils\*, highlighter\*, glue stick\*, scissors\*.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Talk to them about everyday uses of mathematics, e.g. talk to them about recipes when cooking, time intervals when planning your day, or prices when making purchases.

Talk through homework tasks and encourage them to check their work by revisiting each question/task and checking for mistakes.

If research homework is set, help them to identify research that is appropriate for their stage of development.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://www.mymaths.co.uk/>

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

<https://www.mathsisfun.com/>

<https://nrich.maths.org/>

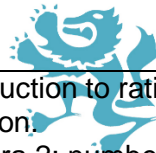
### **TEXTBOOKS OR REVISION GUIDES**

There is no specific textbook or revision guide for Foundation Stage mathematics. Revision guides aimed at GCSE grades 9-1, or old National Curriculum levels 4-8 would be useful revision aids if you wished to purchase a guide for your son/daughter.

### **CONTACTS / ANY FURTHER INFORMATION**

**Mathematics Foundation Stage Leader:** Miss D.Németh.

TERM	COURSE CONTENT: Knowledge and skills		
	Year 7: Stage 0 (Year 7 Set 3 and Purple Pathway)	Year 7&8: Stage 1 (Year 7 Set 1&2) Year 8 Set 3 and Purple Pathway)	Year 8: Stage 2 (Year 8 Set 1&2)
1	<p>Number 1: numbers and the number system. Number 2: calculating using mental and formal written methods. Number 3: division and the concept of sharing.</p> <p><b>ASSESSMENT OPPORTUNITY:</b> Baseline Assessment (60mins in class assessment); Number 1, Number 2, Number 3 in addition to pre-requisite assumed knowledge from KS2.</p>	<p>Number 1: numbers and the number system. Number 2: counting and comparing. Number 3: calculating using formal written methods.</p> <p><b>Yr7 ASSESSMENT OPPORTUNITY:</b> Baseline Assessment (60mins in class assessment)</p>	<p>Number 1: numbers and the number system. Number 2: calculating using formal written methods (including negative numbers). Algebra 1: algebraic manipulation, substitution and index laws.</p>
2	<p>Algebra 1: using written real-life formulae. Geometry and Measures 1 (G&amp;M1): visualising and constructing. Geometry and Measures 2 (G&amp;M2): investigating properties of shapes. Number 4: exploring fractions, decimals and percentages.</p>	<p>Geometry and Measures 1 (G&amp;M1): visualising and constructing. Geometry and Measures 2 (G&amp;M2): investigating properties of shapes. Algebra 1: algebraic manipulation and substitution. Number 4: exploring fractions, decimals and percentages.</p>	<p>Geometry and Measures 1 (G&amp;M1): enlargement, scale drawings and bearings. Number 3: interchangeable work with fractions, decimals and percentages. Ratio and Proportion 1 (R&amp;P1): proportional reasoning, including compound units. Algebra 2: generating and describing sequences.</p>
3	<p><b>ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); Algebra 1, G&amp;M1, G&amp;M2, Number 4. Ratio and Proportion 1 (R&amp;P1): proportional reasoning and similar shapes. Algebra 2: number and pattern sequences. Geometry and Measures 3 (G&amp;M3): measuring space, including metric unit conversions.</p>	<p><b>Yr7 ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); G&amp;M1, G&amp;M2, Algebra 1, Number 4. <b>Yr8 ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (60mins in class assessment); Number 1, Number 2, Number 3, G&amp;M1, G&amp;M2, Algebra 1, Number 4.  Ratio and Proportion 1 (R&amp;P1): proportional reasoning and</p>	<p><b>Yr8 ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (60mins in class assessment); Number 1, Number 2, Algebra 1, G&amp;M1, Number 3, R&amp;P1, Algebra 2.  Geometry and Measures 2 (G&amp;M2): investigating angles. Number 4: calculating percentage change. Algebra 3: solving linear equations.</p>



	Geometry and Measures 4 (G&M4): investigating angles.	introduction to ratio notation. Algebra 2: number and pattern sequences. Geometry and Measures 3 (G&M3): measuring space, including metric conversions. Geometry and Measures 4 (G&M4): investigating angles.	
4	Number 5: calculating with fractions, decimals and percentages. Algebra 3: introduction to algebraic notation. Geometry and Measures 5 (G&M5): calculating space (area, perimeter and volume). <b>ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); R&P1, Algebra 2, G&M3, G&M4, Number 5, Algebra 3, G&M5.	Number 5: calculating with fractions, decimals and percentages. Algebra 3: solving equations. Geometry and Measures 5 (G&M5): calculating space (area, perimeter, surface area and volume). <b>Yr7 ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); R&P1, Algebra 2, G&M3, G&M4, Number 5, Algebra 3, G&M5.	Geometry and Measures 3 (G&M3): calculating space; circles and cylinders. Algebra 4: graphs of linear and quadratic functions. Probability 1: understanding risk (theoretical and experimental probability).
5	Number 6: checking, approximating and estimating. Geometry and Measures 6 (G&M6): mathematical movement including coordinates, symmetry and transformations. Statistics 1: presentation of data (graphs and charts). <b>ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered to date in Yr7.	<b>Yr8 ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); R&P1, Algebra 2, G&M3, G&M4, Number 5, Algebra 3.  Number 6: checking, approximating and estimating. Geometry and Measures 6 (G&M6): mathematical movements including coordinates, symmetry and transformations. Statistics 1: presentation of data (statistical diagrams). <b>Yr7 ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of	<b>Yr8 ASSESSMENT OPPORTUNITY:</b> Assessment (60mins in class assessment); G&M2, Number 4, Algebra 3, G&M3, Algebra 4, Probability 1.  Statistics 1: presentation of data. Statistics 2: analysing and comparing the distribution of data sets. Geometry and Measures 4 (G&M4): Pythagoras' Theorem.



		everything covered to date in Yr7.	
<b>6</b>	<p>Statistics 2: calculating averages and analysing data. Probability 1: understanding risk (the probability scale and listing outcomes).</p> <p>In addition, Stage 0 students will also study how to use a calculator efficiently.</p>	<p>Statistics 2 (Yr8 ONLY): calculating averages and analysing data. Probability 1: understanding risk (experimental and theoretical probabilities).</p> <p>In addition, Stage 1 Yr7 students will also study how to use a calculator efficiently and complete a 'Lunar' business style mathematical project lasting approximately two weeks.</p> <p><b>Yr8 ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered in Yr8.</p>	<p>Algebra 5: solving inequalities. Geometry and Measures 5 (G&amp;M5): construction and loci.</p> <p><b>Yr8 ASSESSMENT OPPORTUNITY (Assessment Week):</b> Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered in Yr8.</p> <p>In addition, Stage 2 Yr8 students will also study how to use a calculator efficiently and complete a 'Word Webs' literacy style mathematical project lasting approximately two weeks.</p>

## MUSIC

### OVERVIEW

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. Every topic will include tuition on the following skills: • Performing Music • Composing Music • Analysing and appraising Music. Students who study Music often go on to work in sound or music design, media production or as performers or composers.

### ASSESSMENT OBJECTIVES

Assessments link to the KS4 components of Performing, Composing and Appraising.

### ASSESSMENT STRUCTURE

Students work towards assessments in each unit of study. In each, they will appraise music from a suitable genre and then develop a performance or composition as appropriate to the unit.

### GROUPINGS

Students study in mixed ability groups of around 24 students. There are eight music classes in each year group.

### HOMEWORK INFORMATION

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 INFORMATION**

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

**ENRICHMENT 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](http://www.berkshiremaestros.org.uk/lessons_school.html)

**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.

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can support the study of music by listening to music and discussing it with their child. They may also listen to the child's recordings on Google Classroom and discuss their progress with them. Some parents may choose to enrol their child in additional music lessons provided by Berkshire Maestros.

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.berkshiremaestros.org.uk](http://www.berkshiremaestros.org.uk)

Each class has a separate Google Classroom with recordings, information and homework.

**TEXTBOOKS OR REVISION GUIDES**

N/A

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr M Butchers.

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Rhythms and Vocal Music Students will use a range of stimuli to learn about rhythms and vocal music from a range of sources	Music from China and Japan 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.
<b>ASSESSMENT OPPORTUNITIES</b>	Students will be assessed on the following: 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.	Students will be assessed on the following: 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.
2	Using Keyboards 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.	The Blues Students will explore the history of the Blues and perform and compose using jazz and blues techniques.
<b>ASSESSMENT OPPORTUNITIES</b>	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.	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.
3	Music from the Caribbean Students will study calypso and reggae and will analyse examples of both. They will prepare performances of Charley Marley and Three Little Birds.	Wonderwall Students will study Oasis' Wonderwall as well as a number of other Britpop songs. They will form bands to perform Wonderwall.
<b>ASSESSMENT OPPORTUNITIES</b>	Performing using a range of instruments in small groups. Accuracy of pitch and rhythm. Stylistic playing. A knowledge of the Masters of Caribbean Music	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.
4	Computer Sequencing Students will use computers to create music. They will have access to a range of software to compose and remix songs.	Computer Sequencing and Composing 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.
<b>ASSESSMENT OPPORTUNITIES</b>	Compositional techniques. Musical structure. Timbre and sonority. Creative use of pitch and rhythm. Drum beats.	Compositional techniques to reflect a stimulus. Musical structure. Timbre and sonority. Creative use of pitch and rhythm. Drum beats.
5	The History of Music Students will research, perform and compose music that is from the Baroque, Classical and Romantic eras	Popular Music and Rap Students will study and compose music using techniques from the genres of popular music and rap
<b>ASSESSMENT OPPORTUNITIES</b>	Composing in a given style. Performing using stylistic techniques. Accuracy of	Composing a hook and a chorus. Composing music that reflects words



	pitch and rhythm. Keyboard and instrumental technique. A knowledge of the Masters of the Baroque, Classical and Romantic eras.	Instrumental technique. Accuracy of pitch and rhythm. Ability to identify features from popular music and rap songs.
6	21st Century Music Students will form bands to perform a contemporary song. They may use their experience as composers to compose their own song.	Performing 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.
<b>ASSESSMENT OPPORTUNITIES</b>	All performance techniques. Use of appropriate instrumental technique. Use of musical experience to adapt or compose a song.	All performance techniques and appropriate instrumental and vocal techniques. A knowledge of the masters of performance through the ages.

## PHYSICAL EDUCATION

### OVERVIEW

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.

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. Within these activities students will learn about developing their skills to use outside of school life and also any future jobs related to sport.

### ASSESSMENT OBJECTIVES

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

### ASSESSMENT STRUCTURE

Students will be assessed after every activity taught using the GCSE PE practical criteria. They will be given a score /10 which they continue to add to throughout the year.

### GROUPINGS

Students are taught in single and/or mixed groups for their lessons based on ability, timetabling of lessons and the nature of the activity being taught. There are 4 groups per half of the year with maximum of 30 students per group.

### HOMEWORK INFORMATION

Students do get homework, on average every other week, which consists of drawing playing areas and labelling positions to enable them to have a greater understanding of how to play the game, as well as practising any skills they have been taught. This can also be visualising themselves performing a skill and writing down skills that they have learnt. The homework should not take any longer than 30 minutes to complete.

### EXTENDED STUDY INFORMATION

We encourage students to take part in our extra-curricular programme throughout the year whether it be to continue to progress their skills further and/or to represent the school in competitive game situations. Each term consists of new sports and activities due to the nature of the Reading Schools leagues that we enter.


**ENRICHMENT OPPORTUNITIES**

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.

**EQUIPMENT NEEDED**

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

Maiden Erleigh Navy blue polo shirt

Maiden Erleigh Navy blue long contact shirt – boys only

Maiden Erleigh Navy blue fleece – girls only

Navy blue shorts/tracksuit bottoms

Navy blue football/rugby socks

White socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

\*Gum shield – recommended for contact rugby (boys and girls)

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.

\*This is compulsory if playing a competitive game for the school

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

You can support your child by making sure they are fully prepared to take part in all activities and to encourage them to be active outside of school life.

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.com/education](http://www.bbc.com/education)

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

Google Classroom code for PE – 20xwhu

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs N Roberts



## RELIGIOUS STUDIES

### OVERVIEW

Religious Studies 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 Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest. Moreover, Religious Studies lesson here at Maiden Erleigh 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.

### ASSESSMENT OBJECTIVES

Students are assessed based on their knowledge and understanding of different belief systems, as well as their ability to evaluate the viewpoints.

### ASSESSMENT STRUCTURE

The assessment structure varies but can include:

- Responses to a statement which students evaluate from different perspectives.

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7 & 8 BOYS + GIRLS	
1-3	Students complete a compulsory half term on each of the following activities. <b>Developing outwitting skills:</b> Contact Rugby Football Lacrosse Basketball Badminton Netball Cricket Rounders Tennis <b>Developing how to increase fitness:</b> Fitness <b>Developing expressive skills:</b> Dance <b>Developing accurate replication:</b> Gymnastics: <b>Developing excelling skills:</b> Athletics:	
	YEAR 7 Focus: Basic movement skills and rules.	YEAR 8 Focus: Developing skills and game play.
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall scale for the DCP. Performance and capabilities are judged against performance indicators.	



- A range of questions that assess students' knowledge and ability to evaluate different viewpoints.
- A diary entry to show awareness of the impact different religions have on people's lives.
- An essay style assessment, where a range of views on one issue are explored.

### GROUPINGS

Religious Studies is taught in mixed ability groups.

Approximately 28 per group

There are 6 Religious Studies groups in both year 7 and year 8.

### HOMEWORK INFORMATION

- Research exercises
- Sorting and ordering tasks
- Article writing
- Empathy, creative and imaginative tasks
- Milestone assessments revision

This homework will be set once a week and should take approximately 30 minutes to complete.

### 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 RS as this will enrich the discursive element of the subject. 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 community.

Useful websites: <http://www.bbc.co.uk/> <http://www.reonline.org.uk/>

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zh3rkqt>

There is a wider reading list on our google classroom page if students wish to read around the subject.

### ENRICHMENT OPPORTUNITIES

In year 7 students are visited by a group called 'RE Inspired' who look at whether Jesus can be seen as mad, bad or God.

In year 8 students are visited by RE Inspired again who share different viewpoints from their varied Christian denomination perspectives.

### EQUIPMENT NEEDED

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

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Please have a close look at the Foundation Booklet and the curriculum map at the front of students' books to see what your child is studying in class.

- Discuss ideas and issues together, particularly focusing on the key beliefs, practices, feelings of different religious people and ask your child to reflect on their own opinion of the ideas.
- Support with research and use of the internet.
- Read through prepared written tasks.

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

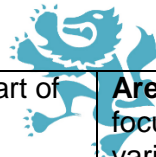
RE Online: <http://www.reonline.org.uk/>

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zh3rkqt>

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr A Greener

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p><b>Who is God?</b> 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.</p> <p><b>What's it like being Jewish today?</b> An exploration of the beliefs, teachings and practices involved with being a Jew and the issues this can raise in today's world.</p>	<p><b>What would you choose?</b> This unit focuses on the teachings and examples of famous figures from recent history. It includes the Dalai Lama, Ghandi, Schindler and Malala Yousafzai.</p> <p><b>What's it like to be a Muslim?</b> Beginning with an exploration of the importance of Prophet Muhammad and the Kaaba. The unit then explore the 5 pillars of Islam: the Shahadah, Salah, Zakat, Sawm and Hajj. Finally, students learn about the mosque, the Islamic place of worship.</p>
ASSESSMENT OPPORTUNITIES	<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>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.</p>
2	<p><b>Jesus: Mad, Bad or God?</b> 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.</p> <p><b>PSHE</b> Students study important aspects of PSHE (puberty, sexuality/ gender and religious extremism).</p>	<p><b>PSHE</b> Students study important aspects of PSHE (positive self-esteem, sexual images and pornography, FGM).</p> <p><b>Do philosophical arguments for God's existence work?</b> Students will consider some of the foundational philosophical arguments around belief in God.</p>
ASSESSMENT OPPORTUNITIES	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.</p>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task</p>
3	<p><b>Religious Festivals</b> An in-depth study of Diwali and other celebrations will allow students to explore the importance of religious festivals to faith communities.</p> <p><b>What is philosophy all about?</b> What is philosophy? How is it different to world</p>	<p><b>What's it like to be a Buddhist?</b> 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.</p>



	religions and can philosophy be part of religious faith?	<b>Are all Christians the same?</b> The focus of this unit is on exploring the various denominations of Christianity – what makes them distinctive, and what unites them together.
<b>ASSESSMENT OPPORTUNITIES</b>	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion.	Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion

## SCIENCE

### OVERVIEW

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.

The aim of this course is to firmly introduce the students to the importance of Science both in terms of qualifications and skills required to pursue STEM based careers in the future such as engineering and research.

### ASSESSMENT OBJECTIVES

Students will develop skills to work scientifically through 4 key strands. Analysis, Communication, Enquiry and Solving.

Students will develop these skills through the 'Big Ideas' principle, where the generalisations, principles and models which connect concepts are at the heart of what we teach at MESiR. Within each 'Big idea' there are several smaller topics of content to be taught.

### ASSESSMENT STRUCTURE

Year	7	8
Baseline	10/09 to 21/09	
Practical Assessment	Date/ Topic TBC  Done in lessons and Feedback Given	TBC  Done in lessons and Feedback Given
Lit / Num	Each Topic	Each Topic
Topic Test	Each Topic	Each Topic
Big Exam	Assessment week 20/05	w/c 17/06


**GROUPINGS**

Students are taught in mixed ability groups

Having mixed ability allows for groups to be smaller, averaging 23 pupils per class. With 8 groups in total per cohort.

**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.

**ENRICHMENT OPPORTUNITIES**

Students have access to drop in sessions where they can come and learn new science or come for support. There is also the fantastic science club where pupils can get involved with experiments not usually done on the curriculum to enthuse their curiosity. Students also benefit from external speakers during British science week.

**EQUIPMENT NEEDED**

A Scientific Calculator\*

Pens \*

Pencil\*

Ruler\*

Glue Stick\*

A science laboratory coat is **NOT** required as part of school uniform.

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage your son/daughter to consolidate their learning by making use of the kerboodle on line text book

Encourage them to go to the science support sessions

Test them on the spelling of key scientific words

Encourage them to explain what they have learnt in science that lesson

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[Kerboodle.com](https://www.kerboodle.com)

**TEXTBOOKS OR REVISION GUIDES**
**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr R James

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Science Safety • Forces P1 • Electromagnets P1 • Energy P1 • Waves P1 • Matter P1 • Reactions P1 • Earth P1 • Organisms P1 • Ecosystem P1 • Genes P1	Forces P2 • Electromagnets P2 • Energy P2 • Waves P2 • Matter P2 • Reactions P2 • Earth P2 • Organisms P2 • Ecosystem P2 • Genes P2
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline test: Paper to check prior knowledge In each topic there will be an end of chapter test, Online homework progress quizzes will also be sent home each topic to build mastery of the subject.	In each topic there will be an end of chapter test Year 8 examination. Online homework progress quizzes will also be sent home each topic to build mastery of the subject.

## SPANISH

### OVERVIEW

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 native Spanish speakers, 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 pupils will continue to develop the four skills of Listening, Reading, Writing and Speaking in Spanish through a variety of activities.

Raising awareness on the importance of learning a language for future studies and careers.

### ASSESSMENT OBJECTIVES

Covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria. Maximum expected assessment grade at the end of Year 8 would be 4/5.

### ASSESSMENT STRUCTURE

Each half term, two skills will be assessed out of the four available. The exam will follow the GCSE exams criteria but adapted according to students' learning and needs.

### GROUPINGS

Mixed abilities, classes may vary in size from 25 to 30.

### HOMEWORK INFORMATION

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening. 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 given sufficient time to complete their homework and it should last for 30 minutes. Additional tasks could be using online learning platforms (e.g. Linguascope).

### EXTENDED STUDY INFORMATION

Use platform such as linguascope.com

Students can practice reading and listening skills or download PDF documents with key vocabulary. The department shares the password and username with all students.

### ENRICHMENT OPPORTUNITIES

European day of languages in September. Possible trip to Spain in June.





Celebration day for MFL in April – testing food and recognising students' progress/effort.

### **EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. 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.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar.  
 Help them to manage their time when learning vocabulary: a little and often is the key.  
 Help them develop learning techniques: look, cover, write, check is the method used in primary school.  
 How can this method be adapted to help with the learning of a new language?  
 If they are doing reading get them to summarise what the text/extract is about in English.  
 Ask them what certain words mean – how spontaneously can they answer you?

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.linguascope.com](http://www.linguascope.com) (password and username to be shared in class).

Googleclassroom – notices are added usually before assessment or for important assignments.

### **TEXTBOOKS OR REVISION GUIDES**

- GCSE Spanish AQA Complete Revision & Practice (with CD & Online Edition) - Grade 9-1 Course (CGP GCSE Spanish 9-1 Revision)
- GCSE Spanish AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) (CGP GCSE Spanish 9-1 Revision)
- Grade 9-1 GCSE Spanish AQA All-in-One Complete Revision and Practice (with free flashcard download) (Collins GCSE 9-1 Revision)

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: [Mr J Winstanley](#)

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>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?</p>	<p>Activities, describing yourself and friends, nationalities, places in town, television, films, invitations and making excuses.</p> <ul style="list-style-type: none"> <li>Expressing opinions about activities: <i>me gusta...</i></li> <li>Descriptions of people: <i>el pelo, los ojos</i></li> <li>Nationalities: writing an extended text</li> <li>Places in town: near future tense (<i>voy a + infinitive</i>)</li> <li>Television: opinions and new adjectives</li> <li>Films: <i>más...que..., menos...que...</i></li> <li>Invitations : authentic Spanish expressions</li> <li>Making excuses : using <i>querer</i> and <i>poder</i></li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	3 Skills – Reading, Speaking and Writing
2	<p>Me, my family and my friends – where I live – what language do I speak • possessive adjectives • use two verbs together/ Use of modal verb • <i>poder + infinitive</i> • <i>Vamos a + infinitive</i> • adjective agreement rules • <i>casarse/enfadarse/llevarse bien con</i> • adverbs of frequency • <i>gustar</i> • regular verbs using the infinitive • interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i> • What/who is important to me • What do I like doing</p>	<p>Arranging going out with family and friends. To learn new types of TV programmes. To say which programmes they like/dislike.</p> <p>¿Cuál es tu programa favorito? ¿Por qué?  ¿Qué tipo de películas (no) te gustan?  ¿Te gustaría ir a la bolera?  No puedo...  Tengo un problema</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	3 Skills – Reading, Speaking and Writing
3	<p>- Home, town, neighbourhood and region • <i>Hay</i> • The present tense – I live/he/she lives • Prepositions • use two verbs together/ Use of modal verb • <i>Vamos a + infinitive</i> • comparatives <i>más que/menos que</i> • expressions of quantity • <i>los que/las que + verb</i> • interrogatives <i>dónde</i> and <i>por qué</i> • <i>poder + infinitive</i></p>	<p>– Describing past holidays, saying what you did on holiday, learning about the Spanish speaking world, mealtimes, food, shopping for food, restaurants, meals</p> <ul style="list-style-type: none"> <li>Describing past holidays: preterite tense of <i>ser</i> and <i>ir</i></li> <li>Spanish speaking world: increasing cultural knowledge</li> <li>Mealtimes: time expressions</li> <li>Shopping for food: using numbers up to 1000</li> <li>Restaurants: understanding the difference between <i>tú</i> and <i>usted</i></li> </ul>



<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Speaking Project (Includes Writing, Listening and Speaking)
4	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	Introduce the new topic of food. Revising numbers and learning how to ask for certain quantities of food. Looking at money and market dialogues Introducing new food vocabulary (in a restaurant). Look at a more complex text in the preterite tense on the topic of food Asking and answering questions about meals.
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	
5	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 ... 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)	Clothes, school uniform, preferences, trips, health, body parts, ailments, healthy eating, lifestyle choices <ul style="list-style-type: none"> <li>• Clothes: adjectival agreement (<i>una falda roja</i>)</li> <li>• School uniform: comparisons and superlatives</li> <li>• Body parts: <i>me duele(n)</i></li> <li>• Ailments: <i>tengo catarro/tengo tos</i></li> <li>• Healthy eating: making resolutions for the future</li> <li>• Lifestyle choices: using <i>para</i> to make more complex sentences</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	2 Skills – Writing and Listening
6	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	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
<b>ASSESSMENT OPPORTUNITIES</b>	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.