



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL IN READING

Maiden Erlegh School in Reading

CURRICULUM BOOKLET

FOUNDATION

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Curriculum Intent

At Maiden Erlegh 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.

Core:	English (combined Language and Literature) Maths
EBACC:	Combined Science Computer Science Geography History Modern Foreign Languages (French or Spanish)
Extension:	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 or just Reading. Students use humanities and languages (or just languages if Mathematics score is above 100) 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 Lexia phonics and Rapid Plus courses are 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
TOTAL	24

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 (Reading Hive)
- On-line reading platforms
- Small group work (usually with specialist HLTAs) including support for EAL students
- Students in Schools – Reading University students working with targeted students
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.
- TA support of SEN children where needed

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 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 Relationships and Sex 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 higher ability students.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Minority 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.

IT to support learning

The use of IT 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 also have access to Google Classroom to extend their learning beyond the physical classroom.
- Students understand how to use IT in their learning effectively - this will be part of computing 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.

Higher ability and gifted student 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 Higher Ability Students (HAPs) or Higher Ability Plus (HAP+) 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 higher ability and gifted students is a matter of equality of opportunity.
- Provision for higher ability and gifted students will help to raise standards for all.

Our policy and provision for higher ability and gifted students are found in **MESiR Policy for higher ability and gifted 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 ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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 for 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 and BTEC's 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

CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

-Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc

-Regular practise of observational drawing skills will help students improve their portfolios.

-Students given the opportunity to explore a broad range of techniques and mediums that link to Art, Craft and Design to allow for personal opportunity

-Students will be given regular opportunities to extend their learning through enrichment activities, such as trips, clubs and ArtsMark projects.

-PLC's will be used by staff and students to review and reflect on progress and learning.

-Students will be trained to select and use resources independently

-Sketchbooks will be developed as key resources with standardised presentation.

-Homework will be designed to improve critical understanding through research and written analysis of artists work. Other tasks will extend students skillset through videos and practise of skills.

-Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course.

-Hands down questioning to allow for targeted questions.

-Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject



-Written and reading tasks, combined with artist research will enable all students to practice and stretch their learning appropriately.

-Questioning will focus on reasoning not on 'getting answers'.

- Culture capital will be addressed through experiences and learning of the world, feeding into project work

-Students will learn to become independent within their practice, through personal projects and outcomes.

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 with milestone activities, which can be created over a series of lessons. 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 a term. Extended homework can be found on the student's google classroom. Resources, videos and galleries links will be made available via this resource.

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 visiting artists and to work with students.

Students will be able to access a weekly Art club, and there is an 'Artist of the Month' award.

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

Opportunities to visit the GCSE Art, Photography and Product design exhibition housed in school in the summer term.

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 like 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: Miss Emma Jordan



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Baseline Drawing Assessment/Colour 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.</p>	<p>Architecture Students explore the work of different artists and architects developing their 2D in drawing and perspective. Students will research and explore various contextual sources to inform their ideas, looking at British and foreign architects over the last 150years.</p>
ASSESSMENT OPPORTUNITIES	<p>Baseline Assessment – Still Life An exploration of drawing skills, through the development of mark making.</p>	Students to complete a Milestone assessment through a series of drawings
2	<p>Portraiture/Landscape 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>Architecture Students explore the work of different artists and architects developing their printing skills through mono printing, lino printing or poly printing. Students will continue to research and explore various contextual sources to inform their ideas. They will explore photography through homework tasks.</p>
ASSESSMENT OPPORTUNITIES	Students to complete a Milestone assessment through a series of studies	Students to complete a Milestone assessment in the form of a final print
3	<p>Art from Art Students will spend time exploring 2D materials and processes, such as painting, drawing and printing techniques to develop these further. They will learn to understand different the time frame and styles of art movements and research artists.</p>	<p>Cultures Students extend their knowledge of 2D materials and processes, developing their mastery of skills, such as painting, drawing and printing techniques. Students will learn to understand the work of different cultures and communities.</p>
4		
ASSESSMENT OPPORTUNITIES	Students to complete a Milestone assessment painting or drawing	Students to complete a Milestone assessment painting or drawing
5	<p>Natural Forms Students will spend time exploring 2D techniques and some mixed media techniques They will learn to understand different art movements and research artists. Students will be given opportunities to explore Photography in homework tasks</p>	<p>Pop Art Students spend time focusing on the GCSE AO's and extending their experimentation through the use of 2D and 3D materials and printing processes. Students will develop all AO's to move towards a final outcome.</p>
ASSESSMENT OPPORTUNITIES	Students to complete a Milestone assessment mixed media piece	Students to complete a Milestone assessment an independent final outcome
6	<p>Natural Forms Students will spend time exploring printing techniques such as poly printing and mono printing They will learn to understand different art movements and research artists.</p>	<p>Pop Art Students spend time focusing on the GCSE AO's and extending their experimentation through the use of 2D and 3D materials and printing processes. Students will develop all AO's to move towards a final outcome</p>
ASSESSMENT OPPORTUNITIES	Students to complete a Milestone assessment to create a final print or mixed media piece	Students to complete a Milestone assessment an independent final outcome



COMPUTING - [\(BACK TO CONTENTS\)](#)

CURRICULUM INTENT

At Foundation, all students follow the same course which includes elements of Computing and Digital Literacy. Nearly every career these days requires the effective use of computer systems in their job roles, therefore all students must be digitally proficient and have an understanding of e-safety and data privacy.

Curriculum Implementation

We use the following pedagogical principles in our teaching:

Lead with concepts - we support learners in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, providing opportunities to build a shared and consistent understanding.

Work together - we encourage collaboration, specifically using pair programming and peer instruction, and also structured group tasks. Working together stimulates classroom dialogue, articulation of concepts, and development of shared understanding.

Model everything - we model processes or practices — everything from debugging code to binary number conversions — using techniques such as worked examples and live coding. Modelling is particularly beneficial to novices, providing scaffolding that can be gradually taken away.

Read and explore code first - when teaching programming, we focus first on code 'reading' activities, before code writing. With both block-based and text-based programming, we encourage learners to review and interpret blocks of code. Research has shown that being able to read, trace, and explain code augments learners' ability to write code.

Add variety - we provide activities with different levels of direction, scaffolding, and support that promote active learning, ranging from highly structured to more exploratory tasks. Adapting instruction to suit different objectives helps keep all learners engaged and encourages greater independence

Challenge misconceptions - we use formative questioning to uncover misconceptions and adapt teaching to address them as they occur. Awareness of common misconceptions alongside discussion, concept mapping, peer instruction, or simple quizzes can help identify areas of confusion.

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

Year 7:

Collaborating online respectfully
Data representation
Programming essentials in Scratch (Part 1)
Using media – gaining support for a cause
Computing systems
Programming essentials in Scratch (Part 2)

Year 8:

Introduction to Python programming
Media – Vector graphics
Python programming with sequences of data
Modelling Data – Spreadsheets
Networks
Data science

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 Erlegh 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.

EQUIPMENT NEEDED

No special equipment is needed, but access to a computing device at home will be helpful

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

BBC bitesize Computer Science KS3 <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
Python 3
Google Classroom
news.bbc.co.uk/technology
news.sky.com/technology

TEXTBOOKS OR REVISION GUIDES

No textbooks are required.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr P Redrup



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Welcome to the computing lab Welcome to your workstation Respectful online communication Presenting to an audience: part 1 Presenting to an audience: part 2 Who are you talking to?	First steps Crunching numbers At a crossroads More branches Round and round Putting it all together
2	Bebras computational thinking challenge Across time and space Lights and drums Binary digits Numbers in binary Large quantities Turing's mug	Bebras computational thinking challenge Get into shapes Paths united Icon challenges What will you make? Under the hood Showcase
3	Introduction to programming and sequencing Sequence and variables Selection Operators Count-controlled iteration Problem-solving	Warm up Playlist In a while, crocodile The famous for Make a thing Wrap up
4	Features of a word processor Licensing appropriate images The credibility of sources Research and plan your blog Promoting your cause Project completion and assessment	Getting to know a spreadsheet Quick calculations Collecting data Become a data master! Level up your data skills! Assessment
5	Get in gear Under the hood Orchestra conductor It's only logical Thinking machines Sharing	Computer networks and protocols Networking hardware Wired and wireless networks The internet Internet services The World Wide Web
6	G You've got the moves! Fly cat fly! Loop de loop! Treasure those lists! Translate this! (Part 1) Translate this! (Part 2)	Delving into data science Global data Statistical state of mind Data for action Clean it up Make a change



DESIGN & TECHNOLOGY:DESIGN - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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 Preparation and Nutrition.

Students will also study Graphics which allows them to develop their visual 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 rigorous subject that is looked on favourably by higher education establishments and future employers.

Curriculum Implementation

-Following school guidance on clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc

-Developing knowledge and understanding through practising drawing, rendering and 3d modelling skills. Students have the flexibility to communicate design ideas and build confidence through iterative design

-Projects are designed to develop skills and understanding in a range of materials and processes both using hand skills in the workshop and CAD/CAM

-Students given the opportunity to explore a broad range of materials and processes following a given design brief there is freedom to experiment with a range of materials. This provides transition to KS4.

- Students are encouraged to attend extra-curricular clubs eg TeenTech, STEAM activities to develop independence and creativity

-PLC's will be used by staff and students to review and reflect on progress and learning. We value the importance of oracy and encourage all learners to contribute

-Students will be guided to select and use resources independently, through demonstrations and focused practical tasks

-Students are encouraged to read and research around the subject of Design Technology, looking at the work of other designers, historical design movements and current and future technologies.

-Homework will be designed to improve critical understanding through research and written analysis of the work of other designers both contemporary and historical. Other tasks will extend students skillset through videos and practise of skills.



-Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course.

-Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

ASSESSMENT OBJECTIVES

All Foundation students study design and technology will be assessed in the main areas that are mapped to the GCSE Design Technology KS4 Specification. 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.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.

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 Trust assessment scales.

GROUPINGS

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

HOMEWORK INFORMATION

Regular homework is set to support class activities – research, analysis, drawing skills and understanding materials and processes will be the focus. Students will be expected to spend 30 minutes on their homework. Homework will be set every 1 to 2 weeks.

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 as 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

STEAM activities will be offered and Technology Department supports The Gold and Silver Programme as well as MEIP. Future visits that have a technology focus are planned within current health guidance. Students are encouraged to take part in the TeenTech Awards as an extra-curricular activity and time is set aside for Foundation students who wish to further their interests in Design and Technology related areas.

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 graphic communication. Aprons can be provided for workshop practical activities.

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 classcharts 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 consider making a voluntary monetary contribution to funding projects over the year of. A letter will be sent out at the start of the year to provide more information.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.technologystudent.com, <https://designmuseum.org/>

Google classroom codes: These will be given to students at start of the term

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	Mechanical Toy Project – Understanding a design brief and using task analysis to research and plan work based on a chosen theme. 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.	Pewter cast celebration medal design and make project using pewter and acrylic. 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 and can use 2D Design and Sketchup in order to develop their design using the laser cutter or 3d printer. The outcome will be packaged using graphical skills and vacuum formed process to promote and protect the product.
ASSESSMENT OPPORTUNITIES	Baseline assessment, topic test	Baseline assessment – Materials test
2/3 (Students rotate at half way point of the academic year)	Automaton – Mechanical toy project. Students will understand a systems approach to design and will develop design, workshop and CAD skills. Students will understand how research can influence design. Undertake product investigation and identify user needs. Students are encouraged to be creative and generate original ideas based on their theme to produce a quality outcome. Students will understand workshop safety and will use a range of hand tools and machinery to create their product. 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.	Students will understand the importance of Health and Safety in the workshop. Introduction to working with wood, plastic and metal using a range of cutting and finishing techniques. Students will undertake product investigation and identify user needs. Students will design creative and original ideas based on their research to produce a high-quality pewter medal that will be cast into a mould. Students will be shown how to cut and finish pewter to create a 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.
ASSESSMENT OPPORTUNITIES	Graphics assessment. Final practical outcomes and evaluation.	Graphics/Packaging assessment. Final practical outcomes and evaluation.



DESIGN & TECHNOLOGY: FOOD PREPARATION AND NUTRITION - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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

Curriculum Implementation

Students follow the school guidance on clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work

Students are encouraged to become creative, confident and independent cooks through building upon practical skills and sensory testing.

Practical demonstrations are encouraged to develop student practical skills and ensuring a better understanding of key techniques and presentation of food outcomes

Students given the opportunity to explore a range of recipes linked to the key concepts of food technology and given a freedom to taste test and adapt these recipes when considering specific dietary needs and cultures

Students are encouraged to attend extra-curricular clubs to develop independence and creativity

PLC's will be used by staff and students to review and reflect on progress and learning.

Students will be guided to select and use resources independently

Students are encouraged to read and research around the subject of food and good health, looking at ingredients and adapting recipes to suit the needs of others.

Homework will be designed to improve critical understanding through research and written analysis of the work of other designers both contemporary and historical. Other tasks will extend students skillset through videos and practise of skills.

Teachers will ensure that students understand the key assessment objectives that run through foundation and into EDUQAS GCSE course.

Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

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 produce 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

Frost bites – House competition

EQUIPMENT NEEDED

- Food ingredients will need to be purchased when required for practical. Students will be given a week's 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 – code is dependent on class

Year 8 - code is dependent on class

TEXTBOOKS OR REVISION GUIDES

GCSE Textbook:

KS3 Exploring Food and Nutrition **ISBN-10: 9781398330078**

WJEC EDUQAS GCSE Food Preparation and Nutrition **ISBN-10: 9781471867507**

EDUAS GCSE Food Preparation and Nutrition All-in-One Revision Guide **ISBN-10: 1908682876**

CGP GCSE Food Preparation and Nutrition Question cards **ISBN-10: 1787084504**



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	<p>Students will cover:</p> <ul style="list-style-type: none"> - Basic health and safety - Knife skills (bridge and Claw) - The Eatwell guide - Food safety and the 4C's of food hygiene - Macronutrients (protein, fat and carbohydrates) <p>Practical work will include:</p> <ul style="list-style-type: none"> - Coleslaw - Pasta salad - Chicken nuggets - Chicken curry or Aloo Gobi 	<p>Students will cover:</p> <ul style="list-style-type: none"> - Developing Health and safety - Micronutrients (vitamins/minerals) - Nutrition table analysis - Food Science Gelatinisation <p>Practical work will include:</p> <ul style="list-style-type: none"> - Pizza - Southern style chicken and potato wedges - Homemade pasta
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> - Baseline test - Eatwell Guide Test - Practical assessment 	<ul style="list-style-type: none"> - Baseline Test - Micronutrient test - Exam Question based on nutrition data - Practical assessment
2 (Students rotate at half term)	<p>Students will cover:</p> <ul style="list-style-type: none"> - Sensory testing - Food Storage - Food poisoning bacteria - Compare cost of food when planning to eat out or cook at home - Role of ingredients when cooking - What should be on a food label - Food Science when making a dough <p>Practical work will include:</p> <ul style="list-style-type: none"> - Mince based practical - Pizza pin wheels 	<ul style="list-style-type: none"> - Nutritional needs of over life - Gelatinisation - Where food comes from - Food marketing <p>Practical work will include:</p> <ul style="list-style-type: none"> - Pasties - Macaroni cheese - Spaghetti Bolognese or chilli
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> - Written Evaluation of a practical - Food labelling assessment - Practical assessment 	<ul style="list-style-type: none"> - Written Evaluation of a practical - Practical assessment - Food choice test
<p>WJEC EDUQAS GCSE Food Preparation and Nutrition My Revision Notes - Hodder ISBN-10: 1471885399</p>		
<p>CONTACTS / ANY FURTHER INFORMATION Curriculum Leader: Mr C Bradley, Mrs S McCarthy</p>		



DRAMA - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

Drama at Maiden Erlegh School in Reading is about developing the pupils as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills. Every topic will include tuition on the following skills: • Creating and Responding • Performing a role • Elements of staging • Drama strategies and techniques.

Curriculum Implementation

Throughout Foundation, Drama is taught as practically as possible. The Drama curriculum is designed to build confidence and skills which allow learners to access GCSE level Drama should they choose this route, whilst also developing transferable skills. The curriculum follows a spiral pattern, giving students the opportunity to repeat key curricular content with the gradual introduction of new ideas, methods and concepts allowing them to develop their understanding.

ASSESSMENT OBJECTIVES

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

AO2: Apply theatrical skills to realise artistic Curriculum Intent ions 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: Mr A Sparks /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
ASSESSMENT OPPORTUNITIES	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
ASSESSMENT OPPORTUNITIES	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
ASSESSMENT OPPORTUNITIES	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	Greek Theatre and Mask work Students are introduced to the start of modern theatre and how Greek chorus and mask developed the way we perform today.	Sweeney Todd. Students will use a museum model to create a promenade performance using research to inform their work
ASSESSMENT OPPORTUNITIES	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	Acting and Characterisation allows students the opportunity to refine and develop their character work.	Windrush allows Students to explore the historical event through the use of drama. Focussing on key skills such Thought Tracking and Given Circumstances to allow for character development
ASSESSMENT OPPORTUNITIES	Character profiles and development. Focussing on use of vocal and physical skills.	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.
ASSESSMENT OPPORTUNITIES	Characterisation stimulus themes, plot, climax	Directing All vocal skills All physical theatre skills Blocking Set and props



ENGLISH - [\(BACK TO CONTENTS\)](#)

CURRICULUM INTENT

The four key aims of the Foundation curriculum in English are: the exploration of diverse voices; developing the skill of critical thinking; building a love of reading; shaping and understanding thoughtful expression.

Through a number of thematic units each year the Foundation curriculum aims to teach pupils how to express themselves fluently, accurately and confidently, both orally and in writing. We seek to build a love of literature, encourage purposeful and thoughtful judgement and foster respect for diverse perspectives including race, disability, sexuality, gender and culture.

In this way we hope to equip our students with the skills and understanding they need to be successful in KS4 and beyond their education.

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.

Curriculum Implementation

We use the following pedagogical principles in our teaching:

Reciprocal reading – Reciprocal reading is a structured approach to teaching which focuses on questioning, clarifying, summarising and predicting that supports students to improve their reading comprehension.

“Think it- say it- write it” - Students think through an idea, share it in a group or class discussion then write it down.

“Say it again better” - Encouraging students to improve their vocabulary and ability to articulate their ideas.

Oracy skills – through collaborative and group work programmes such as Let’s Think in English which improve both reading and oracy as foundational skills for learning and progress.

Modelling – teachers model the speaking, listening, writing and reading approaches students need to adopt.

Scaffolding – producing better quality reader responses through a PEE and then developed into a PETER paragraph structure supporting the development of analytical skills.

Creative approaches - Representing and discussing literature through creative methods such as storyboards, posters, performances and music to encourage engagement and passion for the subject.

Implementation of KS3 carousel – students take part in a carousel of lessons each term, alongside the curriculum, working on creative writing, spending time reading and selecting books from the library trolley to build a love of reading.

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 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.

GROUPINGS

Students are organised into mixed ability groupings based on 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 27 students with 1 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. One of these 30 minutes homework will involve reading. The other piece may involve 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 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

A4 binder

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 www.cliffnotes.com 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: Ms V Newman

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Great Lives Autobiographical texts – fiction and non-fiction	People and Places: Poetry A selection of multi-cultural and performance poems
ASSESSMENT OPPORTUNITIES	<u>Writing</u> : a creative response e.g. continuation of a story	<u>Reading</u> : analysis of a poem
2	Twist in the Tale How stories are structured using Dahl as an example writer.	Love is the Drug Shakespeare’s sonnets and extracts from <i>A Midsummer Night’s Dream</i>
ASSESSMENT OPPORTUNITIES	<u>Reading</u> : analytical response to a short story	<u>Reading</u> : analysis of Shakespeare’s presentation of a theme across a text.
3	Journey to a Poem 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>	Diverse Shorts A variety of short stories exploring disability, sexuality, race and gender.
ASSESSMENT OPPORTUNITIES	<u>Reading</u> : analysis of a poem	<u>Writing</u> : a creative response e.g. an extra chapter <u>Reading</u> : essay about the presentation of a character
4	Diverse Shorts A variety of short stories exploring disability, sexuality, race and gender.	Hard Times – Dickens Extracts and film adaptations
ASSESSMENT OPPORTUNITIES	<u>Speaking & Listening</u> : deliver an engaging speech	<u>Writing</u> : a creative response e.g. a description of a villainous character
5	Abomination Novel study supporting group and independent reading, comprehension and analysis.	Novel – Of Mice and Men/Ghost Boys Novel study supporting group and independent reading, comprehension and analysis.
ASSESSMENT OPPORTUNITIES	<u>Writing</u> : a creative response e.g. an extra chapter <u>Reading</u> : essay about the presentation of a character	<u>Speaking & Listening</u> : deliver an engaging speech



6	Romeo and Juliet Exploration of story, characters and key themes.	Curious Incident of the Dog in the Nighttime Exploring modern drama.
ASSESSMENT OPPORTUNITIES	<u>Writing</u> : a creative response e.g. a performance.	<u>Writing</u> : a review of the play from your perspective

FRENCH - ([BACK TO CONTENTS](#))

<p>CURRICULUM INTENT</p> <p>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.</p>
<p>Curriculum Implementation</p> <p>Student will be able to engage with the curriculum by working on skills such as:</p> <ul style="list-style-type: none"> - develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy - express and develop thoughts and ideas spontaneously and fluently - listen to and understand clearly articulated, standard speech - deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts - acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts - develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken - be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge - develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment - develop language strategies, including repair strategies
<p>ASSESSMENT OBJECTIVES</p> <p>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.</p>
<p>ASSESSMENT STRUCTURE</p> <p>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.</p>
<p>GROUPINGS</p> <p>Mixed abilities, classes may vary in size from 25 to 30.</p>
<p>HOMEWORK INFORMATION</p> <p>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).</p>
<p>EXTENDED STUDY INFORMATION</p> <p>Use platform such as linguascope.com</p>



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)

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.linguascope.com (password and username to be shared in class).

Google Classroom – notices are added usually before assessment or for important assignments. All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms A Bruna

TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Term 1 - Introduction of Target Language: Infinitive structures such as: How do you say ... ? Can I + infinitive	Family, Home, Jobs, Weather, Free time activities & Perfect tense. • talking about yourself and your family: -er verbs il & elle • Talking about jobs people do: masculine & feminine nouns • Talking about where people live: using depuis • Describing the weather: red book: using quand & si; green book: using pronoun on • Red book:



	<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>describing a typical day: using –ir & -re verbs • Red book: talking about last weekend; green book: talking about what you like doing • Red book: talking about yesterday evening; green book: talking about the sports you do • Red & green book: talking about what you watched on TV • Red book: the perfect tense with être; green book: the perfect tense of regular –er verbs • Red & green books: talking about what you did in the past</p>
ASSESSMENT OPPORTUNITIES	<p>At least TWO from: Listening, Reading, Writing and Speaking. Assessment will follow the GCSE criteria made accessible for students' ability.</p>	<p>Listening, Reading, Writing and Speaking.</p>
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"> • talking about last weekend; talking about what you like doing • talking about yesterday evening; talking about the sports you do • talking about what you watched on TV • the perfect tense with être; –er verbs • talking about what you did in the past
ASSESSMENT OPPORTUNITIES	<p>Listening, Reading, Writing and Speaking. Assessment will follow the GCSE criteria made accessible for students' ability.</p>	
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 & devoir • Talking about clothes: using adjectives • Shops and shopping: comparative adjectives (& superlatives) • Green book: using aller in the perfect tense • Talking about food: using aimer + the definite article • The conditional tense • Meals: using du, de la, des • Using il faut + infinitive verbs • Buying quantities: using de • Eating at a restaurant • Introduction of the future tense – Je vais + infinitive 34</p>
ASSESSMENT OPPORTUNITIES	<p>Listening, Reading, Writing and Speaking.</p>	<p>Speaking project – role play</p>
4	<p>Term 4 - Free time activities Sports. Familiarising with tenses.</p>	
ASSESSMENT OPPORTUNITIES	<p>Listening, Reading, Writing and Speaking.</p>	<p>Listening, Reading, Writing.</p>
5	<p>My studies, my school and education. School rules. Morning and afternoon routine.</p>	<p>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.</p>
ASSESSMENT OPPORTUNITIES	<p>Listening, Reading, Writing and Speaking.</p>	<p>Listening, Reading, Writing and Speaking.</p>



6	Term 5 - Customs and festivals/ in French speaking countries/communities. French movies.	Term 5 - Customs and festivals/ in French speaking countries/communities. French movies.
ASSESSMENT OPPORTUNITIES	Catching up/Intervention if needed.	Catching up/Intervention if needed.

GEOGRAPHY - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

- Inclusive department that ensures all students will make strong progress in geography, this includes a bespoke approach for those students requiring extra numeracy and literacy support
- Understand the awe and wonder of geography and have a fascination/passion for the subject.
- See the interconnectedness and geography in everyday life and how we are all affected by geography.
- Experience fieldwork to see how scientific studies are completed and understand what topics you can investigate.
- Critical evaluative thinkers that can grapple with problems and think deeply around the topics that we teach in geography.
- Improve their metacognition skills through Revision for learning tasks to help prepare and strengthen their long-term memory so they know more and remember more.
- Improve their written academic language skills and help them to become effective writers.
- Understand how human and physical geography is interlinked.
- Improvement is our goal and we believe in marginal gains making a difference to students' progress.

CURRICULUM IMPLEMENTATION

Pedagogical principles

- Challenge is embedded within all lessons and is highlighted to students using #challenge
- High expectations and aspirational targets in geography, there are no ceilings for students in our subjects. We are proud that students quite often beat their benchmarks in the subject.
- Inclusive subject that uses differentiation and adapted teaching to help all to progress, including a bespoke curriculum to support the learning of those who need extra support with literacy and numeracy.
- We use work booklets and assessment books which allow students to keep their notes secure and organized while also giving them a record of their progress over the 3-year GCSE in their assessment books. This is essential to promote effective revision.
- We teach students to apply their knowledge to examination style questions.



- We have enriching fieldwork to locations like Milford-on-sea and Lyndhurst.
- We promote wider reading from yr7 to yr11 through wider reading worksheets in our booklets to help encourage reading around the subject and to help improve their academic literacy in their answers.
- Intervention lessons fit into the curriculum by allowing us to work in smaller groups to practice metacognition skills like Revision for Learning techniques and helping students to see the link between effort and attainment. We also use the lessons to practice examination technique by using past papers to complete walkthroughs with their teacher so they know how to answer certain types of questions confidently.
- Homework will be used to help strengthen Reading, Revision, Responsibility, Response to feedback and Recall.
- Students will understand the sequence of learning that they are undertaking and have an appreciation as to where their current learning fits into the overall picture throughout the 5-year period of studying Geography
- We aim to develop students into reflective practitioners by getting them to complete a self-reflection review before and after each module to help them to see the progress that they have made in the lessons. This also helps them to see what they still might need to work on, if there are any weaknesses still from that module.
- We also get students to reflect on their performance after each assessment week or PPE so that they can make small improvements to how they prepare for the exams. Getting students to write down how many marks off the next grade has proved effective at getting them to see how close the grade boundaries are and that small improvements can add up to get them to that next grade.
- Mainly hands down questioning to target and assess what students know and how they grapple and think deeply about issues or topics within geography. Hands up will be evident when the teacher deems it appropriate e.g. suggestions.
- We use questioning that draws on Bloom's taxonomy and we differentiate our questions depending on the student to provide suitable challenge for them. We believe in developing students' thinking skills and encourage them to evaluate ideas and make judgements in their thinking. We work on developing the oracy of students and help students to extend their oral answers in class. As part of this we encourage the development of their academic language both in their oral and written work.

ASSESSMENT STRUCTURE

Year 7

Baseline assessment in second lesson (2 sections: Short questions out of 20 marks and an extended writing question levelled marked)

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 an extended writing question to help students progress with their writing style in geography.

Year 8

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 an extended writing question 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 via google classroom

EQUIPMENT NEEDED



Standard school equipment. Students should bring their own colouring pencils.

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 by using the Reading OS map and also navigate whilst out and about.
 Check understanding of key words.
 Paired revision – read through your child’s notes and ask them questions on them to test their knowledge.

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

TOPIC	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1	Plate theory & Volcanoes	World Cities
ALL ASSESSMENT OPPORTUNITIES	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Short rote learning quizzes throughout the topics. Assessment either based on an issue from that module or an end of module extended writing question, which is levelled using a marking grid.	GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. Short rote learning quizzes throughout the topics. Assessment either based on an issue from that module or an end of module extended writing question, which is levelled using a marking grid.
2	Geographical skills	Earthquakes
3	Our Island Nation	Development and Africa
4	Ecosystems + Tropical Rainforests	River Flooding
5	Atmospheric hazards	Resources

HISTORY - [\(BACK TO CONTENTS\)](#)

CURRICULUM INTENT

- Develop students’ soft skills such as logical thinking, critical thinking and written and oral communication.
- An inclusive department in which each student feels like they are represented by the curriculum and where students with extra needs or requirements receive bespoke support including help with literacy and numeracy and challenge for all students.
- Allow students to understand how History relates to the present day and the challenges or issues they face in the world.
- Encourage students to identify trends and themes across different periods of History.
- Develop students’ historical skills and their understanding of second order concepts.



- Give students the skills to be successful learners so they can know more and remember more.

Curriculum Implementation

- Recall activities are embedded throughout the curriculum to help students learn and remember more and to develop their substantive knowledge.
- Challenge is embedded throughout the curriculum using #challenge focusing on using Thinking Hard strategies.
- Scaffolding is offered throughout the curriculum in order to support and encourage students.
- Model answers are offered so students can see best practice in History and aspire to the highest level.
- Numeracy and literacy skills are offered to develop these key learning skills and support a whole school approach to learning.
- Lesson activities model revision strategies in order to develop self sufficient learners.
- Use of Personal Learning Checklists and Key Word Glossaries allow students to take ownership of their learning and revision.
- Regular use of extended writing in class and practice exam questions allow students to develop their exam skills in order to make progress and achieve success in formative assessments and final exams.
- Targeted interventions are used to support underachieving students or to encourage students achieving on or over their targets to excel even further.
- Wider reading is encouraged in order to broaden students' understanding of the topics as well as broader historical context.
- Curriculum is carefully sequenced to help students understand the topics we study through KS3 and KS4, and to support them in developing their knowledge as they move through the curriculum.
- A range of questioning strategies are used to appropriately target and engage students and is used to both support the students who need it and to challenge all students in the classroom. This strategy is also effective in developing the oracy skills of our students.

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 P Mitchell



TERM	COURSE CONTENT: Knowledge and skills	
	Year 7	Year 8
1-2	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.	Empire and Slavery In this topic students study the British Empire and its growth and then focus on the role of the British Empire in the slave trade. Students will also study aspects of slavery.
ASSESSMENT OPPORTUNITIES	'How important was the Roman Invasion of Britain?'	'Why did Britain want an Empire?'
2-3	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.	Qing Dynasty This unit begins by introducing students to China. It then looks at the history of the Qing 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.
ASSESSMENT OPPORTUNITIES	'Which were the most significant reasons for Harold becoming king in 1066?'	'Was the Opium Wars the main reason for the collapse of the Qing Dynasty?'
3-4	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.	Suffragettes This unit traces the events surrounding the Suffragette movement, including the methods of campaigning and the death of Emily Davison.
ASSESSMENT OPPORTUNITIES	'Describe the Black Death and explain the consequences of it.'	Emily Davidson (Suffragettes) – based milestone.
4-5	Reading Abbey This unit looks at Reading Abbey and Henry's role in it becoming a ruin. It examines the differences between the Catholic and Protestant churches. The causes and events of the reformation are studied in detail.	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.
ASSESSMENT OPPORTUNITIES	'Henry VIII and the English Reformation (The Break with Rome).'	'Jewish Resistance to the Holocaust.'
5-6	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.	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.
ASSESSMENT OPPORTUNITIES	'Why did the Civil War break out in 1642?' – milestone.	'American Civil Rights – Key Individuals – Top Trumps.'



MATHEMATICS - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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.

Curriculum Implementation

The mathematics KS3 curriculum is designed in a spiral structure which builds on learnt skills to develop good practice as the demands increase. This has the advantage of allowing students to feel more supported whilst also allowing more confident students to stretch themselves. Regular recall of previous skills will allow students to consolidate their learning.

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 few weeks of the first 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 3 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. In addition regular low stakes testing will take place within lessons.

GROUPINGS

New year 7 students are to be placed into mixed ability groups at the beginning of the year. However, a select number of students, who require additional support will be placed into a nurture group. The impact of mixed ability grouping will be reviewed in December.

Year 8 students remain in sets most suitable for their ability.

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. The majority of homework tasks will be set electronically. 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. In addition all students have access to a "Student friendly Scheme of Work" relevant to them, which can be accessed through Google Classroom.

The school uses the Hegarty Maths website; www.hegartymaths.com 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

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.

Students in the highest ability classes in year 8 and selected high attaining year 7 students 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 Spring term. The students will experience a carousel of activities all centred around improving the students' appreciation and enjoyment of mathematics.

Mathematics Master Class is a weekly after school invitational club for year 7 students, who are identified as having strong mathematical inclination. This group will focus on extending students' logical thinking and problem-solving skills through Maths not encountered in the curriculum.

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, calculator (preferably the CASIO fx-83GTX; available in most supermarkets and stationary shops – this will see them through to their GCSEs). 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.

Regularly check Class Chart to monitor homework and behaviour within lessons.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://www.drfrostmaths.com>

<http://www.hegartymaths.com>

<http://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 8: Stage 1 (Year 8 Set 3 and Purple Pathway)	Year 8: Stage 2 (Year 8 Set 1&2)
1	<p>ASSESSMENT OPPORTUNITY: Number 1: Calculating, 4 operations and order of operations Baseline Assessment (60mins in class assessment); Pre-requisite assumed knowledge from KS2 Number 2: checking, approximating and estimating Number 3: Factors and Multiples Geometry and Measures 1 (G&M1): visualising and constructing.</p>	<p>Yr8 ASSESSMENT OPPORTUNITY: Number 1: numbers and the number system. Number 2: counting and comparing. Number 3: calculating using formal written methods.</p>	<p>ASSESSMENT OPPORTUNITY: 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>Geometry and Measures 2 (G&M2): investigating properties of shapes. Number 4: Directed numbers, Calculating and comparing Algebra 1: Algebraic proficiency – Simplifying expressions, Expanding a bracket, Substitution, Fractions and mapping ASSESSMENT OPPORTUNITY: Assessment (60mins in class assessment); Algebra 1, G&M1, G&M2, Number 1, Number 2, Number 3, Number 4.</p>	<p>Geometry and Measures 1 (G&M1): visualising and constructing. Geometry and Measures 2 (G&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&M1): enlargement, scale drawings and bearings. Number 3: interchangeable work with fractions, decimals and percentages. Ratio and Proportion 1 (R&P1): proportional reasoning, including compound units. Algebra 2: generating and describing sequences.</p>
3	<p>Number 5: Exploring fractions, decimals and percentages Ratio and Proportion 1 (R&P1): proportional reasoning Algebra 2: Patterns and sequences.</p>	<p>Yr8 ASSESSMENT OPPORTUNITY (Assessment Week): Assessment (60mins in class assessment); Number 1, Number 2, Number 3, G&M1, G&M2, Algebra 1, Number 4. Ratio and Proportion 1 (R&P1): proportional reasoning and introduction to ratio notation. Algebra 2: number and pattern sequences. Geometry and Measures 3 (G&M3): measuring space,</p>	<p>ASSESSMENT OPPORTUNITY (Assessment Week): Assessment (60mins in class assessment); Number 1, Number 2, Algebra 1, G&M1, Number 3, R&P1, Algebra 2. Geometry and Measures 2 (G&M2): investigating angles. Number 4: calculating percentage change. Algebra 3: solving linear equations.</p>



		including metric conversions. Geometry and Measures 4 (G&M4): investigating angles.	
4	Geometry and Measures 3 (G&M3): Measuring space, including metric unit conversions. Geometry and Measures 4 (G&M4): Investigating angles. Number 6: Calculating with fractions, decimals and percentages, changing between fractions, decimals and percentages Algebra 3: Solving equations	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).	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	Algebra 3: Solving equations Geometry and Measures 5 (G&M5): Area, perimeter and volume Probability 1: Understanding Risk	Yr8 ASSESSMENT OPPORTUNITY: 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).	Yr8 ASSESSMENT OPPORTUNITY: 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.
6	ASSESSMENT OPPORTUNITY (Assessment Week): Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered to date in Yr7. Geometry and Measures 6 (G&M6): Transformations Statistics 1 and 2: Data handling	Statistics 2 (Yr8 ONLY): calculating averages and analysing data. Probability 1: understanding risk (experimental and theoretical probabilities). 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. Yr8 ASSESSMENT OPPORTUNITY (Assessment Week): Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered in Yr8.	Algebra 5: solving inequalities. Geometry and Measures 5 (G&M5): construction and loci. Yr8 ASSESSMENT OPPORTUNITY (Assessment Week): Assessment (2 x 60mins in class assessments, Paper 1 Non-Calculator, Paper 2 Calculator); summary assessment of everything covered in Yr8. 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.



MUSIC - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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.

Curriculum Implementation

At Foundation, Music is taught practically wherever possible. A variety of instruments will be used throughout, but for most students our primary instrument is the keyboard. The curriculum follows a spiral pattern, giving students the opportunity repeat key curricular content with the gradual introduction of new ideas, methods and concepts. Students will develop their ability to control instruments effectively with the goal of being able to perform autonomously by the end of the Foundation stage.

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

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

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.
ASSESSMENT OPPORTUNITIES	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 stove.	The Blues Students will explore the history of the Blues and perform and compose using jazz and blues techniques.
ASSESSMENT OPPORTUNITIES	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.
ASSESSMENT OPPORTUNITIES	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.
ASSESSMENT OPPORTUNITIES	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
ASSESSMENT OPPORTUNITIES	Composing in a given style. Performing using stylistic techniques. Accuracy of pitch and rhythm. Keyboard and instrumental technique. A knowledge of the Masters of the Baroque, Classical and Romantic eras.	Composing a hook and a chorus. Composing music that reflects words Instrumental technique. Accuracy of pitch and rhythm. Ability to identify features from popular music and rap songs.
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.



ASSESSMENT OPPORTUNITIES	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.
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PHYSICAL EDUCATION - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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, 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.

Curriculum Implementation

In Physical Education we give the students the best start to becoming an athlete; we provide a stepping stone between primary and secondary school PE. We have a broad and balanced curriculum in Years 7 and 8 and have developed greater choice for students as they move into Year 9. In all lessons we embed core skills, knowledge, principles, confidence across a broad range of activities. We strongly recognise the need to make PE fun and to foster a lifelong love of physical activity.

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 Erlegh Navy blue polo shirt
 Maiden Erlegh Navy blue long contact shirt – boys only
 Maiden Erlegh Navy blue fleece – girls only
 Navy blue shorts/tracksuit bottoms
 Navy blue football/rugby socks
 White socks
 Sports Trainers (not canvas shoes)
 Football boots (studs not astros)
 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
www.bbc.co.uk/sport

Google Classroom codes will be given to students when classes are set up.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs N Roberts

TERMS	COURSE CONTENT: Knowledge and skills	
	Year 7 & 8 BOYS + GIRLS	
1-3	Students complete a compulsory half term on each of the following activities over the 2 years. Developing outwitting skills: Contact Rugby Football Lacrosse Basketball Badminton Netball Cricket Rounders Tennis Developing how to increase fitness: Fitness Developing expressive skills: Dance Developing accurate replication: Gymnastics: Developing excelling skills: Athletics:	
	YEAR 7 Focus: Basic movement skills and rules.	YEAR 8 Focus: Developing skills and game play.



ASSESSMENT OPPORTUNITIES

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.

RELIGIOUS STUDIES - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

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 Erlegh School in Reading will help students to develop important evaluation skills so they become adept at seeing different sides of religious and societal arguments and dilemmas. They will be able to justify their opinions in an objective and thought-provoking way.

Curriculum Implementation

Pedagogical Principles

- Lessons will encourage students to wrestle with 'big questions' relating to meaning, identity and morality.
- Target language will be an ongoing focus, including key terms and analytical language.
- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc.
- Students will be taught how to use research materials including books, online sources, revision guides and Kerboodle.
- Knowledge/skills reviews will take place after each sequence of learning.
- Homework will be used to consolidate and extend knowledge and skills.
- Teachers will ensure that students understand the place of each learning within sequences of learning.

Questioning and Differentiation

- Hands down questioning to allow for targeted questions.
- Appropriate differentiation will be made for SEN and DA students.
- Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership.

Assessment

- Clear and phase-appropriate scale descriptors are in place for each year group – knowledge, skills and understanding.
- The department will have shared assessments against curriculum goals for each sequence of learning.
- Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged.
- Teacher assessments are moderated.
- Underachievement is identified and targeted at each level.

Feedback strategies

- Students will understand their personal strengths and areas for improvement in line with their "own targets".
- Parents will understand the common feedback and DIRT strategies so they understand their child's strengths and areas for improvement.
- Students will receive formal feedback at least twice in a half term and respond with a significant piece of DIRT.
- All assessments will be opportunities for formative practice.
- Students will have access to clear and appropriate model responses (especially of writing and speaking).



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.
- 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>Who is God? This unit explores why people believe in God and others do not. There is then a series of lessons looking at God in Islam, Judaism, Hinduism and Christianity.</p> <p>What's it like being Jewish today? 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>What would you choose? 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>What's it like to be a Muslim? 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 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 marked homework task.</p>
2	<p>Jesus: Mad, Bad or God? 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>PSHE Students study important aspects of PSHE (puberty, sexuality/ gender and religious extremism).</p>	<p>PSHE Students study important aspects of PSHE (positive self-esteem, sexual images and pornography, FGM).</p> <p>Do philosophical arguments for God's existence work? 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 marked homework task.</p>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one marked homework task</p>
3	<p>Religious Festivals An in-depth study of Diwali and other celebrations will allow students to explore the importance of religious festivals to faith communities.</p> <p>What is philosophy all about? What is philosophy? How is it different to world religions and can philosophy be part of religious faith?</p>	<p>What's it like to be a Buddhist? 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> <p>Are all Christians the same? The focus of this unit is on exploring the various denominations of Christianity – what makes them distinctive, and what unites them together.</p>
ASSESSMENT OPPORTUNITIES	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion.</p>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion</p>



SCIENCE - ([BACK TO CONTENTS](#))

CURRICULUM INTENT

Our approach has been hands on and experimental based however there will be disruption to this. It is our aim to offer the best experience to our students in this difficult year. 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.

Curriculum Implementation

Students will be taught with exciting and taught provoking , quality first lessons.

Students will receive regular formative assessment and feedback with associated DIRT. Feedback will also be given verbally in order to demonstrate progression and to facilitate further development of scientific knowledge and understanding.

DIRT tasks will be used to bridge gaps and address skill deficits.

Students will develop skills and knowledge in a stepwise fashion as they progress through the course(s). Frequent use of recall and use knowledge will be used to embed ideas as well as development of longer style answers to reflect the demand required at GCSE to have a spiral approach to development of knowledge and skills

Students will be encouraged to take pride in their work, teachers will both praise and reward effort as well as achievement.

A metacognitive approach will be fostered with students so students developing independent skills such as BBBB and use of PLCs

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 will complete a baseline assessment. In Foundation the assessment is based around an end of unit assessment, alongside formative assessment as you are progressing through the unit. During the calendared assessment weeks, the students will sit an assessment which covers all of their learning up to this point.

GROUPINGS

Students are taught in mixed ability groups

Having mixed ability allows for groups to be smaller, averaging 23 pupils per class. With 7 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.



<p>ENRICHMENT OPPORTUNITIES</p> <p>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.</p>
<p>EQUIPMENT NEEDED</p> <p>A Scientific Calculator*</p> <p>Pens *</p> <p>Pencil*</p> <p>Ruler*</p> <p>Glue Stick*</p> <p>A science laboratory coat is NOT required as part of school uniform.</p>
<p>HOW CAN PARENTS SUPPORT THEIR CHILDREN?</p> <p>Encourage your son/daughter to consolidate their learning by making use of the kerboodle on line text book</p> <p>Encourage them to go to the science support sessions</p> <p>Test them on the spelling of key scientific words</p> <p>Encourage them to explain what they have learnt in science that lesson</p>
<p>USEFUL ONLINE INFORMATION/ONLINE RESOURCES</p> <p>Kerboodle.com</p>
<p>TEXTBOOKS OR REVISION GUIDES</p> <p>N/A</p>
<p>CONTACTS / ANY FURTHER INFORMATION</p> <p>Curriculum Leader: Mr R James</p>

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
ASSESSMENT OPPORTUNITIES	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 - [\(BACK TO CONTENTS\)](#)

<p>CURRICULUM INTENT</p> <p>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.</p>
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Curriculum Implementation

Student will be able to engage with the curriculum by working on skills such as:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

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 (password and username to be shared in class).



Google Classroom – notices are added usually before assessment or for important assignments. All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.

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: Ms A Bruna

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"> • Expressing opinions about activities: <i>me gusta...</i> • Descriptions of people: <i>el pelo, los ojos</i> • Nationalities: writing an extended text • Places in town: near future tense (<i>voy a + infinitive</i>) • Television: opinions and new adjectives • Films: <i>más...que..., menos...que...</i> • Invitations : authentic Spanish expressions • Making excuses : using <i>querer</i> and <i>poder</i>
ASSESSMENT OPPORTUNITIES	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 • poder + infinitive • Vamos a + infinitive • adjective agreement rules • casarse/enfadarse/llevarse bien con • adverbs of frequency • gustar • regular verbs using the infinitive • interrogative words such as <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. ¿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>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	3 Skills – Reading, Speaking and Writing
3	<p>- Home, town, neighbourhood and region • Hay • The present tense – I live/he/she lives • Prepositions • use two verbs together/ Use of modal verb • Vamos a + infinitive • comparatives <i>más que/menos que</i> • expressions of quantity • <i>los que/las que +</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"> • Describing past holidays: preterite tense of <i>ser</i> and <i>ir</i>



	verb • interrogatives <i>dónde</i> and <i>por qué</i> • <i>poder</i> + infinitive	<ul style="list-style-type: none"> Spanish speaking world: increasing cultural knowledge Mealtimes: time expressions Shopping for food: using numbers up to 1000 Restaurants: understanding the difference between <i>tú</i> and <i>usted</i>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Speaking Project (Includes Writing, Listening and Speaking)
4	Free time activities • consolidation of present tense including irregular verbs <i>salir</i> , <i>querer</i> , <i>preferir</i> , <i>ver</i> , <i>dar</i> • extend range of two verbs together • adverbs such as <i>por lo general/normalmente</i> • clauses introduced by <i>cuando</i> and <i>si</i> (y9) • <i>Dónde/ con quien/cuando</i> • Past tense – it was/I went	<p>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.</p>
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	
5	My studies • <i>Me gusta</i> + infinitive • <i>tener que/deber</i> + infinitive • <i>hay que</i> + infinitive (compulsory subjects) • <i>porque</i> to express reasons • More present tense • perfect tense, some irregular verbs • The future tense – <i>voy a/ vamos a ...</i> two verbs together <i>eg ir a/ esperar/gustar más</i> • reflexive verbs • comparative and superlative in expressing opinions about subjects • use of <i>tú</i> and <i>usted</i> in informal/formal exchanges (Y9)	<p>Clothes, school uniform, preferences, trips, health, body parts, ailments, healthy eating, lifestyle choices</p> <ul style="list-style-type: none"> Clothes: adjectival agreement (<i>una falda roja</i>) School uniform: comparisons and superlatives Body parts: <i>me duele(n)</i> Ailments: <i>tengo catarro/tengo tos</i> Healthy eating: making resolutions for the future Lifestyle choices: using <i>para</i> to make more complex sentences
ASSESSMENT OPPORTUNITIES	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 (<i>ser</i> , <i>estar</i> , <i>tener</i> , <i>hacer</i> , <i>ir</i>) • 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 (<i>ser</i> , <i>estar</i> , <i>tener</i> , <i>hacer</i> , <i>ir</i>) • 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
ASSESSMENT OPPORTUNITIES	Listening, Reading, Writing and Speaking.	Listening, Reading, Writing and Speaking.



Unit Award Scheme ([Back to Contents](#))

CURRICULUM INTENT

- To allow access to education to those who may otherwise struggle in identified lessons
- Targeted support to students to enable success
- Official certification issued upon completion of unit Extensive unit of study available to study for all types of students, despite
- Allows students flexibility in how they complete their unit, for example project books, PowerPoints, presentations or practical work.
- To develop knowledge and understanding in a variety of areas, giving flexibility on specific topics within an area of choice.
- To develop wider skills to help them post 16 including training, employability and knowledge in specific areas to support potential careers and jobs.

CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

For students of all abilities to achieve success in an area which interests them. AQA sessions to be completed around studies, or allocated periods as selected by the Head of Year.

For selected sessions to be fully supported, alongside independent sessions.

OVERVIEW

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests. UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.

ASSESSMENT OBJECTIVES

- To independently complete a unit of choice, meeting all identified criteria – project work

ASSESSMENT STRUCTURE

- Assessments can be completed in a variety of way as long as students can evidence their work in line with the criteria. Units generally comprise of 4 – 8

GROUPINGS

- Students will work independently on selected units of work.

HOMEWORK INFORMATION

No set home – research should the student wish.

ENRICHMENT OPPORTUNITIES

- Practical work such as bricklaying and engine building
- Where possible the opportunity to meet with external professional in their field of expertise (if appropriate) to support the completion of their unit.

EQUIPMENT NEEDED

- Equipment to vary depending on unit of choice
- Pen and pencil.
- Folder

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- To encourage research at home to support school learning
- To identify potential units of interest
- To ask questions regarding the topic to improve knowledge and interest.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

[AQA](#) | [Programmes](#) | [Unit Award Scheme](#)

TEXTBOOKS OR REVISION GUIDES

Specific to unit choice, where applicable. No set texts, but optional should the student want this to support their research.

CONTACTS / ANY FURTHER INFORMATION

Leader: Miss C Burns



STEPS Programme ([Back to Contents](#))

CURRICULUM INTENT

- To develop awareness and understanding with regards to barriers to learning and pathways in education.
- To improve social, emotional and behaviour elements in order to access lessons more productively to improve outcomes for students.
- To improve self-awareness and understanding and how actions and consequences are linked.
- To improve understanding of education and it's importance and role within our lives, now and post 16.

CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

- Therapeutic approach to behaviour management and understanding of pupils needs
- Students will have a mentor assigned to them throughout this process
- Students will receive weekly sessions both pastoral and supportive alongside one hour of English tutoring and one hour of Mathematics tutoring off site.
- Record of Achievement to capture positive interactions in lesson
- Group reflection sessions

OVERVIEW

The STEPS programme is a spiralled 6-week model for each year group (7 – 11) focusing on key topics to support the typical development at this age. Each course will ensure progressive development should a rereferral be needed, but also provide enough information and guidance should this be a one-off referral to support a student. This programme will run alongside any other interventions in place by Inclusion.

ASSESSMENT OBJECTIVES

- No assessment – rather impact of intervention measured.

ENRICHMENT OPPORTUNITIES

- Work with external agencies and professionals identified for alternative provision, on and off site as arranged for cohort.

EQUIPMENT NEEDED

- . Pens, Pencil, Workbook.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- To review the record of achievement daily
- To support the school in new implementations bespoke to their child following and during the programme

CONTACTS / ANY FURTHER INFORMATION

Leader: Miss C Burns