



MAIDEN ERLEGH
TRUST

Maiden Erlegh School in Reading
CURRICULUM BOOKLET
FOUNDATION

Academic Year 2025-2026

S. Gibbs –DHT: Curriculum

September 2025

Review due: September 2026

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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 practice 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) Mathematics
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. Students use language lessons in Years 7,8 and 9 to create blocks of time in order to follow a bespoke literacy intervention programme. 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 10.

Curriculum Allocation

Subject	Hours per fortnight
English	8
Mathematics	7 (8 in year 9)
Science	7
Computing	2
Geography	3 (4 in year 8)
History	3 (4 in year 7)
Modern Foreign Language	3 (4 in year 9)
Art	2
Drama	2
Music	2
PE	4 (3 in year 9)
Personal Development	2
RS (Year 7 &8)	2
Citizenship (year 9)	4
Technology	2
TOTAL	50

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(Personal Development) 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 Personal Development 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 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.

Subject	Art & Design	Contact	Curriculum Leader: Mrs E Jordan
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Intent:

- It is our intent to allow all students to develop as individuals; through learning the skills to become creative independent thinkers, who are artistically confident and ready to design for the future. Through this, all students will make strong progress in Art.
- Students will build on and master skills taught through the 4 GCSE assessment criteria. They will build upon and develop and master skills initiated at KS3.
- Students will explore different materials and develop technical skills in drawing, painting, printmaking, photography, digital manipulation, mixed media and sculpture.
- Students will develop their analytical understanding and their cultural awareness with exposure to artwork from a wide spectrum of sources.
- Students will enjoy developing and using subject specific vocabulary and develop their oracy and literacy whilst writing and reading about artwork. This will enable them to develop their own work with context, knowledge and understanding.

Implementation:

- The GCSE 4 assessment criteria A01 to A04 will form the core basis of the Curriculum content and delivery.
- Oracy and academic reading and academic writing will be supported by modelling good practice. The use of Google classroom will support this process.
- Students will have the opportunity to risk take and experiment with materials and ideas. They may use spontaneous responses and chance mistake encounters These experiments will be developed further as their creative journeys unfold.
- Students will be trained to select and use resources independently.
- Clear routines and expectations will be in place for transitions, presentation of work, DIRT and paired work.
- Homework will be set in the form of Personal Investigations, which are sustained projects designed to engage, consolidate and extend independent learning outside the classroom

What will I learn...

Year 7	Year 8	Year 9
Term 1 – Baseline Term 1 – Colour Theory Term 2 - Mark Making through Portraits/Landscapes Term 3 & 4 – Art form Art Term 5 & 6 – Insects	Term 1 & 2 – Architecture Term 3 & 4 – African Art, Fashion and Textiles Term 5 & 6 – Pop Art and Assemblage	Term 1 & 2 – Natural Forms Term 3 – Food Term 4 – Identity through Portraiture

What Skills will I Develop?

- AO1- We look at and write about artists work to develop our ideas
- AO2-We experiment with different materials to develop our ideas
- AO3-We draw and take photographs of things that we have seen that are connected to our ideas
- AO4- We create final pieces from one of our ideas

What great resources can I use?

- Our state-of-the-art studios are a fantastic and vibrant learning environment
- A rich range of creative arts materials and excellent IT provision

How will I be assessed?

- Students will be assessed once a year during their 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.

Three ways that my parents/carers can help...

1. Help support me with my Personal Investigation each term.
2. Helping me with access to simple art materials
3. Seeing art out and about by visiting art galleries and museums

Subject	Computing	Contact	Curriculum Leader: Miss N Hancock
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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.

Implementation:

We use the following 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. 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.

What will I learn....

Year 7	Year 8	Year 9
7.1 - Collaborating online respectfully	8.1 Mobile app development	9.1 - Python part 2 - Sequences of data
7.2 - Data representation - from clay to silicon	8.2 - Computing systems	9.2 - Representations: going audiovisual
7.3 - Programming with Scratch part 1	8.3 - Modelling data: Spreadsheets	9.3 - Exploring AI
7.4 - Networks - from semaphores to the Internet	8.4 - Introduction to Python programming	9.4 - Physical computing
7.5 - Programming with Scratch part 2	- Visual Identity and Digital Graphics	9.5 - Cyber security

What Skills will I Develop?

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.

How will I be assessed?

- A mixture of online assessments and projects are used to assess progress at Foundation.

What great resources can I use?

BBC bitesize Computer Science KS3 <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
 Python 3 – we use <https://replit.com/>
 Google Classroom – all lesson materials are available here
<https://www.bbc.co.uk/news/technology> <https://www.theregister.com/>
<https://www.theguardian.com/uk/technology>

Three ways that my parents/carers can help...

1. Parents should encourage their children to use computer systems effectively at home and recognise that they are not just for entertainment or social networking.
2. 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.
3. Encourage your child to enjoy coding using online games or tutorials, for example in Scratch or Hour of Code

Subject	Design & Technology: Design	Contact	Curriculum Leader: Mr C Selby
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Intent:

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.

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.

Implementation:

-Developing knowledge and understanding through practicing drawing, rendering and 3d modelling skills.

-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.

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

-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 as well as to extend students skillset through videos and practice of skills.

What will I learn....

Year 7	Year 8	Year 9
<p>Timbers – Box Project</p> <p>This includes a range of skills including: Research skills, design ideas, practical elements such as measuring and cutting, technical drawing, use of CAD/CAM.</p>	<p>Pewter cast celebration medal design</p> <p>This includes a range of skills including: Use of CAD/CAM, use of Adobe Illustrator, developing 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. 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.</p>	<p>Year 9 Electronics- electronics speaker project</p> <p>Create a detailed production diary describing design and manufacturing skills. SketchUp lesson – Develop skills for year 10. Sketching & rendering lesson – Skills required for year 10. Sketching & rendering lesson – Skills required for year 10. Wooden toy project. Boat project working in teams. Technical drawing skills.</p>

What Skills will I Develop?

All Foundation students study design and technology and will be assessed in four main areas.

AO1: Identify, investigate and outline design possibilities.

AO2: Design and make prototypes

AO3: Analyse and evaluate:

AO4: Demonstrate and apply knowledge and understanding of technical principles

How will I be assessed?

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.

What great resources can I use?

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

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

Three ways that my parents/carers can help...

1. Parents can support by checking that students complete the set homework and offer additional comments and support on any research tasks.
2. Visits to design exhibitions or relevant technology-based trips would be supportive, encouraging students to be independent and add value to their work.
3. We request that parents/guardians consider making a voluntary monetary contribution to funding projects over the year of.

Subject	Design and Technology: Food and Nutrition	Contact	Curriculum Leader: Mrs S McCarthy
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Intent:

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.

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.
- Students given the opportunity to explore a range of recipes linked to the key concepts of food technology
- 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 work as well as to extend students skillset through videos and practice of skills.

What will I learn....

Year 7		Year 8		Year 9	
Students will cover:	Practical work will include:	Students will cover:	Practical work will include:	Students will cover:	Practical work will include:
<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, carbohydrate. - Sensory testing - Food Storage and Food poisoning bacteria 	<ul style="list-style-type: none"> - Coleslaw sensory taste testing - Pasta in a Jar - Chicken nuggets - Chicken curry or Aloo Gobi - Pizza pin wheels - Bread rolls 	<ul style="list-style-type: none"> - Developing Health and safety - Micronutrients (vitamins/minerals) - Nutrition table analysis – KS4 data response question - Food Science - Gelatinisation - Where does food comes from 	<ul style="list-style-type: none"> - Pizza (shape and toppings) - Southern style chicken and potato wedges - Homemade pasta challenge - Pasties - Macaroni cheese - Burger in a Bun 	<ul style="list-style-type: none"> - NEA 2 Practical Assignment – International Cuisine - British/International Cuisine - Research chosen cuisine - Food commodities – Eggs - Food science – Fats, Carbohydrates, Proteins - Coagulation, dextrinisation 	<ul style="list-style-type: none"> - Savoury/Sweet Muffins - Lemon Chesecake - Egg Presentation challenge - Quiche Lorraine (make SC pastry) - Risotto (assessment) - Trial dish choice linked to chosen country

What Skills will I Develop?

- Understand and apply the principles of nutrition and health
- Cook a range of 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.

How will I be assessed?

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

What great resources can I use?

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/> <http://www.foodfactoflife.org.uk/>
[Recipe: bbc good food](#)

Three ways that my parents/carers can help...

1. Keep track on when a food lesson is taking place.
2. It would be ideal to help weigh out the ingredients and read through the recipe and let the class teacher know if there are any dietary requirements/allergies..
3. Let the department know if there are any issues in supplying ingredients.

Subject	Drama	Contact	Curriculum Leader: Ms T Moore
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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.

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.

What will I learn....

Year 7	Year 8	Year 9
<p>The students start with an introduction to drama, moving onto our baseline assessment, quickly followed by movement and vocal skills.</p> <p>Students move onto Kindertransport where they learn to write and perform monologues. This is followed by 'The Others' which is a gothic story enabling the students to learn about tension and how to create it in their classroom performances. They go onto learning about split screen and dramatising poetry.</p> <p>During the Spring Term, the students begin their journey into forum theatre and Augusto Boal, who influenced political drama. The Summer Term uses a novel which the students are studying in English, called Abomination. They learn script writing and the ability to learn lines. Throughout the Summer Term students look at social media mini scripts and finish off with 'Wonder'. We use the novel as a central theme whilst learning about drama techniques such as: conscience alley character work, thought tracking and vocal skills.</p>	<p>In the first term we will be looking at Dickens. The novels we will be re-enacting are Great Expectations, A Christmas Carol and Oliver Twist. The students will be developing their own scripts whilst looking at themes and their ability to learn lines.</p> <p>In the Spring Term they will be learning about verbatim theatre, physical theatre and storytelling.</p> <p>Working alongside the English department we will go into the Summer Term looking at Macbeth, Boy87 and Refugee Boy. The final part of the term will see the students using 'Tom's Midnight Garden' as a stimulus for script writing, freeze frames and thought tracking. It is the foundation for creation, imagination and role play.</p>	<p>During this year the students will be working on a devised piece of drama using a stimulus. This will use many skills: working with others, discussion, imagination, creating, character relationships and many different acting skills.</p> <p>We will go onto learning about gothic horror. This theme gives us the opportunity to explore tension, thought tracking, sound scaping and improvisation.</p> <p>During the Summer Term we will be looking at 'An Inspector Calls'. This will look at aspects of social and political drama whilst exploring scripted work. The students will have the chance to engage with a play that they will do in Year 10 English so this will give them an embedded understanding of themes and context.</p>

What Skills will I Develop?

- 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 & understanding of how drama and theatre is developed & performed.
- AO4: Analyse and evaluate their own work and the work of others.

How will I be assessed?

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.

What great resources can I use?

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.

Three ways that my parents/carers can help...

1. Show an interest in the subject, help with homework (but do not do it for them).
2. Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
3. Take them to see shows, they do not have to be expensive, often local companies will give reduced tickets to students, sometimes at a cost of only £5. Research historical themes to do with the plays we will be studying. 'An Inspector Calls' is a socialist play about the class system in England in the early 1900s. Blood Brothers looks at the rise in unemployment in the 1980s and the impact on working class people. Kindertransport looks at the Holocaust and Germany in 1938 and how young children were able to escape the horrors of that time.

Subject	English	Contact	Curriculum Leader: Mr Brown/ Ms Trafford
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Intent:

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.

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.

Implementation:

We use the following pedagogical principles in our teaching: Reciprocal reading, "Think it- say it- write it", "Say it again better", Oracy skills, Modelling, Scaffolding, Creative approaches, Grammar work

What will I learn....

Year 7	Year 8	Year 9
<p><i>Great Lives</i> - Autobiographical texts – fiction and non-fiction. <i>Twist in the Tale</i> - How stories are structured using Dahl as an example. <i>Decorum Est and others</i> <i>Boy 87</i>- An exciting and tragic novel about two boys forced out of their home and forced to fight for survival and safety. <i>Introduction to Shakespeare</i> - Learning all about the era and features of Shakespeare, including focusing on some of his most famous tragic heroes and villains. <i>People and Places: Poetry</i> - A selection of multi-cultural and performance poems including <i>Checking out me History</i>, <i>Nettles</i>, <i>Island Man</i>.</p>	<p><i>Dickens</i> - Using some of Charles Dickens' most iconic characters to improve pupils' own creative writing. <i>Identity and Belonging Poetry</i>: Exploring how poets from a range of different cultures present their identities. <i>Maggot Moon</i> – A dystopian story about a young dyslexic boy whose best friend goes missing. <i>Diverse Shorts</i> - A variety of short stories exploring disability, sexuality, race and gender. <i>Love is the Drug</i> - Shakespeare's sonnets and extracts from <i>A Midsummer Night's Dream</i></p>	<p><i>The Gothic</i>: Exploring a range of classic and modern Gothic texts. <i>Animal Farm</i>: Using social and historical context to enhance understanding of a text's characters and themes. <i>Romeo & Juliet</i>: Exploring a range of different scenes and extracts from one of Shakespeare's most famous tragedies. <i>Transactional Writing</i>: Learning how to write in a range of different forms for different audiences and purposes. <i>Unseen Poetry</i>: Developing an understanding and comparing a range of different unseen poems.</p>

What Skills will I Develop?

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 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

How will I be assessed?

Students will usually complete one assessment per half term. These will be completed in class and will develop the skills for the various assessment objectives that students will require for their GCSEs. In addition, students will practise for the oral presentation they will give at GCSE.

What great resources can I use?

www.cliffnotes.com

www.sparknotes.com

<https://www.bbc.co.uk/education/levels/z98jnp3>

Three ways that my parents/carers can help...

1. Talk through homework tasks and encourage them to proof-read their work.
2. Encourage your son/ daughter to read widely. Suggest that they read different genres, different authors. Encourage visits to a local library.
3. Read with them and share opinions on what you read.

Subject	French	Contact	Curriculum Leader: Mrs M Kirsche
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Intent:

Students are trained in several metacognitive strategies to understand the target language and with the necessary knowledge to interact effectively in the target language. Students are supported to succeed at immersion through sophisticated high-impact planning, restricted unambiguous language that grows in difficulty progressively through careful consideration of prior knowledge, strategic visual support and communication tools always provided to students so that students can interact efficiently and have strong foundations before moving onto KS4.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.

What will I learn....

Year 7	Year 8	Year 9
Classroom language and basics Family and pets Free-time School Food Cultural project	My House Holidays Sports and past tense My Body Fashion	Media and music Technology and social media School Film project: Les Choristes House and home Photocards and Role-plays (GCSE prep)

What Skills will I Develop?

Covering the 4 skills – Speaking, writing, reading and listening.

How will I be assessed?

Each half term, at least two skills will be assessed out of the four available. The assessments will follow GCSE style tasks but will be adapted according to students' learning and needs. One of these skills will be a written piece at the end of each unit. Once per year, a full assessment will take place in line with the whole school assessment calendar.

What great resources can I use?

- Classcharts – notices are added usually before assessment or for important assignments. Revision resources will be provided by the class teacher in the lead up to big assessments.
- Duolingo, BBC Bitesize French KS3.

Three ways that my parents/carers can help...

1. Test them on the meanings of French words/sentences when they have to learn vocab or grammar.
2. 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?
3. 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?

Subject	Geography	Contact	Curriculum Leader: Mr J Tomsett
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Intent:

We are an inclusive department that ensures all students make strong progress in geography.
 We have chosen a curriculum offer that covers the National Curriculum, but also suits the context of our school. For example, we have a key unit on Development and Africa at Foundation; and representation/diversity has been carefully considered throughout, ensuring that the geography studied reflect the culture and heritage of all of our students.
 We want students to understand the awe and wonder of geography and have a fascination/passion for the subject. Students will be able to see the connections and links within geography (human and physical); how these are found in everyday life and how we are all affected by geography.
 They will become critical evaluative thinkers that can tackle problems and think deeply around the topics that we teach in geography. They will also develop their written academic language skills to become effective communicators.
 We believe in marginal gains making a difference to students' progress and focus on this when providing feedback. We work to ensure that students are given feedback which allows them to personally reflect and build next steps which are appropriate and specific to them.

Implementation:

We have high expectations of all students. We teach to the top and scaffold down in our lessons.
 We use cold call questioning to target and assess what students know and how they grapple and think deeply about issues or topics within geography.
 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.
 We use work booklets and assessment books which allow students to keep their notes secure and organized to promote effective revision and allow students to reflect on their progress.
 We aim to develop students into reflective practitioners by getting them to complete a self-reflection review before and after each module. We continue this approach with reflections on assessments and time spent completing improvement (DIRT) work based on feedback that allows students to make progress.

What will I learn....

	Year 7	Year 8	Year 9
Introduction to geography		Weather hazards and climate change	Economic activity
Tectonic activity		The living world	Global resources and oceans
Geographical skills		Cities	Geomorphology – rivers, coasts and glaciers
Our island nation		Development	Geographical enquiry
Population		A journey of difference - Africa	A journey of difference - Asia
Sustainability and Reading			

What Skills will I Develop?

Students will develop:

- Knowledge of places, processes, environments and scales
- Understanding of concepts and the relationships between environments, places and processes
- Ability to apply knowledge to interpret, analyse and evaluate geographical information
- A variety of skills to investigate questions and communicate findings

How will I be assessed?

Students are assessed at the start of Year 7 through a baseline assessment to help teachers tailor their lessons to their classes.
 Students will be assessed throughout lessons through questioning and will also receive 6 pieces of written feedback per year on either short answer exam-style questions, or longer answer extended writing.

What great resources can I use?

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg> - BBC Bitesize revision
<https://www.ordnancesurvey.co.uk/mapzone/map-skills> - Map skills practice Google classroom
 will contain a wide range of resources

Three ways that my parents/carers can help...

1. Help with case study revision (mind mapping / recall quizzing)
2. Check understanding of key terms
3. Watch documentaries together e.g. Planet Earth

Subject	History	Contact	Curriculum Leader: Mr P Mitchell
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Intent:

To help students understand the world they live in and the issues that they face. We teach a Key Stage 3 curriculum which focuses on power dynamics between those in power and the rest of the population, and Britain's relationship with the rest of the world. Our curriculum also develops students' soft skills such as logical thinking, critical thinking and written and oral communication.

Implementation:

We use strategies which help students to:

- Develop their literacy skills with a heavy focus on reading.
- Think hard and improve their ability to solve problems.
- Learn more and remember more over a longer period of time.
- Understand what outstanding work looks like in History in order to achieve their best.
- Become independent learners who are able to learn new things both in the classroom and outside of school.
- Improve their oral communication and teamwork skills through class discussion, paired work and group work.

What will I learn....

Year 7	Year 8	Year 9
<p>Romans: What was life like in Ancient Rome? Why did the Romans want to invade Britain? How did life in Britain change once the Romans invaded?</p> <p>Norman Conquest: What caused the Norman Conquest? How were the Normans able to conquer and control Britain?</p> <p>Black Death: How did the Black Death spread to Britain? What were the symptoms of the Black Death? What impact did the Black Death have on Britain?</p> <p>Kingdom of Benin: Where is Benin? Why is it so significant? What are the Benin Bronzes and what should happen with them?</p> <p>Mughal Empire: Where is the Mughal Empire? Why is the Mughal Empire significant?</p> <p>Eleanor of Aquitaine: Who is Eleanor of Aquitaine? What can she teach us about power in the Medieval period? Why is she significant?</p> <p>Qing Dynasty: What was the Qing Dynasty? Why was it so significant? How did it end?</p>	<p>Reading Abbey: How does King Henry VIII and his marriage to Catherine of Aragon lead to Reading having Abbey ruins? What has happened to the Abbey ruins over time?</p> <p>Mary I: Who was Mary I? Why was she significant? Does she deserve to be remembered as 'Bloody Mary'?</p> <p>British and India: How did Britain first make contact with India? How did the early British traders affect India? How did Britain grow its influence over India? How did India join the British Empire?</p> <p>Transatlantic Slave Trade: How did the transatlantic slave trade begin? What was it like to be an enslaved person? How did the transatlantic slave trade affect Britain, the Americas and West Africa? How did the transatlantic slave trade end?</p> <p>English Civil War: What is a civil war? Why did the Civil War take place? What were its consequences?</p>	<p>WW1: Why did WW1 begin? How did WW1 impact soldiers and civilians? Why did WW1 end?</p> <p>English Reformation: How were women treated prior to the campaign for suffrage? How did women win the right to vote?</p> <p>Holocaust: How was the Holocaust able to happen? What was it like for a Jewish person to live through the Holocaust?</p> <p>The Windrush Experience: Why did people migrate from the Caribbean to Britain? What were their lives like? What impact did the Windrush generation have on Britain?</p> <p>Indian Independence and Partition: How did India gain independence from Britain? Why was India partitioned? What impact did these events have?</p>

What Skills will I Develop?

- Ability to understand and explain the causes and consequences of major global events.
- Ability to understand what makes an event or person significant.
- Ability to critically analyse information such as sources and interpretations.
- Ability to communicate effectively in written and oral terms.

What great resources can I use?

[Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials.](#)

How will I be assessed?

There is an assessment for each topic. These focus on extended writing where we encourage students to demonstrate a range of knowledge from their studies. Students may also be given a source or interpretation to analyse and assess using their knowledge of the topic to help them

Three ways that my parents/carers can help...

1. Encourage students to develop their revision skills and revise as much as possible.
2. Encourage students to understand work which confused them. This could include googling what they had learned today, asking their teacher for help, or reading a resource such as BBC Bitesize.
3. Discuss the work in the student's exercise book with them and check for understanding.

Subject	Mathematics	Contact	Curriculum Leader: Miss D Nemeth
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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.

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.

What will I learn....

Year 7	Year 8	Year 9
Exploring the Associative, commutative and distributive laws	Ratio & scale	Standard Form
Understand and use algebraic notation	Proportional reasoning	Rounding & estimation
Equality and equivalence	Sequences	Using percentages
Place value	Working in the cartesian plane (Straight line graphs)	Straight line graphs
Addition & Subtraction	Indices	Equations & inequalities
Multiplication & division	Multiplying & dividing fractions	3D Shapes (including Volume and Surface Area)
Order of operations	Fractions & percentages of amounts	Constructions & congruency
Directed number	Sets & probability	Binomials
Plotting coordinates	Area & perimeter	Probability
Constructing, measuring & geometric notation (Angles)	Brackets & equations	Solving problems with ratio & proportion
Geometric reasoning (Angles)	Formulae	Rates
Fractions	Angles in parallel lines & polygons	Rotation & translation
Fraction, Decimal, Percentage equivalence	Compass skills	Pythagoras' theorem
	Reflection	Enlargement & similarity
	Representing data	Maths & money

What Skills will I Develop?

- AO1: Use and apply standard techniques.
- AO2: Reason, interpret and communicate mathematically.
- AO3: Solve problems within mathematics and other contexts.

How will I be assessed?

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 7-9 will have an occasional homework quiz at the start of a lesson to check their understanding of topics that have appeared in their homework. At the end of each unit (half termly) there will be a short assessment to check understanding and progress. Students will be allowed to use their notes to complete this assessment. Key Stage 3 students will have 3 formal assessments throughout the year, roughly one big term. Topics for these assessments will be shared with students ahead of time on their Google Classroom.

What great resources can I use?

<https://sparxmaths.com/> <https://ukmt.org.uk/junior-challenges>

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

<https://www.youtube.com/@numberphile>

Three ways that my parents/carers can help...

1. 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.
2. Talk through homework tasks and encourage them to check their work by revisiting each question/task and checking for mistakes.
3. Regularly check Classcharts to monitor homework and behaviour within lessons.

Subject	Music	Contact	Curriculum Leader: Mr M Butchers
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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.

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.

What will I learn....

Year 7	Year 8	Year 9
<p><i>Rhythms and Vocal Music</i> Students will use a range of stimuli to learn about rhythms and vocal music from a range of sources</p> <p><i>Using Keyboards</i> Students will learn how to use a keyboard and perform and compose a range of pieces using this instrument. They will become familiar with the notes on the stave.</p> <p><i>Music from the Caribbean</i> Students will study calypso and reggae and will analyse examples of both. They will prepare performances of Charley Marley and Three Little Birds.</p> <p><i>Computer Sequencing</i> Students will use computers to create music. They will have access to a range of software to compose and remix songs.</p> <p><i>The History of Music</i> Students will research, perform and compose music that is from the Baroque, Classical and Romantic eras</p> <p><i>21st Century Music</i> Students will form bands to perform a contemporary song. They may use their experience as composers to compose their own song.</p>	<p><i>Music from China and Japan</i> Students will explore music from China and Japan, and will perform Horse Racing, a traditional Chinese piece and compose a piece suitable for Japanese theatre.</p> <p><i>The Blues</i> Students will explore the history of the Blues and perform and compose using jazz and blues techniques.</p> <p><i>Film Music</i> Students will study techniques of film composition and perform a range of music from films.</p> <p><i>Wonderwall</i> Students will study Oasis' Wonderwall as well as a number of other Britpop songs. They will form bands to perform Wonderwall.</p> <p><i>Ground Bass</i> Students will study music that uses repetitive bass lines and perform and compose music that utilises this technique.</p> <p><i>Computer Music</i> Students study how music has been used composed and used in a range of contexts using computers. How does music support various different types of games?</p> <p><i>Performing</i> Students will be given the opportunity to perform a piece of music of their choice on their choice of instrument. They will study techniques of great performers from a variety of genres.</p>	<p><i>Through year 9, students study how to listen to music in more depth and develop more incisive answers by using the mnemonic MAD TSHIRTT. There are a number of opportunities to compose and perform through the course of the year, including within these units.</i></p> <p><i>Film Music</i> Students build on their work from year 8, developing an understanding of film composition in more depth.</p> <p><i>Music through History</i> Students develop their understanding of how music and the orchestra developed through the baroque, classical and romantic eras.</p> <p><i>Music from India and Pakistan:</i> Students analyse and play a range of music from India and Pakistan.</p> <p><i>Solo Performance:</i> Students prepare a performance on their own on an instrument of their choice.</p> <p><i>Music from the British Isles:</i> Students analyse and play a range of music from the British Isles</p> <p><i>Queen and Killer Queen:</i> Students study a mini set work and perform a song by Queen.</p>

What Skills will I Develop?

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

How will I be assessed?

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 to the unit.

What great resources can I use?

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

Three ways that my parents/carers can help...

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

Subject	Physical Education	Contact	Curriculum Leader: Mr H Blakeway
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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.

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.

What will I learn....

Year 7		Year 8		Year 9	
Developing outwitting skills: Contact Rugby	Developing how to increase fitness: Fitness	Developing outwitting skills: Contact Rugby	Developing how to increase fitness: Fitness	Developing outwitting skills: Contact Rugby	Developing how to increase fitness: Fitness
Football Handball Basketball	Developing expressive skills: Dance	Football Basketball	Developing expressive skills: Dance	Football Handball Basketball	Developing expressive skills: Dance
Badminton Cricket Rounders	Developing accurate replication: Gymnastics: Developing excelling skills: Athletics	Badminton Handball Cricket Rounders Tennis Table tennis	Developing accurate replication: Gymnastics: Developing excelling skills: Athletics	Badminton Cricket Rounders Tennis Netball Table tennis	Developing accurate replication: Gymnastics: Developing excelling skills: Athletics
Tennis, Table tennis	Focus: Basic movement skills and rules.		Focus: Developing skills and game play.		Focus: Developing skills and game play.

What Skills will I Develop?

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

How will I be assessed?

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.

What great resources can I use?

www.bbc.com/education

www.bbc.co.uk/sport

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

Three ways that my parents/carers can help...

1. You can support your child by making sure they are fully prepared to take part in all activities
2. Encourage them to be active outside of school life.
3. Discuss and watch sporting competitions.

Subject	Religious Studies	Contact	Curriculum Leader: Mr A Greener
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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.

Implementation:

Lessons will encourage students to wrestle with 'big questions' relating to meaning, identity and morality.

Homework will be used to consolidate and extend knowledge and skills.

Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership. Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged. Underachievement is identified and targeted at each level.

Students will understand their personal strengths and areas for improvement in line with their "own targets".

All assessments will be opportunities for formative practice.

What will I learn....

Year 7	Year 8	Year 9
<p>Who is God? God in Islam, Judaism, Hinduism, Sikhism 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>Jesus: Mad, Bad or God? Students learn who Jesus is to Christians and why.</p> <p>PSHE Students study important aspects of PSHE (puberty, religious extremism).</p> <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 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, continuing onto the 5 pillars of Islam:</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> <p>What's it like to be a Buddhist? This unit begins with the life of Siddhartha Gautama and his path to enlightenment and then considers the 4 Noble Truths and the Eightfold Path.</p>	<p>Students will be working on Citizenship GCSE in Year 9. This is outlined in the Key Stage 4 curriculum booklet.</p>

What Skills will I Develop?

Students are assessed based on their knowledge and understanding of different beliefs and practices, as well as their ability to evaluate these.

How will I be assessed?

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.
- An essay style assessment, where a range of views on one issue are explored.

What great resources can I use?

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

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

Three ways that my parents/carers can help...

1. 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.
2. Support with research and use of the internet.
3. Look through the 'Nandos' homework options to attempt an appropriate level of challenge

Subject	Science	Contact	Curriculum Leader: Dr E Diriyai
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Intent:

Our approach is hands-on and experimental based so that we offer the best experience to our students. Students are encouraged to think scientifically, be curious and become problem solvers. At Foundation level, pupils follow an 'in-house' modular course, supported by 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 enjoyment and appreciation of the subject and develop a range of skills through engaging practical work. The aim of this course is to firmly introduce students to the importance of Science both in terms of qualifications and skills required to pursue STEM based careers and to also improve their scientific literacy as citizens of our society in the future.

Implementation:

Students will be taught exciting and thought-provoking, quality first lessons. Feedback including the use of Directed improvement and reflection time (DIRT) tasks will be used facilitate further development of scientific knowledge and understanding. Frequent use of recall of prior knowledge will be used to embed ideas as well as the development of longer style answers to reflect the demand required at GCSE. This supports a spiral approach to development of knowledge and skills.

What will I learn....

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> How to stay safe in science · Cells and the human body · Reproduction and variation · Matter · Acids and alkalis · Separating mixtures · Periodic table and atoms · Energy resources · Forces · Ecosystems · Space · Electricity 	<ul style="list-style-type: none"> • How to carry out a scientific inquiry? • Health and movement • Pressure and moments • Respiration and photosynthesis • Waves • The Earth and rocks • Chemical reactions • Genetics and evolution • Electromagnets • Material science • Heating and cooling 	<ul style="list-style-type: none"> • Prokaryotic and eukaryotic cells • Transport within cells • The digestive system • Cell division • The heart and lungs • Health and disease • Atomic structure • The periodic table • Bonding within atoms • Chemical changes during and after reactions • Energy resources • The conservation and dissipation of energy • Heat transfer • Density

What Skills will I Develop?

Students will develop scientific skills through 4 key strands: Analysis, Communication, Enquiry and Problem solving. Students will develop these skills through the 'Big Ideas' principle. Within each 'Big idea' there are several smaller topics of content to be taught.

How will I be assessed?

- Year 7 will complete a baseline assessment at the start of the year.
- In Years 7, 8 & 9, assessment is based around an end of unit topic, alongside formative assessment as you progress through the unit.

During calendared assessment weeks, you will sit an assessment which covers all of your learning up to this point.

What great resources can I use?

BBC bitesize
Oak National Academy
Seneca Learning

Three ways that my parents/carers can help...

1. Discuss the experiments they do in school with them
2. Go to the National Science Museum (its free)
3. Join in with their revision for their topic tests.

Subject	Spanish	Contact	Curriculum Leader: Mrs M Kirsche
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Intent:

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 use an immersive pedagogy during classroom instructions and interactions, to increase pupil confidence in speaking Spanish. The classrooms are prepared with visual support to aid understanding.

Students are trained in a number of metacognitive strategies to understand the target language and with the necessary knowledge to interact effectively in the target language.

Students are supported to succeed at immersion through sophisticated high-impact planning, restricted unambiguous language that grows in difficulty progressively through careful consideration of prior knowledge, strategic visual support and communication tools always provided to students so that students can interact efficiently and have strong foundations before moving onto KS4.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Developing language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

What will I learn....

Year 7	Year 8	Year 9
In Classroom language and basics Family and pets Free-time School Food Cultural project	My House My Town My Body Holidays and past tense Fashion	Media and music Technology and social media School and option choices Jobs and future ambitions Film project: Ferdinand Photocards and Role-plays (GCSE prep)

What Skills will I Develop?

Covering the 4 skills – Speaking, writing, reading and listening.
Students to get used to the Edexcel new grading criteria

How will I be assessed?

Each half term, at least two skills will be assessed out of the four available. The assessments will follow GCSE style tasks but will be adapted according to students' learning and needs. One of these skills will be a written piece at the end of each unit. Once per year, a full assessment will take place in line with the whole school assessment calendar.

What great resources can I use?

- Classcharts – notices are added usually before assessment or for important assignments. Revision resources will be provided by the class teacher in the lead up to big assessments.
- Duolingo, BBC Bitesize French KS3.

Three ways that my parents/carers can help...

1. Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar.
2. 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?
3. 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.