



WIRRAL GRAMMAR SCHOOL

Key Stage 3 Curriculum Guide ***(Year 7)***

2022-2023

Dear Parents


This guide contains a summary of the topics and themes that your son will be studying in each of his subjects during Year 7. Information relating to assessment methods has also been included.

At the end of each subject section there is a brief summary of some of the ways in which you can support your son with his work during the year. Our intention is that, providing parents with this information, alongside specific details of each boy's progress, will enable parents to work alongside us in ensuring that each boy achieves his true potential.

Key assessments in each subject will be based on a scale which extends from 'emerging' (lowest) to 'mastering' (highest). The attainment comments are awarded in relation to the specific assessment criteria for Year 7 within each subject. There are more details, specific to each subject, within the body of the guide. The reason for adopting this scale is because this reflects the outcomes for the curriculum that is being delivered in this school. There is more information available in the curriculum maps for each Key Stage 3 subject.

It is our intention that Key Stage 3 provides all pupils with a very secure base from which to start their GCSE courses.

Yours sincerely

A handwritten signature in black ink, appearing to be 'A P White', with a long horizontal stroke extending to the right.

A P White
Senior Deputy Headteacher

Contents

Using this Guide

This Guide is divided into subject areas. For each subject area, you will have a department intent. This outlines what the departments are trying to achieve over the period of Key Stage 3. Following this, is the curriculum map for each subject for each phase of the academic year. You can use this to see what your son has just learned and what he will be covering in his next topics. This will also tell you how and when your son is going to be assessed. We will use the outcomes of these assessments, together with ongoing assessment as part of the normal course of teaching, to determine a descriptor for the attainment your son has shown in that topic area. These will be one of four which are –

- *Emerging*
- *Developing*
- *Securing*
- *Mastering*

There is an assessment map for each subject that will explain, in detail, how these descriptors are determined. We'd hope that you use all this information to have an in-depth conversation with your son when he receives a descriptor in his subjects. You will be able to see what he has covered, and the assessment maps will show what he needs to work on and what he needs to maintain. These should allow for very targeted conversations for improvement, where and when required.

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Section 1: Year 7
Curriculum
Subjects

CREATIVE DESIGN

Creative Design Department Intent

At the heart of our curriculum is a desire to engage all pupils in a creative experience which is broad, balanced and promotes enjoyment of both Art and Design Technology subjects. We believe that the iterative nature of both subjects develops skills of reflection and practical problem solving that are key to success in life. We want pupils to ask questions about what they experience in their visual environment, whilst connecting to the wider world. In both subject areas, projects are taught within a context of historical and contemporary practice, and we choose artists and designers that will challenge the ideas of pupils. We encourage all pupils to confidently express themselves and to create very personal responses to starting points.

Art

'Every child is an artist. The problem is how to remain an artist once he grows up.' - Pablo Picasso

Within the subject area of Art, we strive to nurture and foster an environment where pupils can discover their own creative talents within a safe and respectful atmosphere where creativity can flourish. We encourage pupils to explore all aspects of art, craft, and design through an exciting and engaging curriculum. We do not specialize in one media area within the subject, as we believe that by allowing pupils to explore a wide range of materials and techniques provides the best scope for personal and independent creative development. We aim to develop artistic and creative thinkers and pupils who are respectful of their peers and the different genres within art, craft, and design. Pupils are encouraged to discuss their own artwork as well as existing practitioners, developing independent thinkers who can successfully articulate opinions.

Design & Technology

'An inventor's path is chorused with groans, riddled with fist-banging and punctuated by head scratches.' - James Dyson

Design Technology aims to encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives. We want to teach our students to work in an iterative way using a variety of creative strategies that will encourage them to approach problem solving with an open mind. We aim to produce creative, critical thinkers who have the courage and confidence to contribute to the world around them. We provide a safe and respectful atmosphere where their creativity can flourish, they can solve problems and are not afraid to make mistakes throughout the creative process. The curriculum in Creative Design (D&T) allows students to experience a range of different areas in design including CAD/CAM, Product Design, Industrial Design, Graphic Design and Resistant Materials. We aim for students to realise the relevance of design in our modern world whilst raising awareness of career choices and engendering a love of the subject.

Curriculum Content:

ART - Curriculum Maps:

KEY STAGE 3

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from primary where students have had a variety of different experiences within the Art curriculum. Pupils remain with the same teacher throughout the year and study the different areas of the subject with that teacher.

ART – Curriculum Maps:

Key Stage 3 - YEAR 7 – THEME ‘ELEMENTS’

Pupils will be studying the theme ‘Elements’ in Art this year. This is sub-divided into the following 3 projects:

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept
<p>Concept theme – Underwater Art</p> <p>Mark-making experimentation (tonal media) Mark-making application (tonal media/fish focus/Vincent Scarpace) Analytical drawing (tonal/fish focus) Contextual investigation & understanding (Gyotaku/printmaking/Vincent Scarpace mini-project)</p>	<p>Concept theme Underwater Art</p> <p>Collagraph print plate design and production (card & multimedia/fish focus) Collagraph printing (two colour process) Reflection & evaluation</p>	<p>Concept theme - Flora & Fauna</p> <p>Introduction to colour theory (primary, secondary, tertiary & complementary) Watercolour techniques (colour/coral focus) Contextual investigation & understanding (Helen Wells/watercolour/coral focus)</p>	<p>Concept theme - Flora & Fauna</p> <p>Contextual understanding (Mary Button Durell, Tara Donovan & Jason Decaires Taylor/3-D construction) Experimental coloured surfaces on paper (watercolour/coral focus) Paper construction (colour, texture, form/coral focus) Reflection & evaluation</p>	<p>Concept theme - Entomology</p> <p>Observational drawing (colour) Colour theory (multimedia & acrylic/iridescent colour) Experimental paint layers on paper (acrylic washes, sgraffito etc) Wire construction</p>	<p>Concept theme - Entomology</p> <p>Contextual investigation & understanding (Isabel Dodd, Ruth Asawa, Theo Kaccoufa & Priscilla Edwards/wire construction) Wire & paper Construction Reflection & evaluation</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • One extended independent task • Two teacher ‘GMA assessments’ focused on AO1 & AO3 • Homework tasks 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Two teacher ‘GMA assessments’ focused on AO2 & AO4 • Homework tasks 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Two teacher ‘GMA assessments’ focused on AO2 & AO3 • Homework tasks 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • One extended independent task • Two teacher ‘GMA assessments’ focused on AO1 & AO4 • Homework tasks 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Two teacher ‘GMA assessments’ focused on AO2 & AO3 • Homework tasks 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Two teacher ‘GMA assessments’ focused on AO1 & AO4 • Homework tasks
<ul style="list-style-type: none"> • The specified order of teaching within each project may vary due to access to equipment within the department. • ‘Ready, Steady’ standalone activities will be offered at various stages throughout the academic year. 					

DESIGN TECHNOLOGY - Curriculum Maps:

Key Stage 3 – YEAR 7

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from primary where students have had a variety of different experiences within the D&T curriculum. Students remain with the same teacher throughout the year and study the different areas of the subject with that teacher including health and safety and safe working practices, traditional hand and machine use, material properties and characteristics, key designers and design movements, and CAD/CAM basics.

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p>SUBJECT INTRO Knowledge audit Introduction to the subject Techniques: Design areas, health and safety, workshop rules. Case study on ALESSI design company and introduction to the design process. Booklet making to create own design info booklet on ALESSI</p> <p>WOODEN TRAIN H&S of how to use tools in the workshop Intro to categories of wood and working properties of wood. Intro to working practices including vice, tenon saw, file, sanding. Basic marking out techniques</p> <p>ASSESSMENT WEEK 1</p>	<p>WOODEN TRAIN (Cont) Removing materials techniques and processes Basic joining wood techniques – pinning, pva, butt, down and drilling Surface finishes and their importance Practical outcome assessment and evaluation and conclusion writing Technical drawing and working drawings Orthographic projection</p> <p>CAD TUTORIALS FOR SKETCHUP</p> <p>CHRISTMAS PACTICAL PROJECT (Reindeer) Use of scroll saws and coping saw to cut out material Material properties Sanding and filing skills Decoration and finishing techniques tessellation</p>	<p>CAD TRAIN PRODUCTION Introduction to the basic elements of CAD software – 2d Design and Google Sketchup Discussing why CAD is important for the future Basic bitmap contouring techniques Measurements and delete functions, moving and scaling Extruding and positioning, rotating Tutorial work on Sketchup to improve design skills and application of ideas. – Tutorials 1-12</p> <p>STRUCTURES PROJECT What is a structure Types of structures Reinforcing frame structures Forces Orthographic projection Bridge practical construction</p>	<p>STRUCTURES PROJECT Cont. Bridge practical construction continued Testing Evaluating skills</p> <p>PEN TOPPERS Investigation techniques to include work of others (existing products) and the ITERATIVE design process Basic specification writing for the project Development of initial design techniques and strategies Final design and dimensions – discussion on methods of presenting Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods</p> <p>ASSESSMENT WEEK 2</p>	<p>PEN TOPPER Cont. Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods continued exploration Basic process of testing and evaluating their work and the work of others. Evaluation writing</p> <p>CAD/CAM PROCESSES EARPHONE Situation and design brief writing Independent but frameworked research and investigation to include differences in primary and secondary research Simple task analysis and context exploration Ergonomics and primary research into hand sizes Independent specification writing with some justifications Design skills and generation of ideas</p>	<p>Peer and self-evaluation of design proposals considering ACCESSFM Model making CAD designing Laser cutter introduction and basic skills CAM Testing and evaluation of final outcome.</p> <p>EXAM CONTENT Section 1 Practice exam paper Section 2</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Baseline assessment H&S AO2 prototype making 	<ul style="list-style-type: none"> Practical working skills and tool use H&S within the workshop 	<ul style="list-style-type: none"> Design model making assessment End of project assessment will 	<ul style="list-style-type: none"> Practical outcome assessment End of unit assessment grade 	<ul style="list-style-type: none"> 2d CAD drawing assessment Booklet unit assessment grade 	<ul style="list-style-type: none"> Practical outcome Mini assessment preparation for end of year

<ul style="list-style-type: none"> • Use of tools and machinery • Homework assessments • Assessment week perspective drawing activity 	<ul style="list-style-type: none"> • Practical outcome will generate attainment grade • CAD outcome • Outcome of Christmas Project • Homework assessments 	<p>generate attainment grade</p> <ul style="list-style-type: none"> • Practical outcome testing • Homework assessments 	<ul style="list-style-type: none"> • Homework assessments • Assessment week outcome 	<ul style="list-style-type: none"> • Practical outcome assessment grade • Homework assessments 	<ul style="list-style-type: none"> • End of year assessment • Homework assessments
<ul style="list-style-type: none"> • The specified order of teaching within each project may vary due to access to equipment and the availability of the technician within the department. • 'Ready, Steady Activities' standalone activities will be offered at various stages throughout the academic year. 					

You can assist your son with his studies in the following ways:

- Provide a broad range of creative materials for home use, eg shading pencils, acrylic paints collage papers, glue and scissors
- Provide a clear flat working space that has a protective surface
- Direction towards appropriate websites that have a suitable level of detail
- Research into relevant artists, concepts or cultures
- Encouragement of the appreciation of the aesthetic nature of the environment
- Visits to local, national or international galleries and exhibitions

Curriculum and Assessment Map: Art & Design (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>Student can:</p> <p>Demonstrate an exceptional ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Evidence an exceptional ability to demonstrate critical understanding of sources</p>	<p>Student can:</p> <p>Demonstrate a highly developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Evidence a highly developed ability to demonstrate critical understanding of sources</p>	<p>Student can:</p> <p>Demonstrate a generally consistent ability to effectively develop ideas through purposeful investigations.</p> <p>Evidence a generally consistent ability to demonstrate critical understanding of sources.</p>	<p>Student can:</p> <p>Demonstrate some ability to develop ideas through purposeful investigations.</p> <p>Evidence limited ability to demonstrate critical understanding of sources.</p>
<p>AO2</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Evidence an exceptional ability to thoughtfully refine ideas with discrimination.</p> <p>Evidence an exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence a highly developed ability to thoughtfully refine ideas.</p> <p>Evidence a highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence a generally consistent ability to thoughtfully refine ideas.</p> <p>Evidence a generally consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence some ability to refine ideas.</p> <p>Evidence some ability to select and experiment with appropriate media, materials, techniques and processes.</p>
<p>AO3</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Evidence an exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence a highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence a generally consistent ability to effectively record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>
<p>AO4</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Evidence an exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>Evidence an exceptional ability to demonstrate understanding of visual language.</p>	<p>Evidence a highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>Evidence a highly developed ability to demonstrate understanding of visual language.</p>	<p>Evidence a generally consistent ability to effectively present a personal and meaningful response and realise intentions.</p> <p>Evidence a generally consistent ability to demonstrate understanding of visual language.</p>	<p>Evidence some ability to present a personal and meaningful response and realise intentions.</p> <p>Evidence limited ability to demonstrate understanding of visual language.</p>

Curriculum and Assessment Map: Design Technology (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
AO1: Investigation	<p>Student can:</p> <p>Gather an <u>extensive range</u> of inspiring images for research, which is relevant and focused.</p> <p>Analyse all information and be able to <u>explain the importance</u> and relevance linked to the topic.</p> <p>Consider all the customer and user needs through using a variety of focused and relevant secondary and primary research.</p> <p>Be able to provide a <u>detailed analysis</u> of existing products which are relevant to the design intention.</p> <p>Show an awareness of social and environmental concerns when researching.</p>	<p>Student can:</p> <p>Gather a <u>wide range</u> of inspiring images for research, which is relevant and focused.</p> <p>Analyse all information gathered and show explanation in their work and understanding of that information.</p> <p><u>Consider the customer and user needs</u> through using relevant secondary and primary research.</p> <p>Be able to provide a detailed analysis of existing products which are relevant to the design intention.</p>	<p>Student can:</p> <p>Gather a range of inspiring images for research, which is relevant to the topic.</p> <p><u>Analyse some information</u> to create relevant specification points.</p> <p>Consider some of the customer and user needs through <u>using basic secondary</u> and primary research.</p> <p>Be able to provide an analysis of existing products which are mostly relevant to the design intention.</p>	<p>Student can:</p> <p>Gather some inspiring images for research. Can analyse some information.</p> <p>Consider some of the customer and user needs through using secondary research.</p> <p>Can analyse existing products that are somewhat relevant to the design intention.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO2: Design and Development	<p>Student can:</p> <p>Produce creative, <u>imaginative and innovative</u> ideas, with a <u>high level of accuracy</u> and consistency, considering, functionality, aesthetics and innovation.</p> <p>Consider ongoing research that is both relevant and focused including group feedback.</p> <p><u>Show a high level</u> of development work with experimentation, using a range of 2D/3D techniques and mathematical modelling, including CAD where appropriate to ensure the prototypes fully meet its purpose.</p> <p>Consider social, moral, <u>environmental</u> issues and sustainability..</p>	<p>Student can:</p> <p><u>Produce a Creative and Imaginative</u> ideas, with a good level of accuracy and consistency, considering, functionality, aesthetics and some innovation.</p> <p>Show that developments take into account their ongoing research.</p> <p>Show a <u>good level of development</u> work with a variety experimentation is evident, using a range of 2D/3D techniques and mathematical, including CAD where appropriate with at least one physical model fit for purpose.</p>	<p>Student can:</p> <p>Produce good ideas have been developed with some reference to functionality.</p> <p>Show that their developments have been made and consider ongoing research.</p> <p>Produce development work with some experimentation of 2D/3D techniques and mathematical modelling awareness.</p> <p>Produce show a <u>simple</u> understanding of CAD and how it relates to the project.</p>	<p>Student can:</p> <p>Produce some ideas (2 or more) have been developed with some reference to functionality.</p> <p>Show that further developments have been made that consider simple ongoing research.</p> <p>Produce development work with some basic experimentation of 2D/3D techniques.</p> <p>Create a simple CAD file.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO3: Make	<p>Students can:</p> <p>Create a prototype that shows a high level of making /finishing skills that are appropriate.</p> <p>Ensure all specified tolerances have been met.</p> <p>Use safely and correctly all relevant and specific hand and machine tools, materials and equipment (including CAM where appropriate)</p> <p>Evidence these machines and tools have been consistently operated at a high level safely.</p> <p>Work independently to produce and high quality prototype that could be commercially viable with development.</p>	<p>Students can:</p> <p>Create a prototype that shows a good level of making /finishing skills that are appropriate,</p> <p>Ensure most of the specified tolerances have been met.</p> <p>Use safely and correctly Relevant hand and machine tools, materials and equipment (including CAM where appropriate)</p> <p>Shown that all machines and tools have been consistently operated skilfully and safely.</p> <p>Work independently to produce a good quality prototype that could be commercially viable with further development.</p>	<p>Students can:</p> <p>Create a prototype that shows a fair level of making /finishing skills that are appropriate</p> <p>Some of the specified tolerances have been met.</p> <p>Show that relevant hand and machine tools, materials and equipment have been operated correctly and safety.</p> <p>Create a potentially commercially viable with further development with assistance.</p>	<p>Students can:</p> <p>Create a prototype that shows a basic level of making /finishing skills that are not always appropriate,</p> <p>Limited tolerances have been achieved.</p> <p>show that relevant hand and machine tools, materials and equipment have been operated correctly and safety however they have not always been appropriate and have required guidance.</p> <p>Create a prototype with assistance but this may need much further development to make it commercially viable.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO4: Test and Evaluate	<p>Students can: Conduct <u>detailed and appropriate</u> testing within the design and making process. Be able to <u>fully evaluate all aspects</u> of the project work taking into account the user's opinion. <u>Fully reflect on all aspects</u> of the project and draw conclusions. Identify strengths and areas for development in <u>detail</u>. Continuously evaluating work throughout the project. Explain in detail a <u>wide range of improvements</u> that were made/need to be made and <u>why</u>.</p>	<p>Students can: Conduct <u>detailed</u> testing within the design and making process. Be able to <u>evaluate all aspects</u> of their work taking into account <u>the user's opinion</u>. Reflect <u>on all aspects</u> of their work and progress. Identify strengths and areas for development <u>in some detail</u>. Continuously evaluating work <u>throughout the project</u>. <u>Can explain</u> a good range of improvements that were made/ need to be made and <u>why</u>.</p>	<p>Students can: Conduct some testing within the design and making process <u>on with some assistance</u>. Be able to evaluate most aspects of the work taking their own opinion and <u>a 3rd party's</u> opinion. Reflect on most aspects of the work and progress. Identify <u>some</u> strengths and areas for development. <u>Small improvements given</u>.</p>	<p>Students can: Conduct some testing within the design and making process lead by the teacher. Be able to evaluate some aspects of their work taking mostly into account their own opinions. No 3rd party opinion is taken into account Can identify some simple strengths and areas for development in their project.</p>

BIOLOGY

Biology Department Intent

The Biology team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds & build relationships with learners. All students are unique and we want students to thrive in their Biology lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

Science and the understanding of Biology is integral to everyday life. As a department we have agreed the aim of our curriculum is to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in Science. Learners should leave WGSB having studied a curriculum that not only covers the key concepts set out in the National Curriculum and the exam board specifications, but confident in biological vocabulary and able to apply their knowledge to the world around them. We want to develop well rounded Scientists who are able to confidently plan and conduct investigations, and who are able to evaluate methods always questioning experimental design.

As a department we are continuously striving to deliver the highest quality provision for our students and so alter the teaching order and content of the units to reflect current events or the needs of our learners. Modules allow for retrieval of previous work covered and students very quickly adapt to the teaching routines used within the department. The current Year 7 students are following the teaching order below whereas Year 8 are following a slight detour from this. All students when they begin a key stage are provided with a tracking trail and module work booklets, which contain the specification points covered in each unit and key term/definition lists to help with literacy.

**BIOLOGY - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Lab safety & Cells Safety & equipment; Life processes; Microscopy; Animal cells & plant cells	Cells & Reproduction Human reproduction; Transplants; Plant reproduction	Reproduction Human reproduction; Transplants; Plant reproduction	Diet and Digestion Food components; Balanced diets; Digestive organs; Enzymes	Diet and Digestion Food components; Balanced diets; Digestive organs; Enzymes	Ecosystems Food security; Bioaccumulation
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Cells GMA 1 – October Homework tasks 	<ul style="list-style-type: none"> Cells end of unit test – November Reproduction GMA 1 – December 	<ul style="list-style-type: none"> Reproduction end of unit test – February 	<ul style="list-style-type: none"> Diet and Digestion GMA 1 – March 	<ul style="list-style-type: none"> Diet and Digestion end of unit test – May 	<ul style="list-style-type: none"> Synoptic summer exam – June Ecosystems end of unit test – July

CHEMISTRY

Chemistry Department Intent

The Chemistry team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. All students are unique, and we want students to thrive in their Science lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better.

As a department we have agreed that the aim of our curriculum is to prepare students to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in science. As a result, we have agreed on the following 8 key concepts that mirror those identified in the national curriculum...

- 1) The Particulate Nature of Matter
- 2) Atoms, Elements and Compounds
- 3) Pure and Impure Substances
- 4) Chemical Reactions
- 5) Energetics
- 6) The Periodic Table
- 7) Materials
- 8) Earth and Atmosphere

The focus on these concepts is not new, they have been the backbone of our curriculum for years. There is an ongoing process to ensure that they are covered in sufficient depth across each year group's scheme of work and that they are developed effectively through the key stages.

CHEMISTRY - Curriculum Maps:
Key Stage 3 – YEAR 7

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
7F Chemical Reactions <ul style="list-style-type: none"> • Chemical Reactions and Physical Changes • Metals & Acids • Combustion 	7F Chemical Reactions <ul style="list-style-type: none"> • Fire Safety • Fuels • Practical Skills 	7G Particle Theory <ul style="list-style-type: none"> • States of Matter • Changes of State • Diffusion • Pressure 	7E Acids & Alkalis <ul style="list-style-type: none"> • Indicators • pH Scale • pH Curves • Practical Skills 	7H Explaining the Earth <ul style="list-style-type: none"> • Weathering • Sedimentary Rock • Igneous Rock • Metamorphic Rock 	7H Explaining the Earth <ul style="list-style-type: none"> • The Rock Cycle Materials <ul style="list-style-type: none"> • Metals & Alloys • Plastics • Synthetic Materials
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test 	<ul style="list-style-type: none"> • Homework tasks • An assessment of your son's practical skills over 2-3 lessons. • An end of unit test 	<ul style="list-style-type: none"> • Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test • An end of unit test 	<ul style="list-style-type: none"> • Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test • An end of unit test 	<ul style="list-style-type: none"> • Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test 	<ul style="list-style-type: none"> • The start of this term has an extended written, formal examination covering all skills & topics covered to date • An end of unit test • Homework tasks

PHYSICS

Physics Department Intent

The Physics team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. All students are unique, and we want students to thrive in their Physics lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

Physics and the understanding of Physics is integral to everyday life. Physics is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Physics is important because it has helped to form the world that we live in today. With this in mind, the goal of Physics department is to prepare students to be responsible adults in an increasingly complex and dynamic world.

The Physics curriculum provides students with the foundations to understand the inner workings of this world using scientific processes and concepts from all fields of endeavour: the Physics department aims to grasp students' curiosity as much as possible through exciting lessons; creating an environment where students will need to critically think and provide logical reasoning using various methods of investigation, such as observation, comparison, experimentation, and mathematical manipulation of data.

**PHYSICS - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p>Safety in the Lab Intro to forces Squashing and Stretching Drag forces and friction</p>	<p>Forces at a distance Balanced and unbalanced Charging up (static) Circuits and current</p>	<p>Potential Difference Series and Parallel Resistance (ohms law)</p>	<p>Magnets and fields Electromagnets Using electromagnets</p>	<p>Food and fuels Energy adds up Energy and temperature Energy transfer (conduction and convection) Energy transfer radiation</p>	<p>Energy resources Energy and power Work, energy and machines Space Project (independent presentations and 2 lesson review)</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Forces test 1.1-1.3. Homework Tasks 	<ul style="list-style-type: none"> Forces test 1.4-1.5 which will help generate an attainment grade Homework Tasks 	<ul style="list-style-type: none"> Electricity Test 1.1-1.5 Homework Tasks 	<ul style="list-style-type: none"> Electricity Test 1.5-1.8 which will help generate an attainment grade Homework Tasks 	<ul style="list-style-type: none"> Homework Tasks 	<ul style="list-style-type: none"> Extended written, formal examination covering all skills & topics covered to date Homework Tasks

Curriculum and Assessment Map: Science (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.</p>	<p>Student can consistently:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Link ideas from different topics together and apply this to unique situations.</p>	<p>Student can regularly:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Link ideas from different topics together and apply this to unique situations.</p>	<p>Student can occasionally:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Link ideas from different topics together and apply this to unique situations.</p>	<p>Student are beginning to:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Link ideas from different topics together and apply this to unique situations.</p>
<p>AO2</p> <p>Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.</p>	<p>Students can consistently:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods & state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p> <p>Apply mathematical techniques.</p>	<p>Student can regularly:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods & state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student can occasionally:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods & state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student are beginning to:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods & state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>

<p>AO3</p> <p>Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.</p>	<p>Student can consistently:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student can regularly:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models</p>	<p>Student can occasionally:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student are beginning to:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>
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You can assist your son with his studies in the following ways:

- Encourage him to make full use of the work books provided.
- Direct him towards science websites that have a suitable level of detail for KS3 pupils e.g. KS3 Bitesize revision websites.
- Taking part in educational games/quizzes.
- Reading popular science books.
- Watching and discussing science related programmes on television.
- Check SIMS to see which homework has been set for your son

COMPUTER SCIENCE

Computing & IT Department Intent

Computer scientists appreciate the need to adapt their way of thinking to include algorithmic thinking. They can analyse a problem and understand sets of requirements within limited boundaries. They then try to interpret this real-world experience and translate it into designing and implementing efficient and successful computer programs. These programs can be initiated on standalone machines or sometimes built on broader web-based frameworks. An appreciation of the power of the individual computer machine is beneficial, but also the idea of the even more powerful concept of bringing together many networked computer machines to communicate and share resources. It is important not to underestimate the benefits of the largest network of all, the Internet. However, although it is important to appreciate these wider concepts, it is also important to focus in on some of the minutia of how computers work and essentially how they use binary and logic to achieve their outcomes. All these developments in Computer Science have impacts on society and the world around us and it is important that we don't view these developments in isolation.

The early years curriculum in Year 7 and 8 has been designed to focus on many of these important key themes. The pupils learn some of the fundamentals of programming through using the python programming language and have a go at generating their own game using PyGame. They are also able to branch out to understand some of the key programming principles underpinning the creation of web pages using HTML and CSS. These programming skills are placed against a backdrop of understanding the key concepts and computer components that go to make up hardware and software. The individual computer machine when placed in a computer network are further enhanced by an appreciation of how computers work together. Ultimately, pupils can share a greater appreciation of how the biggest network of all, the Internet, works and integrates people's living experiences. In stepping back to appreciate the bigger picture, pupils also study different computer number systems and how these are involved in arithmetic and logical operations to form the fundamental workings of the individual computer.

Computer systems can integrate with other systems, communicate with large audiences, and provide scaled response times to react to changes in circumstances. The world is a fast moving and changing environment. We need to equip pupils with the necessary tools for decomposing problems in order to solve them, pursuing algorithmic thinking whilst abstracting necessary concepts and a critical ability to review progress. However, pupils must also remain open to new ideas. It is important that these core themes are placed within a moral and a legal framework to guide pupils in the right way to use technology.

**Computer Science - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Computer Hardware, Components of Computer Systems, Peripheral Devices	Introduction to spreadsheets Basic formulae to complete calculations Conditional formatting and importing/manipulating data	Binary numbers and logic Conversions between number systems Binary addition Logic gates and truth tables	Data Representation in computer systems (sound, images, characters)	An introduction to Python programming Key programming techniques	An introduction to algorithms and flowcharts Creating algorithms, flowcharts for scenarios Analysing key types of algorithm
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> A written assessment covering the Computer Hardware and components topic 	<ul style="list-style-type: none"> A written assessment in relation to spreadsheet software and key formulae 	<ul style="list-style-type: none"> A written assessment in relation to binary numbers, conversions and logic 	<ul style="list-style-type: none"> A written assessment on how various types of data are represented in computer systems 	<ul style="list-style-type: none"> An electronic programming assessment using key techniques 	<ul style="list-style-type: none"> A written examination covering algorithms and flowcharts

Curriculum and Assessment Map: Computing (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
Unit 71: Computer Hardware and Peripherals	<p>Students can:</p> <p>Demonstrate an advanced understanding of internal and external components including ones you could find on the motherboard. Give a wide range of examples of hardware and peripherals.</p>	<p>Students can:</p> <p>Define hardware and understands the role of peripheral devices Give many different examples of hardware and peripheral devices Understand what input / output means and give examples</p>	<p>Students can:</p> <p>Show some knowledge of what hardware is and has some understanding of the role Give three to four examples of hardware and peripheral devices Understand what input / output means</p>	<p>Students can:</p> <p>Show some understanding of what constitutes hardware / peripheral devices. Give a couple of examples of both above</p>
Unit 72: Spreadsheets	<p>Use complex functions and formulas such as IIF, Lookups or other advanced features</p> <p>Validate data, add rules to check data input. Use absolute / relative referencing</p>	<p>Use standard functions and formulas such as SUM, Average and min / max Use multiple worksheets to navigate and exchange data between Demonstrate that data validation is in evidence.</p>	<p>Use some formulae and functions to process data on worksheets</p> <p>Limited to a couple of worksheets to present data Produce a layout of data that is professional and mostly complete</p>	<p>Show evidence of the odd formula / function being used if at all. Produce work that is limited to a single worksheet Show limited functionality across the spreadsheet</p>

Descriptors	Mastering	Securing	Developing	Emerging
<p>Unit 73: Binary Numbers and Logic Gates (unit includes the following: Binary, Denary, Binary Addition, Logic Gates)</p> <p>Unit 74: Data Representation (Images (Bitmap/Vector, Sound, Character)</p>	<p>Students can:</p> <p>Manage to achieve a very good grasp of AND, OR, NOT logic gates</p> <p>Apply logic gates in accurate and complex combinations</p> <p>Use binary numbers meaningfully within the context of conversions.</p> <p>Demonstrate a complete knowledge of how data is represented across different media</p> <p>Understand the difference between bitmap and vector images.</p> <p>Understand how images and sounds are formulated and file sizes calculated.</p>	<p>Students can:</p> <p>Demonstrate a good grasp of using and manipulating logic gates (AND, OR, NOT)</p> <p>Apply logic gates consistently to simple situations.</p> <p>Convert between the binary and denary number systems</p> <p>Demonstrate a good knowledge of how data is represented across different media</p> <p>Understands some key differences between bitmap and vector images.</p> <p>Understands how images and sounds are formulated and simple file sizes calculated.</p>	<p>Students can:</p> <p>Understand some of the concepts behind AND, OR, NOT gates.</p> <p>Combine two or three logic gates well.</p> <p>Struggle to comprehend and apply binary / denary number systems.</p> <p>Demonstrate a reasonable knowledge of how data is represented across different media</p> <p>Understand that bitmap and vector images are different how images and sounds are formulated and some file size calculations.</p>	<p>Students can:</p> <p>A rudimentary grasp of logic gates and how to apply them.</p> <p>Struggle to understand how data is represented across different media</p> <p>Understand that bitmap and vector images are different</p>

Descriptors	Mastering	Securing	Developing	Emerging
Unit 75: Algorithms (Define Algorithm, Pseudocode, Flowcharts etc.)	Students can: Grasp the concept of an algorithm and apply this knowledge in many different contexts. Understand how to recognise and apply pseudocode concepts to quite complex coding structures Understand how to apply flowcharts to quite complex algorithmic structures	Students can: Grasp the concept of what an algorithm is and how it can be used Understand how to recognise and apply pseudocode concepts to simple Understand how to apply flowcharts to quite simple algorithmic structures	Students can: Are able to grasp the concept of what an algorithm is. Understands how to recognise and apply basic pseudocode statements Understands how to draw basic flowcharts structures	Students can: Finds the concept of what an algorithm is confusing and is gets mixed up between it and a program. Attempts to represent pseudocode, but with errors Struggles to use flowchart concepts and put together the symbols used to represent a sequence of commands
Unit 76: Python Programming (Input/Output/V ariables/If Statements/Whi le/For/Quiz Development)	Programme to Input / Output data values Programme to store data items in variables or lists Use if statements or nested if statements as part of the programming Use iteration concepts such as WHILE / FOR loops.	Programme to input / Output data values Store data items in variables or simple lists Use if statements part of the programming Use simple concepts such as WHILE / FOR loops.	Input / Output data values Store data items in variables Use if statements as part of the programming in simple scenarios	Input / Output data values Store data items in variables

You can assist your son with his studies in the following ways:

If pupils have access to a computer at home, further practice of skills gained in the lesson would be of benefit. Demonstrating elements of the lesson to parents can be a helpful way to consolidate knowledge.

Programming Resources

Python Programming Language: Pupils can make use of the following website, to download and install the Python programming language for free: <https://www.python.org/downloads/>

The following tutorials can be helpful in learning the Python programming language:

- *Code Academy: Python* <https://www.codecademy.com/learn/python>
- *Tutorialspoint: Python* <http://www.tutorialspoint.com/python/>

Ruby Programming Language: Pupils can download the Ruby programming language from the following web address for free: <https://www.ruby-lang.org/en/downloads/>

The following tutorials can be helpful in learning the Ruby programming language:

- *Code Academy: Ruby* <https://www.codecademy.com/learn/ruby>
- *Tutorialspoint: Ruby* <http://www.tutorialspoint.com/ruby/>

Web Resources

- *KS3 Computer Science Wikibooks* https://en.wikibooks.org/wiki/KS3_Computing
- *BBC Bytesize Computer Science* <http://www.bbc.co.uk/education/subjects/zvc9q6f>
- *Computing at School (CAS)* <http://www.computingschool.org.uk/>
- *Code hero* <http://primerlabs.com/codehero>
- *Scratch Community* <http://scratched.gse.harvard.edu/>
- *National Museum of Computing* <http://www.tnmoc.org/>

ENGLISH

English Department Intent

The English team at Wirral Grammar School for Boys wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. The curriculum has deliberately designed to encompass a broad curriculum which exposes students to a wide variety of writers and ideas. English is essential to the academic and personal development of all pupils as it encourages the study of humanity and empathy. Students are pushed to consider alternative and challenging points of view and then use evidence to substantiate their ideas. Overall, the study of English Language and Literature fosters a world view and ensures students experience ideas beyond their own environments.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening

**ENGLISH - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><i>A Monster Calls</i> Evaluation of character Viewpoints of different characters Inferences Reading skills</p>	<p>Cultural Poetry Developing an understanding of local, national and international cultures through different poems.</p>	<p>Detective Fiction Introducing a new genre to pupils Encouraging them to infer and deduce language and clues <i>The Speckled Band</i> by Arthur Conan Doyle – challenging nineteenth century literature</p>	<p>Creative Writing Focus on ‘show don’t tell’ Use of sensory language Creation of mood/tone Ambitious vocabulary</p>	<p>Non-fiction – crime and punishment. Variety of non fiction extracts which examine crime and punishment within society ranging from nineteenth century to the present day. Letter/article writing using anthology as a stimulus</p>	<p>Frankenstein – the play Introduces the genre of play writing to pupils. Understanding of stagecraft</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Q: How does Patrick Ness use language to present Connor’s feelings? This will generate a reading level.</p>	<p>Q: How is culture represented in the poem? This will generate a reading level.</p>	<p>Q: How does Doyle use language to create tension? This will generate a reading level.</p>	<p>Creative Writing piece based on an image. This will generate a writing level.</p>	<p>Letter/speech based on whether capital punishment should be universally banned. This will generate a writing level.</p>	<p>Speaking and listening grade EITHER based on a performance OR a presentation on how we treat those in society that are vulnerable.</p>

Curriculum and Assessment Map: English writing (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO5</p> <p>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.</p>	<p>Student can:</p> <p>Often write an imaginative response that will interest the reader. Write in the style typical of the text required and able to adopt a relevant style and form.</p> <p>Adapt tone, style and register to suit the audience and purpose of a piece. Use of the appropriate level of formality.</p> <p>Use structure to create distinct, purposeful effects. Connectives, discourse markers and other sophisticated methods are used to link ideas.</p>	<p>Student can:</p> <p>At times, write imaginatively and gain the reader’s interest. Attempt to use the style typical of the text required.</p> <p>At times, use appropriate tone to suit the audience and purpose of a piece. Sometimes use the correct level of formality.</p> <p>Use paragraphs to make writing clear and to enable the reader to follow the text. Simple connectives are employed.</p>	<p>Student can:</p> <p>Attempt to write imaginatively, often with support and/or writing frames. Attempt to use the style typical of the text required, often with support.</p> <p>Attempt to use tone to suit audience and purpose. Demonstrate an understanding that formality can change, but needs support to apply this.</p> <p>Use paragraphs to sequence ideas in a piece of writing. Simple connectives are used, but not always correctly.</p>	<p>Student can:</p> <p>Offer a simple outline for the text required. Understand that different forms and purposes are required, but cannot apply techniques.</p> <p>Offer a simple variation in formality (a letter to complain).</p> <p>Attempt to use paragraphs, with support. Attempts to use connectives, though not consistently.</p>

Curriculum and Assessment Map: English writing (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO6</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Use vocabulary to entertain and delight the reader, always in the correct context.</p> <p>Uses a range of appropriate sentence forms for effect. Uses Standard English appropriately with some control of complex grammatical structures.</p> <p>Use a range of challenging punctuation accurately.</p> <p>Spell all words correctly, including ambitious and uncommon words.</p>	<p>Use a growing range of vocabulary, often in context and the correct tense.</p> <p>Uses a growing variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures</p> <p>Use commas and full stops accurately.</p> <p>Spell most words correctly, including some ambitious and uncommon words.</p>	<p>Select language to suit the purpose of the piece, often using basic vocabulary.</p> <p>Attempts a variety of sentence forms. Some use of Standard English with some control of agreement.</p> <p>Use full stops accurately. Commas are used but often appear in comma splicing.</p> <p>Spell most common words correctly.</p>	<p>Use some words that link to the topic in question. Often needs a word bank to support learning.</p> <p>Simple range of sentence forms. Support needed when structuring sentences.</p> <p>Attempt to use commas and full stops, but needs support to identify where they should go.</p> <p>Attempt to spell common words, often with support.</p>

Curriculum and Assessment Map: English reading (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Identify and interpret explicit and implicit information and ideas</p> <p>Select and synthesise evidence from different texts</p> <p>Read, understand, and respond to texts</p> <p>AO2</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant terminology to support their views.</p> <p>Analyse the language, form and structure used by a writer to create effects, using relevant subject knowledge where appropriate.</p>	<p>Student can:</p> <p>Find the relevant points in a text and link ideas to other texts.</p> <p>Support ideas with relevant quotations from a text.</p> <p>Communicate, in detail, how the writer has created layers of meaning (both implicit and explicit).</p> <p>Explain most reasons why the writer has chosen to structure the text in a certain way. Offer some explanation of the effect on the reader.</p> <p>Identify and explain the effects of key words in a text. There are signs that the student can independently analyse in detail and consider the effect on the reader.</p> <p>Appropriate level of terminology can be used accurately.</p>	<p>Student can:</p> <p>Find some relevant points in a text and recognise general links in other texts.</p> <p>Support ideas with quotations from a text.</p> <p>Comment on the hidden meanings in a text and begin to communicate how the writer has created layers of meaning.</p> <p>Select some structural features and comment on how the writer chose to use such techniques (short sentences etc).</p> <p>Identify and comment on key words and connotations in a text and offer simple analysis. The student independently recognises that the words have been selected to affect the reader.</p> <p>Some terminology can be used accurately.</p>	<p>Student can:</p> <p>Identify the main points in a text and can link to key themes in other texts.</p> <p>Generally, find a quote to link with theme or idea.</p> <p>Use inference occasionally, without support.</p> <p>Identify basic structural features and comment on the effect on the reader (bullet points, topic sentences etc).</p> <p>Identify and offer connotations of key words in a text, without support. Understand that the writer has carefully selected the language to affect the reader – with some assistance.</p> <p>Basic terminology (noun, adjective, etc) can be used, though not always accurately.</p>	<p>Student can:</p> <p>Retrieve key information requested by the teacher in a comprehension style task.</p> <p>Select a word or phrase to link with idea, usually with support.</p> <p>Read a text and comment on the main idea or message.</p> <p>Recognise basic features in a text (paragraphs, subheadings, etc)</p> <p>Select key words and techniques (simile, metaphor, etc).</p> <p>Identify punctuation and some word classes.</p>

Curriculum and Assessment Map: English reading (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO3</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>Student can:</p> <p>Clearly identify the purpose of a text and the writer's viewpoint. Comparisons between two or more texts are clearly communicated; language and structural elements are identified, and the effect explained.</p> <p>Clearly explore the features of different types of texts. Explain, using structured comments, how context can affect meaning.</p> <p>Offer examples from texts to clearly explain their views. Evaluative comments clearly consider the writer's skill and effect on the reader.</p>	<p>Student can:</p> <p>Identify the purpose of a text and offer some understanding of the writer's viewpoint. With support, the student can compare some ideas between two or more texts.</p> <p>Perform some exploration of different text types. Explain, using relevant comments, how context can affect meaning.</p> <p>Offer examples from texts to support their view. Evaluative comments offer some insight into the writer's skill.</p>	<p>Student can:</p> <p>Identify the main purpose of the text and offer some understanding of the writer's viewpoint. Attempt to comment on two or more texts, though comparisons may be vague and undeveloped.</p> <p>Demonstrate some understanding of different text types. Explain, using simple, explicit comments, how context can affect meaning.</p> <p>Offer reference to the text to support ideas, often in a general way. Personal ideas are given rather than evaluative comments.</p>	<p>Student can:</p> <p>Offer a simple comment on the purpose and perspective of the text. Link texts though theme, though often with assistance.</p> <p>Demonstrate simple understanding of different text types. With support, can offer simple, explicit comments on context, but can't always explain how it affects meaning.</p> <p>Offer simple ideas about the text and refer to general ideas. Likes/dislikes are offered in evaluation.</p>

You can assist your son with his studies in the following ways:

Encourage your son to talk about the things he is enjoying or finding difficult. When he is preparing a written key piece please ask him to read it aloud to you as that will often enable him to identify his own mistakes. Please do not correct it for him but encourage him to proofread and evaluate his own work. It is imperative that boys can achieve success both during extended guided reading and writing sessions and in examination conditions and thus the more practice they gain of extended the writing the more proficient they will become.

Reading a range of fiction and non-fiction is always advantageous, even reading the sports section of the newspaper is beneficial (Reading lists are available from the LRC). A reading reward system is in place to enable pupils to gain credit for their wider reading at home.

Literacy: We set high expectations in relation to spelling, grammar and punctuation. It is imperative pupils reflect high levels of competence in this area as it is a key factor in limiting achievement at Key Stage 3 as highlighted in the Grade 9-1 mark criteria. If your son is consistently struggling with an aspect of his literacy, there is a wealth of materials and work sheets available on the school SharePoint and/or School Website to support these needs. By completing extra work to address these areas of weakness, he can also gain commendations from his English teacher.

MODERN FOREIGN LANGUAGES

MFL Department Intent

Our aim, in the MFL department, is centred around equipping students not only with knowledge of French or Spanish, but the skills that will enable them to go on to learn any other language in the future. We believe that studying a language is an opportunity for students to develop their appreciation of different cultures and for them to truly become a world citizen given that as a department we are very much aware of the Brexit 'insecurity' presently.

In addition, students will come to understand the links between the UK and French/Spanish speaking countries and the impact of language skills for the economy through our reference to careers. Knowledge of the language and culture of these countries will enable our students to become more employable locally, nationally, and internationally.

The curriculum intends to enable students to communicate with speakers of the language both in written and spoken form. Also, it aims to increase students' confidence using the language and to enable them to express and explain their ideas about different themes. The department aims to provide a number of opportunities for students to learn outside the classroom through international visits, collaboration with local schools and universities and extra- curricular clubs, competitions and visits.

MFL - Curriculum Maps: French

Key Stage 3 – YEAR 7

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes		Key Themes		Key Themes	
<p>C'est parti!</p> <ul style="list-style-type: none"> Name Age Birthday Numbers <p>Grammatical skills</p> <p>Gender of nouns Definite and indefinite articles conjugation of <i>avoir</i> in the present tense</p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>	<p>C'est parti!</p> <ul style="list-style-type: none"> Classroom items Items in the school bag Colours Introduction of basic connectives, intensifiers Introduction of basic opinions Introduction of basic time phrases <p>Grammatical skills</p> <p>Adjectival agreements using the verb <i>il y a</i> in three tenses Using the negative</p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>	<p>Famille et copains</p> <ul style="list-style-type: none"> Family members Pets Physical descriptions Development <p>Grammatical skills/concepts</p> <p>Review of negative verbs Possessive adjectives Relative Pronoun <i>qui</i> Irregular plural nouns Present tense of regular <i>-er, -ir</i> and <i>-re</i> verbs</p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>	<p>Famille et copains</p> <ul style="list-style-type: none"> Personality adjectives Describing hair and eyes Describing others Development of opinions with justifications <p>Grammatical skills/concepts</p> <p>Review of adjectival agreement Describing oneself and others in three tenses using <i>être</i> and <i>avoir</i></p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>	<p>Chez moi</p> <ul style="list-style-type: none"> Talking about where you live Describing your house Describing your bedroom <p>Grammatical skills/concepts</p> <p>Introduction of the perfect tense – common verbs using <i>avoir</i> Using the verb <i>habiter</i> in three tenses Using prepositions</p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>	<p>Chez moi</p> <ul style="list-style-type: none"> Talking about what you do in the evening Telling the time Larger numbers <p>Grammatical skills/concepts</p> <p>Near future tense Manipulation of more complex language</p> <p>Concepts</p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>
Assessment		Assessment		Assessment	
<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task End of Module test (Reading, Listening and Translation)</p>	<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task End of Module test (Reading, Listening and Translation)</p>	<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p>Knowledge Organiser:</p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task End of Module test (Reading, Listening and Translation)</p>

MFL - Curriculum Maps: Spanish

Key Stage 3 – YEAR 7

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Introducing yourself: <ul style="list-style-type: none"> Name Age Birthday Where you live Numbers Classroom instructions Grammar: <ul style="list-style-type: none"> Questions First person verbs Negative verbs Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i> 	Describing a Classroom: <ul style="list-style-type: none"> Classroom objects Items in your schoolbag Using tener Colours Grammar: <ul style="list-style-type: none"> Plurals Articles Position of adjectives Adjectival agreement Present tense verbs Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i> 	Describing school: <ul style="list-style-type: none"> School subjects School facilities Giving opinions Teachers Grammar: <ul style="list-style-type: none"> Plurals Articles Position of adjectives Adjectival agreement Present tense verbs Using opinion verbs Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i> 	What do you do at school: <ul style="list-style-type: none"> Consolidation of describing school Breaktime activities Future studies Grammar: <ul style="list-style-type: none"> Plurals Articles Position of adjectives Adjectival agreement Present tense verbs Using opinion verbs The near future tense Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i> 	Family and Friends: <ul style="list-style-type: none"> Family members Pets Physical descriptions Grammar: <ul style="list-style-type: none"> Plurals Articles Position of adjectives Adjectival agreement Present tense verbs Using opinion verbs The near future tense Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i> 	Family and Friends: <ul style="list-style-type: none"> Physical descriptions Personality relationships Grammar: <ul style="list-style-type: none"> Plurals Articles Position of adjectives Adjectival agreement Present tense verbs Using opinion verbs The near future tense Concepts: <ul style="list-style-type: none"> <i>Grammatical mastery</i> <i>Manipulation of language</i> <i>Deduction and inference</i> <i>Cultural understanding</i> <i>Communication in the target language</i>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing End of topic reading, listening and writing assessment 	<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing End of topic reading, listening and writing assessment 	<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Homework booklet tasks Half Termly writing End of topic reading, listening and writing assessment

Curriculum and Assessment Map: MFL (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>A01 Listening</p> <p>A02 Speaking</p> <p>A03 Reading</p> <p>A04 Writing and Translation</p>	<p>Student can:</p> <p>Demonstrate understanding of main points and opinions and some details in short passages.</p> <p>Take part in a longer conversation using familiar language.</p> <p>Demonstrate understanding of main points and opinions, overall message and some details in short passages.</p> <p>Write short texts for different purpose using mainly memorised language, express opinions, and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there be errors with verbs.</p>	<p>Student can:</p> <p>Demonstrate understanding of main points and opinions from short passages using familiar vocabulary.</p> <p>Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions.</p> <p>Demonstrate understanding of main points and opinions from short texts, using familiar vocabulary.</p> <p>Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into English and TL time phrases, key verbs in the present tense, basic opinions and connectives). There may be some minor errors.</p>	<p>Student can:</p> <p>Demonstrate understanding of a range of familiar phrases and opinions.</p> <p>Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns.</p> <p>Demonstrate understanding of a range of familiar written phrases and opinions.</p> <p>Write a few short sentences with support, giving basic information using high-frequency verbs, and write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear. Translate simple sentence into English and TL. Spelling may not be accurate and there may be major errors with verbs. Infer and deduce meaning from recognition of cognates.</p>	<p>Student can:</p> <p>Demonstrate understanding of familiar words and phrases, spoken clearly and repeated.</p> <p>Say single words and short phrases with support, imitating correct pronunciation.</p> <p>Demonstrate understanding of familiar words and phrases.</p> <p>Write or copy simple words correctly and complete short phrases with assistance. Translate simple sentences into English and French. Spelling may not be accurate and there may be major errors with verbs. There may be gaps where knowledge is not secure</p>

You can assist your son with his studies in the following ways:

- Agree to “learn” French/Spanish alongside him (ask him to teach you!)
- Ensure that he spends the recommended time on each homework (particularly when it is a learning homework) and access various websites detailed on the MFL section on the school website in order to consolidate his work
- Ensure that written work is checked thoroughly (pupils have a literacy sheet in this regard)
- Test him on the spelling of his vocabulary
- Check, and by all means sign, his exercise book weekly and sign his tracking trail
- Emphasise, on a regular basis, the importance of language learning and the generic skills it develops

Please note that your son must bring a pen, pencil, ruler and his own French/Spanish dictionary with him to every lesson.

GEOGRAPHY

Geography Department Intent

The Geography department aims to motivate and involve students in world issues both in their immediate vicinity and globally. Geographers are charged with the task of viewing the world through two lenses: one being geophysical—studying the topography and physical landscape of our angry earth and the other being socio-economic— learning about the intrinsic importance of society and understanding how economic change can shape our lives. Topics are widely diverse, including Ecosystems, Tectonics, Resource Management and Africa. Issues such as inequality, globalisation and urbanisation are discussed in the hope that students better understand the need for collective, global citizenry to preserve our beautiful planet. At every Key Stage we also use GIS to promote IT in the subject and to weave core skills into the fabric of our curriculum.

The aim for Geography at KS3 is to allow students to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Students will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, whilst they will also be competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The subject content for students in KS3 will help encourage an enquiring mind and a curiosity about the world in which they live and how it works and will securely lay the foundations for those going on to study geography at GCSE.

**Geography - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Connections <ul style="list-style-type: none"> • Local mapping • British Isles • European countries • Longitude and latitude 	Africa <ul style="list-style-type: none"> • Physical features • Development • Urbanisation • Rainforest • Water security 	Mapskills <ul style="list-style-type: none"> • Compass points • Grid references • Height • Relief • Distance 	Rivers <ul style="list-style-type: none"> • River basin • Processes • Erosional features 	Flooding <ul style="list-style-type: none"> • Causes • Impacts • Hydrographs • Responses 	Environmental Issues <ul style="list-style-type: none"> • Carbon footprint • Global warming • Food miles • Renewable energy
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Spelling test • Key terms • Short tests on mapping eg Continents • GMA 	<ul style="list-style-type: none"> • Spelling test • Key terms • GMA 	<ul style="list-style-type: none"> • Spelling test • Short tests on components of map skills eg Direction • Key terms • GMA 	<ul style="list-style-type: none"> • Spelling test • Key terms • Crosswords • GMA 	<ul style="list-style-type: none"> • Spelling test • Key terms • GMA 	<ul style="list-style-type: none"> • Spelling test • Key terms • GMA

Curriculum and Assessment Map: Geography (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
Demonstrate knowledge of locations, places, processes, environments, and different scales.	<p>Students can: Use maps of the world to identify all the continents and major cities in the UK and Europe</p> <p>Use maps and atlases to identify all countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Use maps of the world to identify most of the continents and major cities in the UK and Europe</p> <p>Use maps and atlases to identify most countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Use maps of the world to identify some of the continents and major cities in the UK and Europe.</p> <p>Use maps and atlases to identify some countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Begin to use maps of the world to identify the continents and major cities in the UK (United Kingdom) and Europe</p> <p>Begin to use maps and atlases to identify countries and key geographical features of the UK, Europe, and Africa</p>
Demonstrate geographical understanding of concepts and processes.	<p>Understand all geographical processes.</p> <p>To be able to recognise some interconnections between various processes of river erosion</p>	<p>Understand all geographical processes.</p> <p>To be able to recognise some interconnections between various processes of river erosion.</p>	<p>Understand some geographical processes.</p> <p>Describe some of the processes involved in river erosion.</p>	<p>Begin to understand key geographical processes.</p> <p>Identify basic processes involved in river erosion.</p>
Apply knowledge to interpret, analyse and evaluate different issues by using geographical data.	<p>Apply all my knowledge to different geographical issues.</p> <p>Evaluate the usefulness of graphs/ charts/ photographs when interpreting more complex information.</p>	<p>Apply most of my knowledge to different geographical issues.</p> <p>Analyse graphs/ charts/ photographs to explain some complex geographical issues.</p>	<p>Apply some knowledge to different geographical issues.</p> <p>Use a wide range of graphs/charts/ photographs to interpret key information.</p>	<p>Begin to apply a little knowledge to different geographical issues.</p> <p>Begin to describe graphs/charts/ photographs to interpret simple information.</p>

Descriptors	Mastering	Securing	Developing	Emerging
Use of fieldwork and skills to communicate findings.	Conduct fieldwork and collect a comprehensive range of data. Communicate findings using wider analysis and interpretation.	Conduct fieldwork using accurate techniques to collect a wide range of data. Use appropriate terminology to communicate findings.	Conduct fieldwork and use basic skills to retrieve data with low level accuracy and communicate findings with some understanding.	Attempt to conduct fieldwork and use limited skills to retrieve data and communicate findings.

You can assist your son with his studies in the following ways:

Your son may need help organising his notes and over the presentation of his illustrations. Internet searches will require guidance to select appropriate geographical material. Assistance in drafting out project work in rough initially is to be encouraged, accompanied by careful interpretation of the published guidance documents and mark schemes for such reports.

Geography is a dynamic, topical subject and quite often news stories can help to support and reinforce geographical understanding. Encouraging your son to take an interest in the world around him will help to develop his geographical awareness.

HISTORY

History Department Intent

It is the firm belief of the History Department that colleagues work better, and students learn better, when they are happy and relaxed. It is to this end that we all work. The approach of the department with colleagues, and the students, is collaborative and consultative. Many of our best ideas have come from our students! **Positive relationships are key to the success of the department and remain at its heart.** We believe the classroom environment should be disciplined but also lively and full of humour and engagement. Our goal is for students to leave the History Department with the skills and outlook listed below.

This is to develop in all students:

- a love of History and joy in its study
- political understanding
- an ability to ask the right type of questions for source work and knowledge questions
- the ability to think and write analytically
- ability to produce a coherent response to a given question
- ability to be balanced and tolerant
- ability to use historical terminology appropriately

The curriculum designed by the History Department aims to:

- provide fun and engagement for pupils
- enable pupils to use the language and vocabulary of History
- develop pupils' oral and written communication.
- encourage pupils to ask questions and to think and work independently.
- provide access to historical sources and develop the ability rigorously to question and evaluate them
- provide chronological understanding and coherence of the past
- develop understanding of second order historical concepts, such as continuity and change.
- to provide opportunities to study local, national and international history
- to ensure there is diversity within the curriculum with regard to gender, race and age
- to study units that cover key themes – within a chronological framework
- to frame units around key questions
- We believe some topics must be taught, so all pupils have knowledge and understanding of them, even if they do not opt for the subject at GCSE. e.g. Holocaust, slavery, empire

Curriculum and Assessment Map: History (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Demonstrate understanding and explanation of key concepts through knowledge and understanding of the topics studied.</p>	<p>Student can:</p> <p>Usually meet the full requirements of tasks set.</p> <p>Demonstrate very good analytical focus on a given question and avoid narrative and description.</p> <p>Consistently demonstrate, to the level expected in our Year Seven curriculum, understanding of the key concept being assessed.</p> <p>Usually signpost his big points in extended writing</p> <p>Consistently demonstrate knowledge through well-selected, specific examples and performance in fact tests.</p> <p>Use historical terminology appropriately</p>	<p>Student can:</p> <p>Focus on a given question and largely avoid description and address the issues raised by a question although there may be some points missed.</p> <p>Demonstrate, to an extent, the level of understanding expected in our Year Seven curriculum of key concepts.</p> <p>Demonstrate an increasing adeptness at linking his paragraphs to the question asked.</p> <p>Demonstrate a developing beginning to ability to use factual examples to support an answer, rather than just state them. This is a reflection of his knowledge and understanding of topics studied.</p> <p>Show and increasingly adeptness at applying historical terminology appropriately.</p>	<p>Student can:</p> <p>Shows a good knowledge of the events we have studied, although he has a tendency to narrate events rather than to analyse them.</p> <p>On occasion he show the ability to explicitly links to the question.</p> <p>Use a growing historical vocabulary, although this could be applied more often.</p> <p>Demonstrate knowledge and understanding of the course and can describe fully features of the past.</p> <p>Show a limited understanding of the historical concept in our KS3 curriculum.</p>	<p>Student can:</p> <p>Identify key features of a given period.</p> <p>Provide a limited number of examples to support a given point.</p> <p>Use some historical terminology.</p> <p>Display, at a basic level, the understanding of the key concepts expected in our Year Seven curriculum.</p>

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO2 Demonstrate the ability to interpret and evaluate contemporary sources and interpretations of the past,</p>	<p>Student can: Usually draw inferences from sources and interpretations. Can effectively evaluate historical evidence to the level expected in our Year seven curriculum. Can use the appropriately terminology used to evaluate historical evidence.</p>	<p>Student can: Sometimes draws inferences from sources and interpretations, To an extent follows the strategies provided for the evaluation of historical evidence to the level expected in our Year Seen curriculum, although this could be more systematic. Sometimes uses the appropriate terminology used to evaluate historical evidence.</p>	<p>Student can: Identifies the meaning of a source although the explanation can be undeveloped. Tends to be brief in the analysis and evaluation of the evidence provided rather than fully evaluate it. May refer to details in the ascription although the explanation tends to be limited. Occasionally use historical terminology appropriately when evaluating contemporary sources and historical interpretations.</p>	<p>Student can: Tends to take a source or interpretation at face value rather than make inference as to its overall meaning. Tends to describe a source or interpretation rather than evaluate it. Tends to describe an ascription rather than utilise it an evaluation of a source or interpretation.</p>

How can you assist your son to do the best he can in History?

Encourage him:

- To give a hundred per cent effort at all times to his class and homework
- To discuss with you what he has studied in school
- To revise with you for fact and spelling tests
- To do additional reading about the topics he is studying in school
- To visit websites recommended by school to support his learning
- To use challenging vocabulary and historical terms wherever possible
- To ask for help and support if he is struggling with any aspect of the course

Contact your son's teacher or Head of Department in the event of any difficulties or concerns.

MATHEMATICS

Mathematics Department Intent

Mathematics is all around us and we interact with it every day, often without realising it. The technology we use depends entirely upon the mathematics that underpins it. In order to continue and flourish, the world will always need people who understand these mathematical concepts and help to build our future technologies. Our Mathematics Department will help the student to understand and use many of the techniques that underpin these concepts.

Our four key aims are

- 1) to show the boys that we care about their progress, that we believe in them and that we want to get them the best grade possible. In return, we hope they will feel the same.
- 2) to adapt and refine our teaching techniques to offer the students the most accessible methods in order allow them to understand the vast number of maths skills that they need for success in their exams.
- 3) to offer a system of exercises, assessments and feedback that promote confidence, competence, progress and challenge so that each student can reach their potential in this demanding subject.
- 4) to make maths lessons enjoyable and interactive and use that enthusiasm to power the engine that drives the students' desire to learn

In lessons:

We want all boys to interact within our lessons. We want to be aware of their strengths and weaknesses and to offer support swiftly and effectively. To this end, we try to use mini-boards whenever we can so that all boys can share their answers with their teacher. This allows the teacher to adapt within the lesson and offer support for those that need it or move on swiftly as soon as all boys are ready. Use of mini-boards prevents some boys answering all questions and some other boys going 'under the radar'. We do not want any boys to leave the lesson without making some progress. Nor do we want any boys to leave the lesson without support if they need it.

At home:

Homework will primarily consist of custom-built tasks set via MathsWatch (an online assessment and support programme). The fantastic thing about MathsWatch is that pupils get to know instantly if their answers are correct and they can watch high quality video clips if they need reminding of a skill. They can even do harder interactive questions if they want to extend their learning. The teacher can see the response to every question and is then in an excellent position to offer timely, focused and personal feedback the next time they see the students.

When it comes time to revise for any assessments, we offer complete support in the form of revision tasks and video clips via MathsWatch.

**Mathematics - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Equations, with brackets, negatives, letter both sides. Simplifying, Expanding,	Formula, substitution. Forming equations Arithmetic of whole numbers, decimals, negatives.	Indices BIDMAS, rounding dp sf, estimation, factors, multiples, product of prime factors Product of prime factors.	Fractions, fractions of amounts, FDP conversions, percentages of an amount, percentage increase decrease	Ratio, equivalent ratios, sharing, proportion.	Angles: types, vertically opposite, around a point, straight line, triangles, quadrilaterals, polygons, tessellation Angles parallel lines, construction of triangles.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
GMA 1	GMA 2 GMA3 Test 1	GMA 4 Test 2	GMA 5 GMA 6	GMA 7 GMA 8	Summer Exams GMA 9

Curriculum and Assessment Map: Mathematics (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
ALGEBRA	<p>Student can: Expand and simplifying Brackets <i>(MW clip GCSE 93,134a)</i> Equations negative x or brackets <i>(MW clip GCSE 135b)</i> Form and solve your own equation <i>(MW clip KS3 A17 GCSE 135b)</i></p>	<p>Student can: Expand letters in front of brackets <i>(MW clip GCSE 134a)</i> Solve equations letters on both sides <i>(MW clip KS3 A19b)</i> Substitute into expressions/formulas <i>(MW clip GCSE 95)</i></p>	<p>Student can: Expand a single bracket <i>(MW clip GCSE 93)</i> Solve equations with two moves <i>(MW clip KS3 A19a)</i></p>	<p>Student can: Simplify like terms <i>(MW clip GCSE 33)</i> Solve equations one move <i>(MW clip KS3 A12 A19)</i> Use a Function Machine <i>(MW clip KS3 N26)</i></p>

Descriptors	Mastering	Securing	Developing	Emerging
NUMBER	<p>Student can: Divide by double digit numbers <i>(MW clip KS3 N29a)</i> Divide Decimals <i>(MW clip KS3 N29b)</i> Simplify fractions involving indices <i>(MW clip GCSE 35)</i> Use of scientific calculator <i>(MW clip KS3 N44)</i> Using place value (known facts) <i>(MW clip GCSE 92)</i> Estimation <i>(MW clip KS3 N43ab)</i> Squares cubes roots <i>(MW clip GCSE 81)</i></p>	<p>Student can: Do a 3 by 2 multiplication <i>(MW clip KS3 N28a)</i> Multiply Decimals <i>(MW clip KS3 N15b N28b)</i> Use the Rules of Indices (for x and ÷) <i>(MW clip GCSE 34)</i> Add/subtract with negative numbers <i>(MW clip GCSE 68a)</i> Prime Factors <i>(MW clip GCSE 98)</i> Rounding off: Significant figures <i>(MW clip KS3 N38)</i> Metric Conversions <i>(MW clip KS3 N28a)</i></p>	<p>Student can: Do subtraction with pen and paper <i>(MW clip KS3 N13b N14a)</i> Subtract Decimals <i>(MW clip KS3 N14b)</i> Calculate with Indices <i>(MW clip GCSE 29)</i> Multiply/Divide negative numbers <i>(MW clip GCSE 68b)</i> HCF and LCM <i>(MW clip KS3 N31ab)</i> Rounding off : Decimal Places <i>(MW clip KS3 N27)</i></p>	<p>Student can: Do addition using pen and paper <i>(MW clip KS3 N13a N14a)</i> Add Decimals <i>(MW clip KS3 N13b)</i> Understand powers (indices) <i>(MW clip GCSE 29)</i> Factors Multiples Primes <i>(MW clip GCSE 28)</i> Apply BIDMAS to calculations <i>(MW clip GCSE 75)</i></p>

Descriptors	Mastering	Securing	Developing	Emerging
Fractions, Decimals, Percentages	<p>Student can: Multiply/divide mixed numbers <i>(MW clip GCSE 74)</i> Stacking 2 amounts to make a % <i>(MW clip KS3 N39)</i></p>	<p>Student can: Change between Fractions % <i>(MW clip GCSE 84,85)</i> Adding/subtracting mixed numbers <i>(MW clip GCSE 71)</i> % of an amount (calculator) <i>(MW clip GCSE 86)</i></p>	<p>Student can: Mixed numbers Improper Fractions <i>(MW clip KS3 N35)</i> Multiplying and dividing fractions <i>(MW clip GCSE 74)</i> % of an amount (non-calculator) <i>(MW clip GCSE 87)</i></p>	<p>Student can: Equivalent fractions, simplest form <i>(MW clip KS3 N23bc)</i> Adding and subtracting fractions <i>(MW clip GCSE 71)</i> Fractions of Amounts <i>(MW clip GCSE 72)</i></p>
Ratio	<p>Student can: Map ratios and scales <i>(MW clip KS3 R6 + GCSE 38)</i></p>	<p>Student can: Direct and Inverse proportion <i>(MW clip KS3 R8, R13)</i></p>	<p>Student can: Simplifying ratios and 1:n <i>(MW clip KS3 R5a, R5b)</i></p>	<p>Student can: Sharing in Ratio <i>(MW clip KS3 R1a GCSE 106)</i></p>
Geometry	<p>Area/perimeter compound shapes <i>(MW clip KS3 N23bc)</i> Polygons Angle Facts <i>(MW clip GCSE 123)</i> Tessellation <i>(MW clip GCSE 12a)</i></p>	<p>Area of Triangles <i>(MW clip KS3 G20c, G24)</i> Parallel Lines Angle Facts <i>(MW clip KS3 G18)</i> Construction <i>(MW clip GCSE 147)</i></p>	<p>Volume of cuboids <i>(MW clip GCSE 115)</i> Triangles Quadrilaterals Angle Facts <i>(MW clip GCSE 122)</i></p>	<p>Area of Rectangles <i>(MW clip KS3 G20a, G24)</i> Basic Angle Facts <i>(MW clip GCSE 45)</i> Measuring Angles <i>(MW clip KS3 G10abc)</i></p>

You can assist your son with his studies in the following ways:

- Checking completed homework and revision, including checking MathsWatch log.
- Encouraging regular re-reading of notes and GMA mini-tests
- Ensuring that your son undertakes a rigorous post-test analysis, identifying successes and areas of improvement.

MUSIC

Music Department Intent

'A passion for music underpins everything we do'

Within in the Music department, we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere where musicality can flourish. We encourage students to explore all aspects of composing, performing and appraising through an exciting and engaging curriculum that has been carefully planned, allowing students the chance to explore and investigate a wide range of music.

We aim to nurture young musicians who:

- Can work well with others.
- Work independently to improve skills through hard work and problem solving.
- Use creative ideas and listening skills to create entertaining performances.
- Appreciate and appraise a wide variety of music using key language and terminology.
- Perform with accuracy and musicality displaying confident and accurate musical technique.

**Music - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p>Find Your Voice</p> <ul style="list-style-type: none"> • Understanding of Voice Types and Range • Understanding of Warm Up Routines • How to practice effectively • Solo Performance Skills • Ensemble Performance Skills <p><u>Concepts</u> - <i>Technique Development.</i> - <i>Ensemble Performance</i> - <i>Musicianship</i></p>	<p>The Elements of Music</p> <ul style="list-style-type: none"> • Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence • Graphic Notation and Graphic Scores • Traditional Notation <p><u>Concepts</u> - <i>Musical Apprising</i> - <i>Ensemble Performance</i> - <i>Musicianship</i></p>	<p>Keyboard Performance</p> <ul style="list-style-type: none"> • Keyboard Geography • Traditional Notation reading • Performance Skills <p><u>Concepts</u> - <i>Technique</i> - <i>Musicianship</i></p>	<p>Sonority</p> <ul style="list-style-type: none"> • Instrumental Families • Key members withing woodwind strings, brass and percussion. • Class Orchestra <p><u>Concepts</u> - <i>Technique</i> - <i>Musicianship</i> - <i>Ensemble Performance</i></p>	<p>Accompaniment Workshop</p> <ul style="list-style-type: none"> • Major and Minor Chords • Accompaniment Skills • Vamping <p><u>Concepts</u> - <i>Technique</i> - <i>Musicianship</i> - <i>Ensemble Performance</i></p>	<p>Folk Music</p> <ul style="list-style-type: none"> • Oral Traditions • Arranging Skills <p><u>Concepts</u> - <i>Technique</i> - <i>Musicianship</i> - <i>Ensemble Performance</i> - <i>Musicality</i></p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Ongoing formative assessment during lessons time – end of unit ensemble performance	Ongoing formative assessment during lessons time – end of unit listening assessment	Ongoing formative assessment during lessons time – end of unit solo performance	Ongoing formative assessment during lessons time – end of unit listening assessment	Ongoing formative assessment during lessons time – end of unit solo performance	Ongoing formative assessment during lessons time – end of unit ensemble performance

Curriculum and Assessment Map: Music (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Perform with technical control, expression and interpretation</p>	<p>Student can:</p> <p>Perform with accuracy in terms of pitch and rhythm demonstrating expression within the chosen style.</p>	<p>Student can:</p> <p>Perform mainly accurately in terms of pitch and rhythm with occasional slips that do not affect the fluency of the performance. There is a good attempt to communicate with the audience.</p>	<p>Student can:</p> <p>Perform with some slips of accuracy which are beginning to affect the fluency of the performance.</p>	<p>Student can:</p> <p>Performances are not fluent and lack accuracy.</p>
<p>AO2</p> <p>Compose and develop musical ideas with technical control and coherence</p>	<p>Develop musical ideas which are highly effective, offering much potential for creative development. There is use the elements to create effective contrasts of colour and tone.</p>	<p>Musical ideas are generally effective, offering potential for further development. Effective contrasts of colour and tone are generally created.</p>	<p>Musical Ideas are simple, offering some potential for development. some contrasts of colour and tone are created</p>	<p>Musical ideas are limited, offering little opportunity for development. There is limited evidence of contrast</p>
<p>AO3</p> <p>Use appraising skills to make evaluative and critical judgements about music</p>	<p>Demonstrate that they have musical knowledge when listening to and appraising music and can make correct judgements about the musical elements, using key musical vocabulary.</p>	<p>Demonstrate that they have musical knowledge when listening to and appraising music and can make generally correct judgements about the musical elements, using some key musical vocabulary.</p>	<p>Demonstrate that they have some musical knowledge when listening to and appraising music and can make some correct judgements about the musical elements. The use of key musical vocabulary is limited.</p>	<p>Listen and appraise but they are somewhat limited, incorrect musical judgements are made due to a lack of musical vocabulary.</p>

You can assist your son with his studies in the following ways:

Parents can best help their son by encouraging him to develop his skills through practical music-making activities and to encourage practise on his instrument at home.

PHYSICAL EDUCATION

PE Department Intent

At Wirral Grammar School for Boys, we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant, and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

Department Overview Statement

The PE Department at Wirral Grammar Boys offers a broad and balanced curriculum that provides students a wide-ranging experience of sport and health related activities. The department realises that all students are individuals and tailors its provision accordingly in order to engage, challenge and include students of all abilities.

At Wirral Grammar School for Boys, the PE Department firmly believe that PE and school sport should be the cornerstone of a student's physical, social, psychological and personal development in order to develop their health and wellbeing. The values of teamwork, respect, pride, enjoyment, discipline, and sportsmanship are promoted in all lessons and used as a vehicle to encourage students to use these values in their academic subjects within school and then transferring them into life.

In addition to PE and games lessons in both Key Stage Three and Four, which focus on the promotion of life-long health and fitness, students can also select to study Physical Education at GCSE level as well as a Cambridge Technical Diploma in Sport at Key Stage Five.

PE Department at Wirral Grammar School for Boys has a wealth of teaching experience and provides sport and exercise opportunities in competitive and non-competitive environments before, during and after the school day through our extensive extra- curricular programme.

All Students continue to participate in 2 high quality hours of Physical Education or Games each week. Pupils will study a wide range of sports in Physical Education taught through a 'carousel'. Games sessions will be more focused on competitive team games, delivered at an appropriate level to the individual's needs and interests.

Curriculum and Assessment Map: Physical Education (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
Develop techniques and improve performance	<p>Student can:</p> <p>Perform skills and techniques and exert influence on the game or performance</p>	<p>Student can:</p> <p>Competently implement the skills in a game situation or performance.</p>	<p>Student can:</p> <p>Use basic skills in isolation</p>	<p>Student can:</p> <p>Begin to develop limited techniques.</p>
Use tactics and strategies to overcome opponents	<p>Use a good range of tactics and strategies and have an influential role in a game or performance.</p>	<p>Competently use tactics and strategies in a game or performance.</p>	<p>Use basic tactics and strategies in a game situation or performance.</p>	<p>Begin to develop limited tactics and strategies in a game or performance</p>
Analyse and compare performances to achieve their personal best	<p>Critically evaluate a performance compared to previous ones and expertly demonstrate how to improve and achieve future success.</p>	<p>Competently analyse a performance using specific terminology to enhance future performance.</p>	<p>Describe basic strengths and weaknesses and begin to implement strategies to improve performance.</p>	<p>Identify limited strengths and areas for improvement.</p>

You can assist your son with his studies in the following ways:

- Ensure he is properly equipped for PE lessons and brings the correct kit to school on the days he has Physical Education.
- Discuss his PE lessons with him.
- Encourage him to take part in extra-curricular activities.
- Come along and support him when he has been selected to represent the school.
- If your son has developed an interest in a new sport encourage them to attend a sports club outside of school. They can speak to their teacher for more advice on this.

PSHE EDUCATION

PSHE Department Intent

PSHE Education at Wirral Grammar School for Boys is taught in a variety of ways including through dedicated PSHE lessons, assemblies, specific events including Diversity Week, National Careers Week and Mental Health Awareness Week and House Tutor provision. Our curriculum aims to provide students with; a sound understanding of their role as a citizen now and in the future, the opportunity to consider wider societal and personal issues and the ability to develop critical thinking to make safe and informed decisions. In line with the Government's Personal, Social, Health and Economic (PSHE) Education Guidance, Wirral Grammar School for Boys has committed to developing students' awareness in three key areas, including:

- Mental Health & Wellbeing
- Relationships
- The World We Live In

Pupils are taught by their year's form tutor team and their Head of Year. Each teacher takes charge of two elements of the course which align with their expertise, interest or specific training. Students have one lesson of PSHE a week on a rotation. In addition to dedicated PSHE Education lessons, Form Tutors cover weekly topical PSHE stories/issues in tutor time. These are focused on a specific PSHE topic and aim to contextualise the lesson-based learning of students, making them accessible, relatable, and current affairs based. This encourages our students to gain a wider understanding of the world they live in and to debate differing views whilst respecting the views of others.

Mental & Physical Wellbeing	Relationship Education	The World We Live In
<ul style="list-style-type: none">• Mental Wellbeing - Stigma & Understanding Emotions• Personal Safety - Students & Social Media and Basic First Aid• Diversity and Awareness - Discussing Differences• Drugs Education - Legal/Illegal Drug Use & The Law• Health Education – Learning about puberty, hygiene and sleep	<ul style="list-style-type: none">• Sex and Relationships- Positive Relationships, Puberty & Conception• Anti-Bullying - What is Bullying? School Policies & Impact of Bullying	<ul style="list-style-type: none">• Careers - Job Skills, Gender Career Stereotypes• Human Rights - Rights & Responsibilities of Humans/Citizens• Revision Skills – Learning how to learn

You can assist your son with his studies in the following ways:

The best way to help your son is to ask him about his lessons and explore his ideas and feelings with him. Many of the issues are quite difficult for him to deal with and we would appreciate your support at home. Positive reinforcement at home will aid your son in his attempt to deal with the world around him.

RELIGIOUS STUDIES EDUCATION

RS Department Intent

The Religious Studies Department, at Wirral Grammar School for Boys, aims for **all students to explore and understand** religion and worldviews in the past and present, and in **different communities**. Whilst community cohesion is no longer an aim of OFSTED inspection, we assert that it has **never been more important**. This must take into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews.

In addition, students are introduced to **multiple dimensions of belief, belonging, culture and identity**. This includes **all major religions, Humanism and Atheism** as they are all valid belief systems. Students must understand that a **belief in a divine being is not necessary to perform well, academically, in RE (KS3) and RS (KS4)**. The department believes that **all students are unique**. Students must be encouraged to thrive, be heard and feel safe in my Religious Studies lessons, regardless of their background or starting point. *(Some Primary schools have a broad and balanced RE curriculum whereas others do not)*. The department aims to provide an **excellent education in a safe supportive learning environment**; one where all students are **valued** and make **positive contributions to the school community**, and where students go on to become **responsible, independent, and caring** members of society. The department also encourages boys to become **independent learners**, who are **critical in their thinking, informed in their choices and confident in their ability to succeed** in the modern world, who are **respectful and tolerant, driven and confident, and who strive for the best**, regardless of their own background or personal belief system.

**Religious Education - Curriculum Maps:
Key Stage 3 – YEAR 7**

Autumn Term	Spring Term	Summer Term
<p>Key Themes</p> <p>Existence of God</p> <ul style="list-style-type: none"> • Nature of God • Teleology • Cosmology • Religious Experience <p>Concept: Faith & Belief</p>	<p>Key Themes</p> <p>Christianity and Social Justice</p> <ul style="list-style-type: none"> • What is Justice? • Paul and Silas – Apostles in Peril • Being fair – God’s job • Bringing the Gospel through Drama • Links to exemplary people: • Life Study: Martin Luther King <p>Concept: Christianity Ethics & Social Justice</p>	<p>Key Themes</p> <p>Religion Force for conflict or peace</p> <ul style="list-style-type: none"> • Empathy & faith • Islam and Peace • Bringing about Peace • Freedom of Speech • Moral Issues • Interfaith dialogue <p>Concepts: Multi Faith & Diversity Ethics & Social Justice</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Where do we look for God visual representation of spiritual opinion? (Teacher Assessed) • Statistical social research project (Teacher Assessed) • End of Unit Test Examination (Summative Assessment) 	<p>Assessment</p> <ul style="list-style-type: none"> • Feedback on productions and performances (Peer Assessment) • What would Martin Luther King like and dislike about Britain today? (Teacher Assessment & Display) 	<p>Assessment</p> <ul style="list-style-type: none"> • Summer Examination: My Hopes for Peace • Interfaith dialogue (Oral Assessment) • Reconciliation (Oral Assessment) • Interpreting John Lennon’s ‘Imagine’ lyrics (Homework independent essay)

Curriculum and Assessment Map: Religious Education (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>Knowledge acquired regarding arguments for the existence of God</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply. In addition, the student can suggest alternative explanations with reference to the existence of God.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God.</p>

Descriptors	Mastering	Securing	Developing	Emerging
<p>Christianity and Social Justice</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation, which would be unethical) Students can also provide alternative examples of Social Justice in the Bible, and identify other luminaries.</p> <p>Critically refers to the work of Dr Martin Luther King Jr and suggests contemporary improvements to support the ideal of Social Justice in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, the student can produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation (directed evangelism), which would be unethical)</p> <p>Critically refers to the work of Dr Martin Luther King jr. Makes suggestions for social improvements in SJ e.g. racism in contemporary Britain. May suggest critiques of modern attitudes and practises with regard to SJ.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed.</p> <p>Refers to the work of Dr Martin Luther King Jr. Agrees or disagrees with the idea that MLK may NOT be happy with the way that racism is dealt with in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context.</p> <p>May refer to the work of Dr Martin Luther King Jr and provide implicit views on the issue of racism in modern Britain.</p>

You can assist your son with his studies in the following ways:

- Have conversations with him about what he has studied – he may be able to teach you!
- Allow him the benefit of your experience and views and encourage him to challenge his thinking
- Encourage a broad-minded approach which promotes diversity in his thinking
- Foster respect and understanding of the people and the belief systems that he studies