



WIRRAL GRAMMAR SCHOOL

Key Stage 3 Curriculum Guide *(Year 7)*

2025-2026

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

ART

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.

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.

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 2 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
Concept theme – Underwater Art Mark-making experimentation (tonal media) Mark-making application (tonal media/fish focus/Vincent Scarpace)	Concept theme Underwater Art Analytical drawing (tonal/fish focus)	Concept theme Underwater Art Contextual investigation & understanding (Gyotaku/printmaking/Vincent Scarpace mini-project)	Concept theme Underwater Art Collagraph print plate design and production (card & multimedia/fish focus) Collagraph printing (two colour process) Reflection & evaluation	Concept theme - Careers/Extension Tasks A mixed selection of single or paired lessons which explore issues such as careers, diversity and contemporary issues in art practice.	Concept theme - Careers/Extension Tasks A mixed selection of single or paired lessons which explore issues such as careers, diversity and contemporary issues in art practice.
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. 					

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>

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 7-9 has been designed to focus on many of these important key themes. The pupils learn some of the fundamentals of programming in Scratch to create their own computer game and then develop an introduction to Python. 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 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
Introduction to Computing at WGSB (Skills: Teams, Student Shared Drive, email, passwords, e-safety)	Introduction to Programming using Scratch (Skills: Iteration, Sequencing, Algorithms, Variables)	Understanding Computers (Skills: Hardware, software, binary, storage, input/output)	Artificial Intelligence (Skills: Benefits, risks, ethical implications)	Graphics (Skills: Layers, Paths, effects)	An introduction to algorithms, flowcharts and physical computing IDEA Bronze Award (Skills: Creating algorithms, flowcharts for scenarios analysing key types of algorithms – Microbits)
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • An assessment covering the set skills covered 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • A practical project implementing the programming skills from the unit 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • An assessment in relation to key terms and mathematical equations) 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • An assessment in relation to the key terms and case studies identified within the unit of work 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • A practical project creating a graphic based on an end user brief 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections • Homework tasks • An assessment covering algorithms and flowcharts. A practical project will portray their skills. • IDEA Bronze Award

Curriculum and Assessment Map: Computing (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
Unit 1: Introduction to Computing at WGSB	Students can: Independently and confidently use Teams and Shared Drive for collaboration and file management; consistently apply strong password security and demonstrate excellent online safety awareness, supporting others.	Students can: Use Teams and Shared Drive effectively with minimal support; apply secure passwords; show good understanding of e-safety in practice.	Students can: Use Teams and Shared Drive with some support; demonstrate understanding of secure passwords and basic e-safety principles.	Students can: Limited ability to use Teams/Shared Drive; needs reminders to use secure passwords; developing awareness of e-safety.
Unit 2: Introduction to programming through Scratch	Independently design and create complex Scratch projects using variables, loops, conditionals and custom blocks; debug efficiently and explain reasoning	Create working Scratch programs using key programming concepts (loops, conditionals, variables); debug with some guidance.	Create simple Scratch projects using sequencing and some loops or conditionals; debugging with support.	Can create basic sequences in Scratch but relies heavily on guidance; limited use of programming structures.

Descriptors	Mastering	Securing	Developing	Emerging
Unit 3: Understanding Computers	<p>Students can:</p> <p>Confidently explain how a computer system works (input–process–output–storage), describe hardware/software roles, and apply binary conversions.</p>	<p>Students can:</p> <p>Identify main components of a computer system and their functions; understand binary at a basic level.</p>	<p>Students can:</p> <p>Recognise different components of a computer and describe them simply; attempt binary with support.</p>	<p>Students can:</p> <p>Basic awareness of computers (hardware/software) but limited ability to explain roles or processes.</p>
Unit 4: Artificial Intelligence	<p>Critically evaluate AI applications, recognising benefits, risks and ethical implications; demonstrate use of AI tools creatively and responsibly.</p>	<p>Understand how AI works in everyday life; explain advantages and disadvantages of AI with examples.</p>	<p>Recognise examples of AI and describe its role in society with some detail.</p>	<p>Aware of AI but limited understanding of how it works or its impact.</p>

Descriptors	Mastering	Securing	Developing	Emerging
Unit 5: Graphics	<p>Students can:</p> <p>Independently design high-quality vector graphics with advanced Inkscape tools (layers, paths, effects), demonstrating creativity and precision.</p>	<p>Students can:</p> <p>Use a range of Inkscape tools effectively to create a clear, well-designed graphic product.</p>	<p>Students can:</p> <p>Produce simple graphics with some tools; requires support for more advanced features.</p>	<p>Students can:</p> <p>Able to use only basic tools (shapes, colours) with limited creative output.</p>
Unit 6: Physical Computing	<p>Independently design, build and program physical computing projects; troubleshoot effectively and extend ideas creatively.</p>	<p>Build and program devices successfully using given instructions; begin to adapt and extend projects.</p>	<p>Complete simple builds/programs with guidance; limited ability to extend or troubleshoot.</p>	<p>Requires significant support to complete builds/programs; limited understanding of how hardware and code link together.</p>

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/>
- W3 Schools: https://www.w3schools.com/python/python_exercises.asp

Web Resources

- KS3 Computer Science Wikibooks https://en.wikibooks.org/wiki/KS3_Computing
- BBC Bitesize Computer Science_ <http://www.bbc.co.uk/education/subjects/zvc9q6f>
- Computing at School (CAS) <http://www.computingatschool.org.uk/>
- Scratch <https://scratch.mit.edu/>
- National Museum of Computing <http://www.tnmoc.org/>
- Solo Learn Python_ <https://www.sololearn.com/en/learn/courses/python-introduction>
- Online Python Challenges <https://pychallenger.com/python-challenges/>
- Touch Typing <https://www.typing.com/>
- Inkscape <https://inkscape.org/>
- Microbits <https://makecode.microbit.org/>

DESIGN TECHNOLOGY

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.

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
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 Jon Burgerman Character 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 ASSESSMENT WEEK 1	Jon Burgerman (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 CAD TUTORIALS FOR SKETCHUP CHRISTMAS PACTICAL PROJECT Use of scroll saws and coping saw to cut out material Material properties Sanding and filing skills Decoration and finishing techniques tessellation	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 STRUCTURES PROJECT What is a structure Types of structures Reinforcing frame structures Forces Orthographic projection Bridge practical construction	STRUCTURES PROJECT Cont. Bridge practical construction continued Testing Evaluating skills Practical Based Project 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 ASSESSMENT WEEK 2	Prototyping Based Project 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 CAD/CAM PROCESSES 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	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. EXAM CONTENT Section 1 Practice exam paper Section 2
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 	<ul style="list-style-type: none"> • generate attainment grade • 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: 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 wide range 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 <u>high level</u> of making /finishing skills that are appropriate.</p> <p>Ensure all specified <u>tolerances have been met.</u></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 <u>high quality</u> 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><u>Work independently</u> 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 <u>fair level</u> of making /finishing skills that are appropriate</p> <p><u>Some</u> 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><u>Create a potentially</u> 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:</p> <p>Conduct <u>detailed and appropriate</u> testing within the design and making process.</p> <p>Be able to <u>fully evaluate all aspects</u> of the project work taking into account the user's opinion.</p> <p><u>Fully reflect on all aspects</u> of the project and draw conclusions.</p> <p>Identify strengths and areas for development in <u>detail</u>.</p> <p>Continuously evaluating work throughout the project.</p> <p>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:</p> <p>Conduct <u>detailed</u> testing within the design and making process.</p> <p>Be able to <u>evaluate all aspects</u> of their work taking into account <u>the user's opinion</u>.</p> <p>Reflect <u>on all aspects</u> of their work and progress.</p> <p>Identify strengths and areas for development <u>in some detail</u>.</p> <p>Continuously evaluating work <u>throughout the project</u>.</p> <p><u>Can explain</u> a good range of improvements that were made/ need to be made and <u>why</u>.</p>	<p>Students can:</p> <p>Conduct some testing within the design and making process <u>on with some assistance</u>.</p> <p>Be able to evaluate most aspects of the work taking their own opinion and <u>a 3rd party's</u> opinion.</p> <p>Reflect on most aspects of the work and progress.</p> <p>Identify <u>some</u> strengths and areas for development.</p> <p><u>Small improvements given</u>.</p>	<p>Students can:</p> <p>Conduct some testing within the design and making process lead by the teacher.</p> <p>Be able to evaluate some aspects of their work taking mostly into account their own opinions.</p> <p>No 3rd party opinion is taken into account</p> <p>Can identify some simple strengths and areas for development in their project.</p>

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 to inspire enquiring minds. The curriculum has been deliberately designed to expose 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 broad world view and introduces students to ideas beyond their own environments.

The overarching aim for English in the 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. Our English curriculum 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
Classic Detective Fiction <ul style="list-style-type: none"> • Intro to genre • infer and deduce language and clues • <i>The Speckled Band</i> by Arthur Conan Doyle – challenging pre-1900 literature • crime fiction extracts to provide diversity Concepts: <i>Evaluation</i> <i>Inferences</i> <i>Critical thinking</i>	Non-fiction – C19th Crime <ul style="list-style-type: none"> • Variety of non-fiction extracts examining crime and punishment within society in the 19th century • Intro to C19th society • Letter/article writing using broadsides as stimulus Concepts: <i>Evaluation</i> <i>Viewpoints/perspectives</i> <i>Critical thinking</i> <i>Creativity</i>	Gothic Literature <ul style="list-style-type: none"> • Short stories & poems: Poe, Lovecraft, Gaiman • Focus on ‘show don’t tell’ • Use of sensory language • Creation of mood/tone • Crafting sentence structures • Ambitious vocabulary Concepts: <i>Creativity</i> <i>Evaluation</i>	Shadow of the Minotaur <ul style="list-style-type: none"> • Full modern novel • Reading and using inference • Selecting appropriate quotations • Developing an understanding of how writers use structure in texts Concepts: <i>Critical thinking skills</i> <i>Viewpoints/perspectives</i> <i>Inferences</i>	Cultural Poetry <ul style="list-style-type: none"> • Developing an understanding of individual and cultural identities through different poems. • Introduction to poetic techniques • Range of poets to provide diversity Concepts: <i>Critical thinking skills</i> <i>Viewpoints/perspectives</i> <i>Inferences</i>	The Odyssey <ul style="list-style-type: none"> • Challenging pre-1900 literature: Homer’s <i>Odyssey</i>, extracts from <i>Ramayana</i>, <i>Mahabharata</i> & <i>Epic of Gilgamesh</i> • Reading and using inference • epic narrative structure & archetypes Concepts: <i>Critical thinking skills</i> <i>Creativity</i> <i>Synthesis</i>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Essay Q: How does Doyle use language to create tension?	Transactional Writing: Letter/speech based on whether capital punishment should be universally banned.	Creative Writing: Descriptive piece based on a gothic image.	Essay Q: How is Phoenix presented as a character?	Essay Q: How is culture represented in the poem? (Pupils choose their favourite poem from the unit)	Creative response to epic themes, setting and characters.

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.

FOOD PREPARATION & NUTRITION (FPN)

Food Preparation and Nutrition intent:

At Wirral Grammar School for Boys, Food Preparation and Nutrition is studied by all students in Year 7 to 9. Students can choose to study the subject further as one of their GCSE option choices with the AQA exam board.

The intent of the course is to teach students about food in its widest sense and to help them learn and develop a broad range of food preparation skills. These can be applied immediately at home and the courses provide an opportunity for students to understand where their food comes from and how it can affect their health and wellbeing. There is a focus on practical skills and a chance for them to create their own dishes in our bespoke kitchen classroom.

The topics covered are:

- 1- Food and Nutrition
- 2- Food Commodities
- 3- Food Safety
- 4- Food Choice
- 5- Food Provenance
- 6- Food Science
- 7- Skills Focus
- 8- Practical Assessments

KS3 Assessment Statements		
Food Health and Safety.	1	I can identify a range of hygiene and safety hazards in a kitchen and explain control measures to prevent them.
	2	I can get myself ready to cook following basic food health and safety principles (HATTIE).
	3	I can recognise the importance of preparing and cooking food safely and hygienically.
	4	I can plan and carry out food storage, preparation and cooking in a safe and hygienic manner.
Food preparation, handling and cooking skills.	5	I can name, collect and safely use simple equipment with some help and degree of accuracy.
	6	I can identify and demonstrate a range of preparation techniques and processes.
	7	I can work increasingly independently with a range of equipment and utensils to produce a high-quality outcome.
SPAG	8	I can demonstrate effective use of; spelling, punctuation and grammar.
	9	I can use technical words to evaluate and describe foods.
Organisation	10	I complete homework to the best of my ability and meet deadlines.

Y7-9 PRACTICAL ASSESSMENT SHEET

Dish		Emerging		Developing		Securing		Mastering	
	1. Following Instructions	Struggled to follow instructions. Frequently required support.		Followed instructions but sometimes struggled without support.		Followed instructions well but sometimes asked for some clarification.		Clearly followed instructions logically and unaided.	
	2. Organisation	Finished practical but some clearing away incomplete or unsatisfactory.		Reasonably organised but struggled to finish all clearing away on time.		Well organised. Finished practical work and clearing up on time.		Very organised. All practical work and clearing up completed to a high standard, logically and on time or early.	
	3. Safety and Hygiene	Poor awareness of safety and hygiene requirements. Needed a lot of support		Quite frequent lapse in hygiene or safety. Needed reminders.		Generally very safe and hygienic with occasional lapse.		Very safe and hygienic at all times without reminders / prompts.	
	4. Skills	Struggled with skills practice. Needed frequent support.		Skills completed to a satisfactory standard. Some intervention and support needed.		Skills completed to a good standard. Equipment mainly used safely and effectively.		Skills completed to a very high standard. Equipment used safely and effectively.	
	5. End result	Dish unfinished or poorly presented.		Satisfactory end result. Presentation could be improved.		Good end result. Presented to a good standard.		High quality end result. Presented to a high standard.	

FPN - Curriculum Maps:

Key Stage 3 – YEAR 7

Autumn Term	Spring Term	Summer Term
Key Themes	Key Themes	Key Themes
Allergens and intolerances Food hygiene and safety An unsafe kitchen HATTIE Equipment and utensils Kettle safety Washing up and clearing away Sensory word bank Taste testing Knife skills Introduction to hob use Weighing food Fruits and their uses Introduction to ovens What is 'diet' Eatwell Guide Introduction to grill use Design challenge	Combining ingredients Food provenance Organic farming Food products	Making a dough Protein alternatives Make, shape and bake Functional properties of ingredients Experiment Practical skills Practical skills assessment
Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations 	<ul style="list-style-type: none"> • Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations

You can assist your child with their studies in the following ways:

- Have conversations with him about what they have studied in their lessons
- Discuss practical lessons and what went well (WWW) and Even Better If (EBI)
- Give feedback on dishes brought home for you to try.
- Allow them more independence in the kitchen at home to extend their practical skills.

GEOGRAPHY

Geography Department Intent

Geography helps us make sense of the world around us. It is hands on, relevant and fun and allows students to get to grips with the big questions that affect our dynamic world. At Key Stage Three, and in line with the National Curriculum (DfE, 2013), Geography aims to ensure that all pupils:

Develop contextual knowledge and understanding of the location of globally significant places, both terrestrial and marine, including their defining human and physical characteristics.

Understand the processes that give rise to key physical and human geographical features of the world, how these are independent and how they bring spatial variation and change over time.

Are 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 GIS.
- Communicate Geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography also moves beyond the national curriculum, to ensure that students are not taught a 'single story' about a place or group. It incorporates the concept of global citizenship to highlight the close interconnectedness of Geographical spaces (Scheunpflug, 2021) particularly in relation to sustainability and climate change. It also aims to challenge social norms, through a social justice approach, providing a transformative education where students understand their own and other's beliefs, intentions, values and opinions. The understanding of past perspectives and the ability to look forward at new ideas are key to transformative learning and require critical thinking and critical discourse.

Geography - Key Stage 3 – YEAR 7

Autumn Term		Spring Term		Summer Term	
Key Knowledge/Skills	Key Knowledge/Skills	Key Knowledge/Skills	Key Knowledge/Skills	Key Knowledge/Skills	Key Knowledge/Skills
<p><u>What is my local Geography?</u></p> <p>What is Geography? How do I use an atlas? When and why would I use an OS map? What are the skills I need to read a map? What is the difference between longitude and latitude? How do I use GIS? How has the UK's population changed over time? Why do people move to the UK?</p> <p><u>Skills</u></p> <p>Atlas skills, OS Map skills, Image interpretation, locational knowledge, literacy, numeracy, graphicacy, extended writing, SMSC skills, sequencing, population statistics, data analysis, GIS</p>		<p><u>How does the Earth work?</u></p> <p>How old is Earth? How does the rock cycle work? What is the water cycle? How does increasing carbon lead to climate change? Why is the Rainforest important to Earth? Why do we need to protect the rainforest? How important is the ocean? How is plastic damaging the ocean?</p> <p><u>Skills</u></p> <p>Atlas skills, sequencing, numeracy, critical questioning, image interpretation, numeracy, literacy, extended writing, debating</p>		<p><u>How do rivers shape the land?</u></p> <p>What are the main features of a river? What is weathering? What is erosion? How do waterfalls form? Why do some rivers flood? How can floods impact people? How do I conduct a fieldwork enquiry? How does the river Goyt change from source to mouth?</p> <p><u>Skills</u></p> <p>Fieldwork, teamwork, communication, predicting, concluding, analysing, evaluating, reflecting, sequencing, categorising, prioritising</p>	
<p><u>Assessment</u></p> <p>Assessment 1 – Extended writing about Geography Assessment 2 – Midpoint test Assessment 3 – End of topic test</p>		<p><u>Assessment</u></p> <p>Assessment 4 – Group presentations Assessment 5 – End of topic test</p>		<p><u>Assessment</u></p> <p>Assessment 6 – Extended writing about flooding Assessment 7 – Fieldwork write-up Assessment 8 – End of year test</p>	
<p><u>Tier 3 vocab</u></p> <p>Physical, Human, Map, Height, Scale, Grid reference, Migration, Population, Asylum seeker, refugee, birth and death rate</p>	<p><u>Tier 2 vocab</u></p> <p>Describe, Explain, Locate, Challenge, Discuss, Outline, Compare, Impact, Decide, Pattern</p>	<p><u>Tier 3 vocab</u></p> <p>Geological time, extinction, weathering, compaction, Evaporation, Condensation, sedimentary, igneous</p>	<p><u>Tier 2 vocab</u></p> <p>Draw, Sequence, Describe, Explain, Contrast, Develop, Discuss, Debate, Interpret, Impact, Response</p>	<p><u>Tier 3 vocab</u></p> <p>Erosion, Weathering, Source, Mouth, Flooding, Social, Economic, Environmental, Fieldwork</p>	<p><u>Tier 2 vocab</u></p> <p>Explain, Analyse, Evaluate, Conclude, Predict, Decide, Contrast, Interpret, Draw, Challenge</p>
<p><u>Links to careers</u></p> <p>Geographer, Town planning, cartographer, demographer, journalist, author, poet, aid agencies – refugee link</p>		<p><u>Links to careers</u></p> <p>Geologist, climate scientist, oceanographer, sustainable development officer, environmentalist, policy maker</p>		<p><u>Links to careers</u></p> <p>Environment Agency, hydrologist, policy analyst, geomorphologist, engineering</p>	

Curriculum and Assessment Map: Geography (Year 7)

Core Knowledge and Understanding	
<ul style="list-style-type: none"> Have knowledge relating to a wide variety of places in the world and the UK and places which are in the news. Have knowledge about a wide variety of human and physical features in the world which are important and be able to describe their characteristics in detail. Understand in detail what a variety of places are like, how and why they are similar and different and how they change over time. Understand a range of geographical patterns and that there are links between people and environments. 	
Core Skills	
<ul style="list-style-type: none"> Be able to carry out geographical enquiries with some help, using a wide range of more complex maps, graphs and images accurately. Be able to express and explain opinions in detail. Be able to communicate findings clearly and effectively. 	
GRADE	DESCRIPTOR
MASTERING	I ask appropriate geographical questions to sequence my own investigations. I select and use with accuracy a wide range of observational and research skills (primary and secondary). I evaluate sources of information and recognise bias and offer valid conclusions and solutions. I analyse the physical and human characteristics of places making clear links between the places I have studied. I present a range of information on maps, graphs and diagrams and I can use GIS easily without any help. I evaluate the interactions between physical and human processes and assess the impact on places, people and other events. I know about a variety of different places in the world and in the UK. I understand what the word sustainable means and I evaluate whether something is sustainable or not and offer ways to make it sustainable. I clearly categorise information into cause and effect and I assess the effectiveness of responses. I confidently structure my work and make references to geographical terminology throughout with no support and spelling errors.
SECURING	I use a range of geographical vocabulary and I can ask relevant geographical questions using the 5 W's. I select and analyse information reaching conclusions that are consistent with the evidence. I interpret a range of maps at different scales including: OS maps, 16 points on the compass, coordinates and scale. I know about a range of places in the world and in the UK. I understand that there are various human and physical processes which create and change the world around us and I can explain them in some detail. I understand why some places are linked and I can describe and explain the impact that these have on people and the environment. I carry out geographical enquiries with some help using a wide range of maps, graphs and images accurately with limited support. I express and explain my opinions. I also explain why other

	people's opinions are different to mine. My work is well structured with a few spelling inaccuracies but key terminology is spelt correctly.
DEVELOPING +	I know a range of places, environments and features on a local, national and global scale. I understand that there are various human and physical processes which create and change the world around us which I can describe in detail. I understand why places are linked and I can describe and begin to explain the impact that these have on people and the environment. I understand that connections can be made between different things that I have studied in geography which I can describe and begin to explain. I use maps effectively and I can analyse some geographical graphs and data sources and provide valid conclusions. I also use various data with some support and modelling to help me answer geographical questions. I explain the causes and effects of an event and begin to offer some solutions to manage them. I use full sentences and begin to give some explanations in my work. I express and explain different points of view about geographical issues and problems. Spelling mistakes may be more common, with development in punctuation and structure needed. Answers lack depth and there are limited case studies and detail.
DEVELOPING	I know about a range of places in the world and in the UK. I know about a variety of human and physical features in the world which are important and I can describe their characteristics. I know about a variety of places which are also in the news. I understand what a variety of places are like in some detail and how they are similar and different. I recognise some geographical patterns and I can describe how they are changing. I understand that there are links between places, people and the environment. I confidently interpret images and some graphs and I can use maps correctly. I ask relevant questions relating to the 5W's. I begin to present information on graphs and diagrams. I describe the effects clearly and offer some explanation of the causes. I recognise that other people don't have the same opinion as me. I use full sentences and begin to give some explanations in my work but my answers lack depth and detail, with spelling, punctuation and grammar inaccuracies. Writing frames may be needed to support extended writing exercises.
EMERGING	I suggest simple geographical questions when looking at images and data. I understand what some places are like in the UK and how they are similar or different to other countries around the world. I describe basic geographical patterns and I am aware about places that are in the news. I carry out geographical enquiries with quite a lot of help using maps, graphs and images and I can begin to describe causes and effects. I express my own opinions and recognise other people may not have the same opinion as me. I use an atlas to locate countries and oceans we have studied. I also use basic OS map symbols, 4 compass points and simple coordinates to locate features on maps. I use simple geographical vocabulary linked

	to places we have studied and I can explain simple geographical processes with some help and prompts. I communicate basic ideas and thoughts given to me.
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You can assist your son with his studies in the following ways:

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.

You can also help at home by supporting with revision resources, setting realistic goals and practicing the use of key words and terminology.

The following websites are also useful in supporting revision and reading outside of the classroom:

>Oak Academy: [Free KS3 Geography teaching resources | Y7, 8, & 9 | Oak National Academy](#)

>BBC Bitesize: [Geography - BBC Bitesize](#)

>Newsround: [Home - CBBC Newsround](#)

>Seneca learning: <https://senecalearning.com/en-gb/>

>Education Quizzes: [KS3 Geography – Revision Quizzes – Years 7, 8 and 9](#)

HISTORY

History Department Intent

History at Wirral Grammar School for Boys aims to develop a lifelong interest and passion for the subject through stimulating the intellectual curiosity of its pupils. To do this we look at different perspectives and diverse cultures to analyse our place in the world and understand the constantly evolving practice of history. We develop independent thought and critical reasoning to give young people the skills to make sense of the ever-changing world around them. Our increasingly diverse and ambitious curriculum aims to be rooted in historical scholarship and tackle controversial issues which resonate today.

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:

- 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

Key Stage 3 – YEAR 7

[illegible]

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 shows 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
AO2 Demonstrate the ability to interpret and evaluate contemporary sources and interpretations of the past,	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.	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.	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.	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.

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 assessments
- To do additional reading about the topics he is studying in school
- 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 can 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
Sequences Understand and use algebraic notation Equality and equivalence	Place value and ordering of Integers and Decimals Fraction, Decimal and Percentage Equivalence	Solving problems with addition and subtraction. Solving problems with Multiplication and Division Fractions and Percentages	Operations and Equations with Directed Number Addition and Subtraction of Fractions	Constructing, measuring and using geometric notation Developing Geometric Reasoning	Developing Number Sense Sets and Probability Prime Numbers and Proof
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
GMA 1 Test 1	GMA 2 GMA3	GMA 4 Test 2	GMA 5 GMA 6 Test 3	GMA 7 GMA 8	Test 4 GMA 9 GMA 10

Curriculum and Assessment Map: Mathematics (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
ALGEBRA	Student can: Simplify a bracket with a power <i>(MW clip GCSE 34)</i> Use Function Machines with Algebra <i>(MW clip GCSE 36)</i>	Student can: Substitute directed numbers into expressions/formulas <i>(MW clip GCSE 95)</i>	Student can: Solve equations with two moves <i>(MW clip KS3 A19a)</i> Multiply and divide algebraic expressions <i>(MW clip GCSE 34,35)</i>	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>

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> Squares cubes roots <i>(MW clip GCSE 81)</i> Use a decimal multiplier to increase or decrease an amount by a % <i>(MW clip GCSE 108)</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> Converting numbers from standard form to normal <i>(MW clip GCSE 83)</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></p> <p>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	Student can: Stacking 2 amounts to make a % <i>(MW clip KS3 N39)</i>	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>	Student can: Mixed numbers Improper Fractions <i>(MW clip KS3 N35)</i> % of an amount (non-calculator) <i>(MW clip GCSE 87)</i>	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>
Geometry	Area of a trapezium <i>(MW clip GCSE 56)</i> Area/perimeter compound shapes <i>(MW clip KS3 N23bc)</i> Polygons Angle Facts <i>(MW clip GCSE 123)</i>	Area of Triangles + Parallelograms <i>(MW clip KS3 G20c, G24)</i> Parallel Lines Angle Facts <i>(MW clip KS3 G18)</i> Construction <i>(MW clip GCSE 147)</i>	Triangles and Quadrilaterals Angle Facts <i>(MW clip GCSE 122)</i>	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>
Statistics	Student can: Calculate the median and range for a frequency table <i>(MW clip GCSE 62)</i>	Student can: Draw and use Pie Charts <i>(MW clip GCSE 128a)</i>	Student can: Draw and use Frequency Tree <i>(MW clip GCSE 57)</i>	Student can: Draw and use Bar Charts <i>(MW clip GCSE 15)</i> Calculate the mean, mode median and range <i>(MW clip GCSE 62)</i>

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

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	Key Themes	Key Themes	Key Themes
<p>C'est parti!</p> <ul style="list-style-type: none"> Name Age Birthday Numbers <p><u>Grammatical skills</u></p> <p>Gender of nouns Definite and indefinite articles conjugation of <i>avoir</i> in the present tense</p> <p><u>Concepts</u></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><u>Grammatical skills</u></p> <p>Adjectival agreements using the verb <i>il y a</i> in three tenses Using the negative</p> <p><u>Concepts</u></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><u>Grammatical skills/concepts</u></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><u>Concepts</u></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><u>Grammatical skills/concepts</u></p> <p>Review of adjectival agreement Describing oneself and others in three tenses using <i>être</i> and <i>avoir</i></p> <p><u>Concepts</u></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><u>Grammatical skills/concepts</u></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><u>Concepts</u></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><u>Grammatical skills/concepts</u></p> <p>Near future tense Manipulation of more complex language</p> <p><u>Concepts</u></p> <p>Grammatical mastery Communication (through speaking) in the target language Intercultural understanding Deduction and inference Manipulation of language</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p><u>Knowledge Organiser:</u></p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p><u>Knowledge Organiser:</u></p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task End of Module test (Reading, Listening and Translation)</p>	<p><u>Knowledge Organiser:</u></p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p><u>Knowledge Organiser:</u></p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task End of Module test (Reading, Listening and Translation)</p>	<p><u>Knowledge Organiser:</u></p> <p>Fortnightly vocabulary test Fortnightly grammatical mastery activity Half-termly extended writing task</p>	<p><u>Knowledge Organiser:</u></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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language 	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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language 	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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language 	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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language 	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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language 	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"> Grammatical mastery Manipulation of language Deduction and inference Cultural understanding Communication in the target language
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing End of topic reading, listening and writing assessment 	<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing End of topic reading, listening and writing assessment 	<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing 	<ul style="list-style-type: none"> Vocabulary Tests Language nut assignments Half Termly writing End of topic reading, listening and writing assessment

Curriculum and Assessment Map: MFL (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
A01 Listening	Student can: Demonstrate understanding of main points and opinions and some details in short passages.	Student can: Demonstrate understanding of main points and opinions from short passages using familiar vocabulary.	Student can: Demonstrate understanding of a range of familiar phrases and opinions.	Student can: Demonstrate understanding of familiar words and phrases, spoken clearly and repeated.
A02 Speaking	Take part in a longer conversation using familiar language.	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions.	Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns.	Say single words and short phrases with support, imitating correct pronunciation.
A03 Reading	Demonstrate understanding of main points and opinions, overall message and some details in short passages.	Demonstrate understanding of main points and opinions from short texts, using familiar vocabulary.	Demonstrate understanding of a range of familiar written phrases and opinions.	Demonstrate understanding of familiar words and phrases.
A04 Writing and Translation	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.	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.	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.	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

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.

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
Find Your Voice <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 <u>Concepts</u> - Technique Development. - Ensemble Performance - Musicianship	The Elements of Music <ul style="list-style-type: none"> Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence Graphic Notation and Graphic Scores Traditional Notation <u>Concepts</u> - Musical Apprising - Ensemble Performance - Musicianship	Keyboard Performance <ul style="list-style-type: none"> Keyboard Geography Traditional Notation reading Performance Skills <u>Concepts</u> - Technique - Musicianship	Sonority <ul style="list-style-type: none"> Instrumental Families Key members withing woodwind strings, brass and percussion. Class Orchestra <u>Concepts</u> - Technique - Musicianship - Ensemble Performance	Accompaniment Workshop <ul style="list-style-type: none"> Major and Minor Chords Accompaniment Skills Vamping <u>Concepts</u> - Technique - Musicianship - Ensemble Performance	Folk Music <ul style="list-style-type: none"> Oral Traditions Arranging Skills <u>Concepts</u> - Technique - Musicianship - Ensemble Performance - Musicality
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
AO1 Perform with technical control, expression and interpretation	Student can: Perform with accuracy in terms of pitch and rhythm demonstrating expression within the chosen style.	Student can: 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.	Student can: Perform with some slips of accuracy which are beginning to affect the fluency of the performance.	Student can: Performances are not fluent and lack accuracy.
AO2 Compose and develop musical ideas with technical control and coherence	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.	Musical ideas are generally effective, offering potential for further development. Effective contrasts of colour and tone are generally created.	Musical Ideas are simple, offering some potential for development. some contrasts of colour and tone are created	Musical ideas are limited, offering little opportunity for development. There is limited evidence of contrast
AO3 Use appraising skills to make evaluative and critical judgements about music	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.	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.	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.	Listen and appraise but they are somewhat limited, incorrect musical judgements are made due to a lack of musical vocabulary.

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.

PSHE EDUCATION

PSHE Department Intent

PSHE Education at Wirral Grammar School is delivered in a variety of ways, including dedicated PSHE lessons, assemblies, special events such as Diversity Week, National Careers Week and Mental Health Awareness Week, as well as through form-time provision.

Our curriculum aims to:

- Provide students with a sound understanding of their role as citizens now and in the future
- Offer opportunities to reflect on wider societal and personal issues
- Develop the critical thinking skills needed to make safe, informed decisions

In line with the Government's Personal, Social, Health and Economic (PSHE) Education statutory requirements, Wirral Grammar School is committed to developing students' awareness in three key areas:

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

PSHE is taught by each year group's form tutor team. Teachers lead on different areas of the course depending on their expertise, interests, or specialist training. Students have one dedicated PSHE lesson per week, rotating through the form tutor team.

In addition, form tutors address topical PSHE issues during weekly tutor time. These sessions focus on current themes and stories, helping to contextualise lesson-based learning in ways that are accessible, relatable, and rooted in real-world events. This approach encourages students to develop a wider understanding of the world around them, to consider different perspectives, and to engage in respectful debate.

Health and Wellbeing	Relationships	The World We Live In
<ul style="list-style-type: none">• Personal Safety and Wellbeing• Healthy and Puberty <p>Concepts <i>Developing agency, strategies to manage influence and decision-making skills</i></p>	<ul style="list-style-type: none">• Friendship and bullying• Building Relationships <p>Concepts <i>Developing empathy, compassion and communication</i> <i>Developing self-confidence and self-worth</i></p>	<ul style="list-style-type: none">• Careers: Developing Skills and Aspirations• Financial Decision Making <p>Concepts <i>Developing goal setting, organisation skills and self-awareness</i> <i>Developing risk management strategies, analytical skills and strategies to identify bias and manage influence</i></p>

You can assist your child with their studies in the following ways:

The best way to support your child is by talking with them about their lessons and exploring their ideas and feelings together. Some of the topics can be challenging, and your encouragement at home makes

a real difference. Offering positive reinforcement will help your child feel more confident as they learn to navigate the world around them.

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.

Key Stage 3 – YEAR 7

[illegible]

Curriculum and Assessment Map: Physical Education (Year 7)

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

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.

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
Key Themes	Key Themes	Key Themes
What is religion <ul style="list-style-type: none"> • Worldviews • Sociological perspectives • Philosophical perspectives • Theological perspectives 	Are you there, God? <ul style="list-style-type: none"> • What is God? • Ancient deities • Hindu beliefs • Bhuddist and Humanist perspectives • Questioning existence of God 	Superheroes <ul style="list-style-type: none"> • What is justice • Modern social issues • Ancient heroes • Modern heroes
Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Homework tasks (formative assessment) • End of Unit Test (summative assessment) 	<ul style="list-style-type: none"> • Homework tasks (formative assessment) • End of unit test (summative assessment) 	<ul style="list-style-type: none"> • Homework tasks (formative assessment) • Poster of a hero (summative assessment)

Curriculum and Assessment Map: Religious Education (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1: Demonstrate knowledge and understanding of religion and beliefs, including:</p> <p>1.1 Beliefs, practices and sources of authority</p> <p>1.2 Influence on individuals, communities and societies</p> <p>1.3 Similarities and differences within and/or between religions and beliefs.</p>	<p>Student can consistently:</p> <p>Recall key vocabulary, explain their meaning, and incorporate these terms in responses, drawing connections between different ideas.</p> <p>Identify the five worldviews and define them with understanding of differences and similarities between them, and comparing these to your own beliefs.</p> <p>Reflect on the skills utilised within sociology, theology, and philosophy.</p> <p>Interpret texts using theological skills, linking to key beliefs of the relevant religions, and their influence on people.</p> <p>Summarise 4 different belief systems' concept and importance of God</p>	<p>Student can regularly:</p> <p>Recall key vocabulary, explain their meaning, and incorporate these terms in responses, drawing connections between different ideas.</p> <p>Identify the five worldviews and define them with understanding of differences and similarities between them, and comparing these to your own beliefs.</p> <p>Reflect on the skills utilised within sociology, theology, and philosophy.</p> <p>Interpret texts using theological skills, linking to key beliefs of the relevant religions, and their influence on people.</p> <p>Summarise 4 different belief systems' concept and importance of God</p>	<p>Student can occasionally:</p> <p>Recall key vocabulary, explain their meaning, and incorporate these terms in responses, drawing connections between different ideas.</p> <p>Identify the five worldviews and define them with understanding of differences and similarities between them, and comparing these to your own beliefs.</p> <p>Reflect on the skills utilised within sociology, theology, and philosophy.</p> <p>Interpret texts using theological skills, linking to key beliefs of the relevant religions, and their influence on people.</p> <p>Summarise 4 different belief systems' concept and importance of God</p>	<p>Student are beginning to:</p> <p>Recall key vocabulary, explain their meaning, and incorporate these terms in responses, drawing connections between different ideas.</p> <p>Identify the five worldviews and define them with understanding of differences and similarities between them, and comparing these to your own beliefs.</p> <p>Reflect on the skills utilised within sociology, theology, and philosophy.</p> <p>Interpret texts using theological skills, linking to key beliefs of the relevant religions, and their influence on people.</p> <p>Summarise 4 different belief systems' concept and importance of God</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.	<p>Student can consistently:</p> <p>Incorporate relevant key vocabulary into explanations, showing understanding of links between terms and concepts.</p> <p>Give detailed summaries of Christian, Hindu, Buddhist, and Humanist views on God.</p> <p>Structure answers with identification of key concepts of belief, use of relevant evidence, analysis of significance, and evaluation of links to their influence</p>	<p>Student can regularly:</p> <p>Incorporate relevant key vocabulary into explanations, showing understanding of links between terms and concepts.</p> <p>Give detailed summaries of Christian, Hindu, Buddhist, and Humanist views on God.</p> <p>Structure answers with identification of key concepts of belief, use of relevant evidence, analysis of significance, and evaluation of links to their influence</p>	<p>Student can occasionally:</p> <p>Incorporate relevant key vocabulary into explanations, showing understanding of links between terms and concepts.</p> <p>Give detailed summaries of Christian, Hindu, Buddhist, and Humanist views on God.</p> <p>Structure answers with identification of key concepts of belief, use of relevant evidence, analysis of significance, and evaluation of links to their influence</p>	<p>Student are beginning to:</p> <p>Incorporate relevant key vocabulary into explanations, showing understanding of links between terms and concepts.</p> <p>Give detailed summaries of Christian, Hindu, Buddhist, and Humanist views on God.</p> <p>Structure answers with identification of key concepts of belief, use of relevant evidence, analysis of significance, and evaluation of links to their influence</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

SCIENCE

Year 7 students have six Science lessons a fortnight on their timetable in which Biology, Chemistry & Physics topics are delivered on rotation by a single member of the Science faculty. This frequent contact with a single teacher allows for a deeper knowledge of the students, facilitating more personalised learning to maximise their progress. The guides below indicate the topics taught in these lessons at each stage of the academic year.

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. All students when they begin a module are provided with a work booklet, which contains the specification points covered in each unit and key term/definition lists to help with literacy and tasks that may be used in lessons or as homework/revision.

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 MA – October Homework tasks 	<ul style="list-style-type: none"> Cells end of unit test – November Reproduction MA – December 	<ul style="list-style-type: none"> Reproduction end of unit test – February 	<ul style="list-style-type: none"> Diet and Digestion MA – 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
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"> 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

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
Safety in the Lab Intro to forces Squashing and Stretching Drag forces and friction	Forces at a distance Balanced and unbalanced Charging up (static) Circuits and current	Potential Difference Series and Parallel Resistance (ohms law)	Magnets and fields Electromagnets Using electromagnets	Food and fuels Energy adds up Energy and temperature Energy transfer (conduction and convection) Energy transfer radiation	Energy resources Energy and power Work, energy and machines Space Project (independent presentations and 2 lesson review)
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
AO1 Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.	Student can consistently: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations.	Student can regularly: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations.	Student can occasionally: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations.	Student are beginning to: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations.

<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>
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<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 workbooks 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 MCAS to see which homework has been set for your son