

Parents' guide to the Year 7 Curriculum

2018 - 2019

Comprehensive Excellence

October 2018

Dear Parent/Carer,

This booklet has been designed to provide you with information about the courses your son/daughter will be following this academic year. We hope that it will allow you to support your son's/daughter's education even more effectively.

It must be emphasised that the booklet is no more than a guide. As circumstances change, (for example, the publication and purchase of new text books), the information contained in it may become less accurate. Nevertheless, we expect the booklet to provide you with a source of useful information that will enable you to help your son/daughter fulfil their potential.

We have no expectation that any parent will purchase any of the books/resources mentioned in the booklet. Work will never be set with this assumption. However, every year several parents request information about courses and text books. We believe it best if all parents are provided with such information.

If you require further information, please contact the school.

Yours sincerely,



Mr P Beale
Deputy Headteacher

Reepham High School Aims

These aims have been formulated by a group comprising : teachers, pupils, parents, governors.

All students are entitled to

- ◆ A teaching and learning experience which allows them to achieve the highest possible standards
- ◆ The opportunity to develop the skills necessary for life
- ◆ Be supported by the school, parents and community in partnership
- ◆ A school environment which is stimulating and enjoyable
- ◆ Be valued and treated with respect
- ◆ A school which is orderly, tolerant, fair and caring
- ◆ Equal opportunities to the services the school provides

THE YEAR 7 CURRICULUM

- . 50 one hour lessons per fortnight
- . 60 minutes homework a night

Subject	Amount of time per subject in hours	Percentage of curriculum time
English	7	14%
Mathematics	7	14%
Science	6	12%
French	3	6%
Spanish	3	6%
Geography	2	4%
History	2	4%
Art	3	6%
Technology	4	8%
Physical Education	4	8%
Music	2	4%
Religious Education	2	4%
Computer Science	2	4%
Drama	2	4%
Personal, Social, Health & Economic Education (PSHEE)	1	2%

Citizenship teaching is integrated within all the subjects on the curriculum

HOMEWORK

1. The purpose of homework

Homework is given for the following reasons:

- ◆ to help pupils develop independent habits of study
- ◆ to develop perseverance and self discipline
- ◆ to consolidate and reinforce skills and understanding developed at school
- ◆ to involve parents and carers in pupils' work
- ◆ to permit more ground to be covered and more rapid progress to be made
- ◆ to enable our pupils to achieve the highest possible results in public examinations

2. How homework is organised

- ◆ Pupils are given a journal to record all homeworks in.
- ◆ Pupils are expected to spend approximately the following amounts of time on their homework.

	Subjects per night	<u>Approx</u> time per subject	<u>Approx</u> time per evening
YEAR 7	2	30 minutes	60 minutes
YEAR 8	2	35 minutes	70 minutes
YEAR 9	2	40 minutes	80 minutes
YEAR 10	1-2	60 minutes	120 minutes
YEAR 11	1-2	60 minutes	120 minutes

Please recognise that these timings are approximate and will depend on the ability of each pupil.

3. Types of homework

A range of different exercises could be set as homework :

- ◆ writing a formal essay
- ◆ questions to answer
- ◆ making notes
- ◆ drafting an essay
- ◆ learning spellings/vocabulary
- ◆ researching a topic
- ◆ reading
- ◆ practising a particular skill
- ◆ revision
- ◆ preparing a presentation.

All are equally important!

4. **The responsibilities of the pupil**

Pupils are expected to:

- ◆ always write down a summary of their homework in their homework journal.
- ◆ always have their journal with them and get it signed at home by a parent/carer every week.
- ◆ complete homework tasks to the best of their ability within the appropriate length of time
- ◆ submit homework at the time requested.

It is recommended that pupils get into the habit of doing homework on the night it is set and designating a regular homework time.

5. **How you can help your son/daughter with homework**

- ◆ Talk about homework tasks with them.
- ◆ Look at their homework and offer praise and encouragement.
- ◆ Check their homework journal (and write down a note for the tutor if you have a concern).
- ◆ Help your son/daughter to develop study habits and organise themselves. Fix regular times for them to work and make sure they stick to them. A routine (say 4.30-5.30 pm every night), will do much to ensure your son/daughter achieves his/her academic potential.
- ◆ Help your son/daughter meet deadlines by reminding them of them.
- ◆ Give plenty of praise for hard work.
- ◆ Provide a quiet place for your son/daughter to work and/or use the school homework club.

6. **Homework**

Homework will be set in accordance with the homework policy. Year 7-9 pupils will write in the homework on the day it is set.

Fortnightly homework will be set in Art, Computer Science, History Geography and RE.

Weekly homework will be set in English, Mathematics, French, Spanish and Science.

Technology set a variety of homeworks during their block of teaching.

No homework will be set for Music, Drama or PE. However for those learning an instrument it is expected that they practise every day for a minimum of 20 minutes.

Students not taking both languages only have one piece of language homework per week.

If pupils have a problem with meeting a homework deadline they should have a **quiet** word with the teacher **well before the deadline**. If there is a good reason, the deadline will be extended a little. If your son/daughter is having difficulties in submitting homework on time, or difficulties with homework in general, then he/she should see his/her tutor.

7. **Homework club**

If your son/daughter finds it difficult to work at home they might want to work at the school homework club. This takes place between 3.30 and 4.30 pm on Monday to Thursday in the library. A member of staff will be available to supervise.

LITTLE THINGS MATTER

- A) In order to fulfil his/her potential at school your son/daughter needs to be organised. You can help them by:
- ◆ Checking the homework (see earlier comments).
 - ◆ Ensuring that your son/daughter always comes to school with
 - a blue or black pen
 - a pencil
 - a ruler
 - a scientific calculator
 - an eraser
 - a pencil sharpener
 - a planner
 - Basic geometry set
 - USB Pen
- B) The presentation of work is important. We expect all formal written work to conform to the following....
1. All work should have a title that is underlined with a ruler.
 2. Work should be dated and the name should be on it.
 3. Label homework.
 4. Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
 5. Check the spelling, punctuation, grammar.
 6. Rule off after a completed piece of work.
- C) Work marked by teachers will use the following symbols.
- | | | |
|--------|---|---|
| www | - | what went well |
| hti | - | how to improve |
| pu | - | punctuation error |
| sp x5 | - | spelling error—write correct spelling 5 times |
| para// | - | new paragraph needed |
| ? | - | this part is confusing |
| s/str | - | sentences have run on. Put in full stops |
| gr | - | grammatical error |

IMPORTANT DATES – YEAR 7

16th October 2018	“Settling In” Evening
1st March 2019	Interim report
25th April 2019	Parents’ Evening
25th June 2019	Full report

ACHIEVEMENT : BOYS AND GIRLS

You are probably aware of the national concern that has been expressed about the academic performance of boys relative to that of girls.

The national GCSE examination results reveal boys doing significantly less well than girls at 16. Indeed, research is suggesting that girls do better than boys at school from the age of 5 to 16!

At Reepham High School & College we want all pupils to succeed and fulfil their potential no matter what their sex or background. Nevertheless, we have been working particularly hard to boost the achievement of boys, and with some success.

We believe that one of the most effective strategies is to work with parents in boosting the achievement of all, but boys in particular.

It is our experience that boys are more likely to :

- ◆ Need a little more encouragement to do their homework (a **regular routine** helps them as does rationing the amount of television watching/game playing)
- ◆ Need short term specific targets rather than long term ones, (e.g. “You need to do 30 minutes English homework tonight” rather than, “Your homework needs to improve this year”)
- ◆ Need help getting organised (checking of their homework journals is particularly important)
- ◆ Believe academic success depends on ability rather than hard work. This just is not true! The level of effort is more important than the intellect in determining how well a pupil does
- ◆ Not to want to appear hard working and conscientious. On the quiet many do work hard, but never tell their friends! Tell your son not to believe everything his friends tell him.

REWARDING EFFORT

Reepham High School & College expects pupils to try their hardest. When a pupil has made a particularly impressive effort he/she can be rewarded in many ways. Some examples are:

- ◆ Spoken praise from their teacher, Head of Department or Pastoral Leader.
- ◆ The issuing of a merit.
- ◆ Special Head of Year, Bronze, Silver, Gold merits.
- ◆ At KS3 Pastoral Leader’s award certificates both individually and for tutor groups on a termly basis.
- ◆ The issue of a subject certificate for hard work in a subject over several weeks.
- ◆ The issue of badges for responsibilities.
- ◆ Letters and postcards of congratulations sent home.
- ◆ Book tokens / gift tokens.
- ◆ End of year awards, including certificates, vouchers and trophies.
- ◆ Attendance competitions, including tutor group awards, prize draws and reward days.

We recommend that all certificates, exam results and letters of recognition are kept safely to be put in a Record of Achievement in Years 10 and 11.

HOME-SCHOOL COMMUNICATION

Please remember that a great deal of information can be found on the school website.

❖ www.reephamhigh.com

Click on second tab entitled "Information for Parents"

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers at school and at home can provide many opportunities to support your son/daughter's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home the following web sites might provide some help for your son/daughter and some assistance for you in supporting the education of your son/daughter.

Email - Students are issued with an email account that they will have access to anywhere with internet access. The email account will provide communications between student and teacher and also access to online resources that will be subject specific.

School website - The school website has many useful links to various student and parental documents. It is up to date with achievements of students and trips that have taken place.

E-Safety - All students will be provided with E-Safety guidance in ICT lessons. This will cover:

1. Social networking
2. Digital footprints
3. Do's and don'ts on the internet
4. Impact Day on E-safety that will involve guest speakers for help and advice

Useful website to provide pupil and parental guidance on E-Safety:

www.bbc.co.uk/cbbc/topics/stay-safe

ENGLISH AND LITERACY

As your child moves from primary to high school, literacy lessons become English lessons. Pupils have seven hours of English in a fortnight and aspects of literacy are also covered within other subjects too. Extra literacy support will be provided for those who need it.

We will set specific targets in English to help your son or daughter improve in English. It is helpful if you can look at these with them regularly. These targets will be recorded in their English book. We find that children make better progress in English with the support of parents and carers.

The Curriculum

Our schemes of work are linked to the National Curriculum. English will cover three key strands:

- Speaking
- Reading
- Writing

Speaking

1. Listening and responding to others
2. Speaking and presenting
3. Group discussion and interaction
4. Drama, role-play and performance

Reading

1. Reading for understanding and to interpret
2. Understanding how writers achieve effects in a variety of ways

Texts studied will include print (non-fiction, novels, plays and poems), electronic and multimedia texts. Pupils will comment on and develop their analysis of texts studied in a range of ways from oral discussion to formal essays.

Writing

1. Planning, drafting and improving
2. Developing a range of writing styles, which will also incorporate:
 - structure and organisation of writing
 - sentence structure and punctuation
 - development of vocabulary and spelling
 - accurate and appropriate use of grammar(These skills account for 20% of the new GCSE marks)
3. Editing and proof-reading skills

Writing will cover a wide range of forms from story writing to newspaper articles. Pupils are expected to draft and re-draft their writing. The use of a dictionary, a spellchecker and a thesaurus is recommended. Handwriting is also important; not all work will be word processed.

Expectations

We use homework booklets which should be worked on each week. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

◆ Key skills being developed

- ❖ EN1 Speaking
- ❖ EN2 Reading
- ❖ EN3 Writing

◆ Major areas of study

- ❖ EN1 : Attentive listening
 - Exploration of language
 - Formal debates and presentations-sharing ideas; dialogues
 - Drama, role-play and performance-taking on the role of others; personal expression
 - Reflective uses of language
 - Evaluation of spoken language
- ❖ EN2: Exploring a range of different fiction genres through personal reading
 - Contemporary prose, poetry and drama
 - English literary heritage prose, poetry and drama, including a Shakespeare text
 - Various non-fiction texts including multimedia texts
 - Development of research skills
 - Responses to reading
- ❖ EN3: Pupils will have opportunities to develop a wide variety of written forms, including descriptive, informative, discussion, review and persuasive writing.

Important targets for the year are planning work so it has a clear structure, and achieving an improving level of accuracy in spelling and punctuation. Pupils are taught a range of spelling rules and strategies. Pupils will be involved in peer and self-assessment

◆ Books issued to pupils

- ❖ Prose, poetry, drama and non-fiction texts studied in class.
- ❖ Whole-school spelling and vocabulary book

◆ Books/resources pupils might find it useful to have access to at home

- ❖ A dictionary
- ❖ A thesaurus
- ❖ A regular reading book
- ❖ A spellchecker may be useful but it does not need to be an expensive model

◆ Expectations

We are beginning to use homework booklets which should be worked on each week. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

◆ Major topics

- ❖ Number and algebra
- ❖ Geometry and measure
- ❖ Ratio and proportion
- ❖ Probability and Statistics
- ❖ Reasoning and problem solving

◆ Key skills being developed

- ❖ Simple probability and handling data
- ❖ Calculations with whole numbers
- ❖ Decimals and fractions
- ❖ Percentages
- ❖ Negative numbers
- ❖ Solve simple equations
- ❖ Graphs of simple linear functions
- ❖ Statistical analysis, mean, median, mode, probability
- ❖ Mensuration of triangles and quadrilaterals, symmetry, angle calculation, parallel lines
- ❖ Implementing the numeracy strategy, including key processes and thinking skills

◆ Text books available to pupils in lessons only

- ❖ Maths links Oxbox 7A, 7B or 7C ISBN: 978-0-19-915279-7
- ❖ Impact Maths by Heinemann ISBN: 0 435 01758 6
- ❖ A homework book may be issued by the teacher.

◆ Equipment pupils will need

- ❖ Scientific calculator
- ❖ Ruler
- ❖ Protractor
- ❖ Compasses
- ❖ Rubber
- ❖ Pencil and pens.

◆ Useful Websites

- ❖ www.mymaths.co.uk
individual logins will be provided for on-line homework
- ❖ www.emaths.co.uk
- ❖ www.counton.org
- ❖ www.nrich.maths.org.uk
- ❖ www.gcse.com - Year 10 and 11 only
- ❖ www.bbc.co.uk/revision
- ❖ www.projectgcse.co.uk
- ❖ www.coolmath4kids.com
- ❖ www.bbc.co.uk/schools
- ❖ www.mathsguru.co.uk
- ❖ www.mathscareers.org.uk
- ❖ www.desmos.com
- ❖ www.mrbartonmaths.com
- ❖ www.geogebra.com
- ❖ www.corbettmaths.com
- ❖ www.transum.org

♦ Major topics

- ❖ Chemistry topics: The particulate nature of matter, atoms, elements and compounds, pure and impure substances and chemical reactions.
- ❖ Physics topics: Energy, energy changes and transfers, changes in systems, describing motion, forces, pressure in fluids, balanced forces and forces and motion.
- ❖ Biology topics: Cells and organisation, the skeletal and muscular systems, nutrition and digestion, gas exchange systems, health, photosynthesis and cellular respiration.

♦ Key skills being developed

- ❖ Cognitive abilities
- ❖ Group work
- ❖ Use of basic scientific apparatus
- ❖ Manipulative skills
- ❖ Investigative techniques
- ❖ ICT
- ❖ Graphical analysis
- ❖ Literacy and numeracy
- ❖ Thinking skills

♦ Text books and networked programs available to pupils in lessons only

- ❖ Exploring Science (How Science Works) 7 by M. Levesley, P. Johnson, S. Gray ISBN: 978-1-4058-9246-9
- ❖ Exploring Science (How Science Works) 8 by M. Levesley, P. Johnson, S. Gray, I. Brand, M. O'Neil, ISBN: 978-1-4058-9543-9
- ❖ Exploring Science (How Science Works) 9 by M. Levesley, P. Johnson, S. Gray, I. Brand, M. O'Neil, ISBN: 978-1-4058-9551-4
- ❖ Various networked independent learning programs

♦ Books/Resources pupils might find it useful to have access to at home

- ❖ Any good encyclopaedia
- ❖ Access to the internet

SUBJECT: Art

YEAR: 7

Year 7 art begins with a period of confidence building with mark making and refinement through drawing and recording. Students will be drawing and recording from natural form looking at the quality of line, shape and tone. This will lead to the major topic work for the year.

♦ **Major topics**

- ❖ The importance of drawing from first hand observations.
- ❖ Colour theory and expressive use of colour based on the landscape and environmental work of Friedensreich Hundertwasser.
- ❖ Natural form and pattern, exploring both natural patterns and geometric shapes based on the artwork of William Morris and Bridget Riley.

♦ **Key skills being developed**

- ❖ Drawing, recording and mark making
- ❖ Exploring the visual elements
- ❖ Line, tone, colour and brushwork
- ❖ Presentation
- ❖ Contextual studies based on the research of other artists

♦ **Books/Resources pupils might find it useful to have access to at home**

- ❖ A4 sketchbook – these can be purchased from Art department for £1
- ❖ Pencils – HB, 2B & 3B for drawing and shading
- ❖ Colour pencils
- ❖ A range of other mark making material - fine line pens, biro pens, felt tip pens.

SUBJECT: Computing and ICT

YEAR: 7

♦ **Major topics**

- ❖ E-safety unit - How to stay safe online
- ❖ Algorithms and computational thinking - This is built into the E-safety unit of work.
- ❖ Scratch games and Microbit Unit - Programming and Development
- ❖ Computer Hardware unit - Binary conversions, use of Boolean operators and network topologies
- ❖ Website development in HTML unit- Communications and networks

♦ **Key skills being developed**

- ❖ Algorithms and computational thinking
- ❖ Programming
- ❖ Group work
- ❖ Independent work

♦ **Books/resources pupils might find it useful to have access to at home**

- ❖ Computer/laptop with access to the internet
- ❖ Python version 3 installed on a computer

SUBJECT: Drama

YEAR: 7

Drama is an enjoyable subject, which aims to develop creativity, co-operation, confidence and thinking skills through a range of practical activities. Pupils in Year 7 have one lesson of Drama per week.

◆ **Major topics**

- ❖ History of theatre and how it works
- ❖ Physical theatre
- ❖ Responding to stimuli
- ❖ Silent movies and mime
- ❖ Different cultures in theatre
- ❖ Shakespeare (*A Midsummer Night's Dream*)
- ❖ Comedia dell'arte
- ❖ Music in Drama
- ❖ Devising staging and set design; prop and costume selection/design

◆ **Key skills being developed**

- ❖ A range of explorative strategies
- ❖ Performance skills
- ❖ Developing imagination and sensitivity
- ❖ Building self-confidence
- ❖ Encouraging creative group work/co-operation
- ❖ Evaluating own work and work of others
- ❖ Creativity and independent thinking
- ❖ Keep records of their work in a variety of visual and written forms

Enrichment Activities

All students are welcome to participate in Drama Club, overseen by Miss Cole, which runs on (currently) Tuesdays between 3:30 p.m. and 5:00 p.m. Activities here are taught by a professional drama teacher, but are free of charge to pupils. The Club provides talent and support crew for our growing programme consisting of performing arts showcases and the annual school musical. The Summer 2017 production of *Grease* earned outstanding reviews and was considered far greater than the average school musical. The department also runs theatre trips when a relevant production is available – in 2016/17 there were trips to see *Frankenstein* and *The Playhouse* and *The Woman in Black* at Theatre Royal. Theatre trips usually take place outside school hours to avoid disrupting learning, and good rates for tickets are often offered to us by the theatres.

◆ Major topics

- ❖ Meeting and greeting
- ❖ Numbers and dates
- ❖ Family, friends and pets
- ❖ Describing home and village
- ❖ Telling the time
- ❖ Places in town
- ❖ Daily routine
- ❖ Ordering snacks
- ❖ Hobbies
- ❖ Sports and games

◆ Key skills being developed

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (present tense verbs)
- ❖ Cultural knowledge of France

◆ Text books available to pupils in lessons only

- ❖ Expo 1, ISBN: 978 0 435384 739

◆ Books/resources pupils might find it useful to have access to at home

- ❖ French/English bilingual dictionary

♦ Major topics

- ❖ The British Isles
- ❖ Sustainable transport
- ❖ River landscapes
- ❖ Kenya - A developing nation
- ❖ UK ecosystems
- ❖ Geography and crime

♦ Key skills being developed

- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Sense of place
- ❖ Use of statistics
- ❖ Map skills
- ❖ Presentation of information
- ❖ Awareness of difference

♦ Text books available to pupils in lessons only

- ❖ Foundations by D. Waugh
- ❖ Interactions by D. Waugh
- ❖ Connections by D. Waugh
- ❖ Geography 1 by Gallagher and Parish
- ❖ Geography 2 by Gallagher and Parish
- ❖ Geography 3 by Gallagher and Parish

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Atlas
- ❖ Local O.S. Map
- ❖ Geography programmes on TV and films relevant to the topic e.g. Planet Earth/Human Planet
- ❖ Events on the news that are relevant eg. Hurricanes, Afghanistan War and refugee crisis

♦ Major topics

- ❖ Medieval Realms

♦ Key skills being developed

- ❖ Chronology
- ❖ Use of evidence
- ❖ Causation
- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Research and enquiry skills
- ❖ Presentation of information
- ❖ Awareness of difference

♦ Text books available to pupils in lessons only

- ❖ Medieval Minds by J. Byrom ISBN: 0582 294983
- ❖ Medieval Realms by C. Culpin ISBN: 003272346
- ❖ Medieval Realms by J. Simkin ISBN: 1873598009
- ❖ Conflict People and Power by J. Clarc 0340 730463
- ❖ Think History: Changing Times, 1066-1500 by Martin Collier. ISBN: 0-435-31334-7.

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Any books on the Middle Ages, the Normans, or the Crusades
- ❖ Horrible History, Measly Middle Ages
- ❖ Atlas
- ❖ Films on the Middle Ages
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant

Major Topics:

Voiceworks - Students explore songs through class and group activities.

Key skills being developed:

- ❖ Vocal skills
- ❖ Group performing
- ❖ Unison and Harmony singing
- ❖ Understanding of basic textures.

The Elements of Music – Students explore the elements of music through listening activities and composition based on writing music to a story.

Key skills being developed:

- ❖ Knowledge of the elements of music
- ❖ Composing using the elements of music
- ❖ Instruments of the orchestra
- ❖ Basic music theory and notation.

Music From South America – Students explore rhythm through performing as part as a Samba ensemble, both as a class and in small groups.

Key skills being developed:

- ❖ Rhythm work
- ❖ Class / Group performing
- ❖ Improvisation
- ❖ Being able to hold a part accurately in a group performance

Popular Song – Students are guided through the process of performing a popular song in small groups.

Key skills being developed:

- ❖ Structure and layers in a popular song
- ❖ Group work
- ❖ Independent Learning
- ❖ Performance

Books/resources pupils might find it useful to have at home

Access to a keyboard (or own instrument) for practising pieces and working on composing ideas
Computer and access to the internet.

SUBJECT: Personal, Social, Health & Economic Education (P.S.H.E.E.)

YEAR: 7

- ◆ **Major topics** (Taught through lessons and tutor time).
 - ❖ Introduction to Reepham High School and its systems
 - ❖ Study Skills, including key skills, thinking skills and communication skills
 - ❖ Anti-bullying and friendship
 - ❖ Growth mindset
 - ❖ Safety, including internet safety
 - ❖ Healthy living, including smoking, diet and puberty
 - ❖ Target setting
- ◆ **Key skills being developed**
 - ❖ Knowledge, understanding and the development of oneself
 - ❖ Better understanding of the relationship between the individual and society
 - ❖ Better understanding of one's rights and responsibilities
 - ❖ Better understanding of conflict resolution in relationships

The P.S.H.E.E. curriculum in Year 7 contains a unit of work on relationship. This will involve at times consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing.

SUBJECT: Physical Education

YEAR: 7

- ◆ **Major topics**

The National Curriculum objectives will enable pupils to:

 - ❖ Learn how to outwit opponents through participation in games activities, such as netball, football and rugby.
 - ❖ Be able to use accurate replication of actions, phrases and sequences through participation in gymnastic activities, such as gym and trampolining.
 - ❖ Be able to explore and communicate ideas, concepts and emotions through participation in dance activities.
 - ❖ Be able to perform at maximum levels in relation to speed, height, distance, strength or accuracy through their participation in athletic activities.
 - ❖ Be able to identify and solve problems to overcome challenges of an adventurous nature through participation in various outdoor activities.
 - ❖ Learn how to exercise safely and effectively in order to improve health and wellbeing through participation in fitness and health activities.
- ◆ **Key skills being developed**

The PE curriculum should enable all young people to become:

 - ❖ Successful learners who enjoy learning, make progress and achieve in PE.
 - ❖ Confident individuals who are able to live safe, healthy and fulfilling lives in PE.
 - ❖ Responsible citizens who make a positive contribution to society in PE.
 - ❖ Physical skills relevant to activities.
 - ❖ An understanding of how the body reacts to exercise.
 - ❖ An appreciation of the importance of exercise.
 - ❖ The ability to analyse and improve performance

SUBJECT: Religious Education

YEAR: 7

◆ **Major topics**

- ❖ What is religion? What is belief? Explored through the main 6 world religions
- ❖ Story, myth, signs, symbols.
- ❖ Festivals: Easter, Ramadan and Christmas
- ❖ Philosophy: Beliefs about God
- ❖ Pilgrimage: Walsingham & Mecca
- ❖ Places of worship and authority

◆ **Key skills being developed**

- ❖ Ability to interpret symbols
- ❖ Ability to express a personal viewpoint
- ❖ Ability to show awareness of different beliefs and lifestyles
- ❖ Develop empathy skills
- ❖ Ability to compare and contrast different religious actions and places.

◆ **Text books available to pupils in lessons only**

- ❖ Think RE 1, ISBN: 0435 30717 7

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ The Bible
- ❖ The Usborne book of World Religions £6.99 (ISBN: 0 7460 1750 2)
- ❖ www.bbc.co.uk/religions

SUBJECT: Spanish

YEAR: 7

◆ **Major topics**

- ❖ Meeting and greeting
- ❖ Numbers and dates
- ❖ Family, friends and pets
- ❖ Describing home and village
- ❖ Telling the time
- ❖ Places in town
- ❖ Ordering snacks
- ❖ Hobbies
- ❖ Sports and games

◆ **Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (present tense verbs)
- ❖ Cultural knowledge of Spain

◆ **Text books available to pupils in lessons only**

- ❖ ¡Mira! 1, ISBN: 978 0 435387 655

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ Spanish/English bilingual dictionary

Key Stage 3 Year 7 – Food and cooking (All recipes are on school website)

This scheme of work has been developed to enable pupils to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating.

♦ **Major topics**

Pupils will have the opportunity to work through the following contexts:

- ❖ Domestic and local (home and health);
- ❖ Industrial (food and agriculture).

♦ **Key skills being developed**

- ❖ Pupils will develop their knowledge and understanding of ingredients and healthy eating;
- ❖ Pupils will develop food preparation and cooking techniques;
- ❖ Pupils will develop their knowledge of consumer food and drink choice;
- ❖ Pupils will be able to apply their knowledge to make informed choices;
- ❖ Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- ❖ Pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- ❖ Pupils will evaluate and test their ideas and products and the work of others.

♦ **Learning outcomes overview**

Through this scheme of work, pupils will:

- ❖ Recall and apply the principles of *The eatwell plate* and the eight tips for healthy eating, to their own diet;
- ❖ Demonstrate a range of food preparation and cooking techniques;
- ❖ Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;
- ❖ Recall and apply the principles of food safety and hygiene;
- ❖ Identify how and why people make different food and drink choices;
- ❖ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;
- ❖ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- ❖ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn

♦ **Books/resources pupils might find it useful to have access to at home**

Website to food and health issues: (all websites offer many links)

- | | |
|---|--|
| ❖ Foodtech.org.uk | ❖ www.eatwell.gov.uk |
| ❖ www.bbc.co.uk/food (BBC On-Line Food) | ❖ www.nutrition.org.uk |
| ❖ www.nutrition.org.uk | ❖ A basic cookery book |
| ❖ www.faia.org.uk | ❖ Weighting scales |
| ❖ www.foodstandards.gov.uk | ❖ A large container to bring and take food home in |
| ❖ www.tesco.com | |
| ❖ www.sainsburys.co.uk | |

♦ Major topics

- ❖ Safety
- ❖ Plastics (introductory theory)
- ❖ Materials
- ❖ Graphics
- ❖ Basic technical drawing techniques, clock
- ❖ Sustainability

♦ Key skills being developed

- ❖ Safety awareness
- ❖ Introductory designing and making skills
- ❖ Working individually and with others to consider the needs of others

♦ Text books available to pupils in lessons only

- ❖ Foundation Course (Collins CDT) by M. Finney & P. Fowler ISBN: 0-00-322053-2

♦ Resources available on school computer network

- ❖ Pro desktop
- ❖ 2D design
- ❖ Millcam Designer

♦ Books/resources pupils might find it useful to have access to at home

- ❖ “How it works” type books
- ❖ CD ROMs (if computer is available at home) especially “cut-away” illustrations
- ❖ General knowledge information on materials
- ❖ www.dtonline.org/apps/infopage/app.exe?3&1&1&0&1&0
- ❖ www.howstuffworks.com
- ❖ www.dtonline.org/areas/7/4/index.htm
- ❖ www.membrane-switches.co.uk/640/start640.html
- ❖ www.technologystudent.com

♦ Major topics

- ❖ Metal bottle opener
- ❖ Safety
- ❖ Sustainability
- ❖ Materials
- ❖ Metals
- ❖ Marking out, sawing, filing, brazing
- ❖ Finishing
- ❖ Presentation and marketing

♦ Key skills being developed

- ❖ Safety awareness
- ❖ Introductory designing and making skills
- ❖ Working individually and with others to consider the needs of others

♦ Text books available to pupils in lessons only

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- ❖ www.howstuffworks.com
- ❖ www.dtonline.org/areas/7/4/index.htm
- ❖ www.membrane-switches.co.uk/640/start640.html
- ❖ www.technologystudent.com
- ❖ Schools 365 Technology pages

♦ Major topics

- ❖ Safety
- ❖ Equipment
- ❖ The sewing machine
- ❖ Fabric construction
- ❖ Joining fabrics
- ❖ Hand embroidery
- ❖ Batik and tie dye techniques

♦ Key skills being developed

- ❖ Safe working
- ❖ Designing and making
- ❖ Research - Indian and African cultures
- ❖ Problem solving
- ❖ Practical applications of the sewing machine and other equipment
- ❖ Organisation, evaluation

♦ Text books available to pupils in lessons only

- ❖ Textiles in Action by Judith Christian-Carter and Bridget Crabtree ISBN: 0-19-8327358
- ❖ D & T Design and Make IT Textiles Technology for Key Stage 3 by McArthur/Shepard

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Computer, internet.
- ❖ Reference books with sections relating to modern applications of textiles.
- ❖ Scrap fabrics (mainly plain or coloured cotton).
- ❖ Threads – all types eg machine, embroidery
- ❖ Cutting out shears, pins, tape measure, hand sewing needles
- ❖ Sewing machine

EDUCATION, WORK AND CAREERS

At Reepham High School & College we work hard to try and make what we do as relevant as possible to the world of work. Within lessons teachers consciously attempt to develop the skills, knowledge and understanding that employers want. The timetable is regularly collapsed for “impact days” when pupils work together in groups to solve real world problems. All pupils have the opportunity to get involved in extra curricular enterprise activities.

Within this broad context every pupil also benefits from receiving high quality careers education. The intention is to enable our pupils to make informed choices and to develop their work related knowledge and skills. Careers education is delivered through:

- ❖ Careers guidance interviews with qualified Careers Adviser, Mrs Osborne
- ❖ Careers Fair for all year groups with 6th form, further education colleges, apprenticeships
- ❖ Yr7 Futures Day
- ❖ Yr8 visit to Norfolk Careers & Skills Festival
- ❖ Yr 9 BBC News School Report
- ❖ Yr 10 Employer Speaker mornings and Work Experience
- ❖ Yr 11 Careers Day
- ❖ PSHEE Careers Lessons
- ❖ Tutor time—online careers website
- ❖ Assemblies with education establishments and inspirational speakers.

Up to date careers information is available through

- ❖ Careers Office situated in Maths block
- ❖ Careers webpage on school website
- ❖ The careers noticeboard and careers corner in the Library

If you seek further advice about careers guidance please contact

- ❖ Careers guidance adviser & work experience co-ordinator – Mrs S Osborne
- ❖ Head of PSHEE - Miss A Maconochie

Useful web sites

- ❖ www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/
- ❖ National Careers Service—<https://nationalcareersservice.direct.gov.uk/>
- ❖ Find an Apprenticeship—<https://www.gov.uk/apply-apprenticeship>
- ❖ I can Be A ... - <https://www.icanbea.org.uk/>

Reepham High School : Curriculum 2018 - 2019

7	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours	FRENCH 3 hours	SPANISH 3 hours	ART 3 hours	MUSIC 2 hours	DRAMA 2 hours	RE 2 hours	HISTORY 2 hours	GEOG 2 hours	PSHEE 1 hour	PE 4 hours	CS 2 hours
	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours	FRENCH 3 hours	SPANISH 3 hours	ART 2 hours	MUSIC 2 hours	RE 2 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	PSHEE 1 hour	DRAMA 1 hour	CS 2 hours
8	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours	FRENCH or SPANISH 6 hours	FRENCH or SPANISH 6 hours	ART 1 hour	MUSIC 2 hours	RE 2 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	PSHEE 1 hour	DRAMA 1 hour	CS 2 hours
	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours or Mandarin	FRENCH or SPANISH only 4 hours, LITERACY 1 hour, ART 1 hour	FRENCH or SPANISH 6 hours	ART 2 hours	MUSIC 2 hours	RE 3 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	BUSINESS 1 hour	CS 2 hours	
9	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours or Mandarin	FRENCH or SPANISH only 4 hours, LITERACY 1 hour, ART 1 hour	FRENCH or SPANISH 6 hours	ART 2 hours	MUSIC 2 hours	RE 3 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	BUSINESS 1 hour	CS 2 hours	
	ENGLISH 7 hours	MATHS 7 hours	SCIENCE 6 hours	TECH 4 hours or Mandarin	FRENCH or SPANISH only 4 hours, LITERACY 1 hour, ART 1 hour	FRENCH or SPANISH 6 hours	ART 2 hours	MUSIC 2 hours	RE 3 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	BUSINESS 1 hour	CS 2 hours	
10	ENGLISH 8 hours	MATHS 9 hours	SCIENCE 6 hours	MATHS 9 hours	SCIENCE + 10 hours	SCIENCE + 10 hours	OPTION A* 4 hours	OPTION B* 4 hours	OPTION C 4 hours	OPTION D 4 hours	RE 2 hours	PE 4 hours	PSHEE 1 hour		
	ENGLISH 8 hours	MATHS 7 hours	SCIENCE 6 hours	MATHS 7 hours	SCIENCE + 9 hours	SCIENCE + 9 hours	OPTION A* 5 hours	OPTION B* 5 hours	OPTION C 5 hours	OPTION D 5 hours	RE 2 hours	PE 4 hours	PSHEE 1 hour		
11	ENGLISH 8 hours	MATHS 9 hours	SCIENCE 6 hours	MATHS 9 hours	SCIENCE + 10 hours	SCIENCE + 10 hours	OPTION A* 4 hours	OPTION B* 4 hours	OPTION C 4 hours	OPTION D 4 hours	RE 2 hours	PE 4 hours	PSHEE 1 hour		
	ENGLISH 8 hours	MATHS 7 hours	SCIENCE 6 hours	MATHS 7 hours	SCIENCE + 9 hours	SCIENCE + 9 hours	OPTION A* 5 hours	OPTION B* 5 hours	OPTION C 5 hours	OPTION D 5 hours	RE 2 hours	PE 4 hours	PSHEE 1 hour		

N.B. + These subjects make a significant contribution to the school's personal, health and social education programme.

* Identified pupils must take a language within one of these 3 option blocks.

PSHEE is not a timetabled lesson for every year group. It is delivered through impact days, assemblies, tutor time and contribution by departments.