



# Year 7, 8 and 9 Curriculum Information 2016-17

This document is designed to give you an overview of the information that you need to support your son throughout Years 7, 8 and 9. To help you do this, we have included the following:

- Year 7, 8 and 9 Curriculum Map – this gives an overview of the topics that your son will study in each subject
- STEPs criteria – this provides an overview of the assessment criteria that is used to assess your son’s progress throughout Years 7-11
- How to support your son from home – suggestions from our Curriculum Areas about how you can support your son
- Keywords and Subject Specific vocabulary – a list of keywords and subject vocabulary you can help your son learn

Please note that the topics may not be taught in the order specified in these curriculum maps due to resources and teacher judgement. In some subjects there are optional topics; such as in English, where the class and teacher select the texts to be studied, which means that your son may not cover every single topic. Also, as we are always seeking to update the curriculum to make sure it supports the pupils’ needs as fully as possible; this document may be subject to alterations throughout the year.

## Curriculum Structure:

<b>Y7, 8 and 9</b>	
<b>Subjects</b>	<b>Periods</b>
Maths	4
English	4*
Science	4
Art/DT	3
Computer Science	1
Dance	1
Drama	1
Geography	2
History	2
MFL	3
Music	1
Physical Education (PE)	2
Citizenship & PSHEE	1
Religious Education (RE)	1

\*One of the English lessons is normally a library lesson where students have access to the library and are supported in their reading

## ***STEPS to Success Criteria***

STEPS to success is the assessment system we use at Forest Hill School to assess the progress of each student. From 2015 the GCSE grading system of A\*-G is being phased out and National Curriculum Levels have been discontinued. Therefore, at Forest Hill, we have developed our STEPS to Success system which will use the new GCSE criteria to measure the progress of our students.

Using the new GCSE criteria ensures that the boys are measured using the same system from Years 7-11 and you can see an accurate and up-to-date measurement of where your son is at any one point in their time at Forest Hill School. It will also help us to set truly aspirational targets for the boys to ensure they achieve as highly as they possibly can.

We are confident that the STEPS criteria offered below gives an accurate picture of the requirements of each of the courses that we offer. However there has been a great deal of educational change over the last few years and we foresee that this is likely to continue, so please be aware that any STEP or grade is a prediction of where your son is according to the information we have at present. We will be updating and communicating the updates on a regular basis.



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We know that all parents are keen for their son to excel at Forest Hill School and are keen to support them in any way they can. As a school we are also clear that it is vital that parents take a strong interest and show support for their son to ensure that he can be as successful as possible. However, we also know that with changing curriculums, a range of subjects and sometimes, just a lack of time, it is often hard to know what kind of work your son should be doing, how much help you should be giving him and what extra you can do to support him in his studies. Therefore, this brief guide is designed to give you an overview of the different things you can do to help your son in each of his subjects.

## Top 10 tips for supporting your son

1. Make sure he reads as often and as much as possible
2. Keep a close eye on the Daybook and ensure homework is completed on time
3. Check Hand-In to ensure that all homework is written down and he has access to all the resources needed
4. Discuss the homework – find things that interest you to talk to your son about
5. Limit access to computer games, TV etc. until he has completed his homework
6. Read over the homework to ensure that it is well presented and has correct spellings
7. Get lists of keywords for each subject and test your son on the spelling and meaning
8. Discuss your son's targets and what he needs to do to achieve them
9. Stay on top of work using our online resources when off school and then ask teachers what he has missed when he comes back
10. Use the Curriculum Map and STEPs criteria to see what your son is learning about and how he is being assessed

## Where can I look for more advice?

The internet has a wide range of advice for supporting the learning of young people. Here are two recommended links

[Direct Gov – Helping your 11 to 14 year old learn?](#) (archived link so best to google)

[http://www.bbc.co.uk/schools/parents/parental\\_involvement/](http://www.bbc.co.uk/schools/parents/parental_involvement/)

## What are the key online resources you can use?

*For checking homework and resources use the school VLE called Hand in accessible by going to <https://connect.foresthillschool.co.uk>. You can also check homework by looking at the register on FHS Connect.*

*For accessing lessons, school documents and school software go to the school portal at <https://connect.foresthillschool.co.uk>*

*For accessing extra resources and worksheets when you are ill go to SAM learning at [www.samlearning.co.uk](http://www.samlearning.co.uk) (Centre ID SE23FHS, Username/Password DOB and initials)*

*For supporting your son with their maths work go to [www.mymaths.co.uk](http://www.mymaths.co.uk)*



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English		Ms R McEvoy/Miss A Simmons				
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 7</b>	<b>Novels</b> War Horse, Beowulf, Two Weeks with Queen, Private Peaceful, The London Eye Mystery, Skellig.	<b>Plays</b> Demon Headmaster, The Tempest, Midsummer Night's Dream, Introduction to Shakespeare.	<b>Poetry</b> Poetry Please! Multi-cultural Poetry, Introduction to Poetry, Ballads, The Senses.	<b>Media</b> Advertising, Analysing Adverts, Magazine Design, Film Genres.	<b>Fiction or Non-Fiction            Writing</b> Short Stories. Mythology, Debating, Sci-Fi, Leaflets, Creating stories	<b>Novels</b> See previous year 7 list
	<b>Assessment</b> A variety of reading, writing and spoken English work will be assessed in their books throughout each term. Different spelling, punctuation and grammar aspects will be taught explicitly, in context through-out the year.					
<b>Year 8</b>	<b>Novels</b> Once, Refugee Boy, Ruby in the Smoke, Pig Heart Boy, The Snow Walker's Son, Holes, Animal Farm.	<b>Plays</b> Frankenstein, The Valley of Fear, Romeo and Juliet, Richard III.	<b>Poetry</b> Foyle's Poetry Prize, Cultures and Traditions Poetry, Ballads, Sonnets.	<b>Media</b> Rabbit-Proof Fence, Lost in Space, Introduction to Newspapers, Looking at the News, Jurassic Park, Spy unit.	<b>Non-fiction and Fiction            Writing</b> The Supernatural, Gothic Horror, Making Stories, History of the World, Fox-Hunting, Creating stories	<b>Novels</b> See previous year 8 list
	<b>Assessment</b> A variety of reading, writing and spoken English work will be assessed in their books throughout each term. Different spelling, punctuation and grammar aspects will be taught explicitly, in context through-out the year.					
<b>Year 9</b>	<b>Novels</b> Stone Cold, Noughts and Crosses, Maus, Talking in Whispers, Lord of the Flies, The Strange Case of Dr Jekyll and Mr Hyde.	<b>Plays</b> Our Day Out, Romeo and Juliet, A View From the Bridge. Richard III	<b>Poetry</b> Poetry from Different Cultures, War Poetry, Conflict Poetry, Gothic Poetry.	<b>Media</b> Film Reviews, Film Genres, Documentaries	<b>GCSE English Language</b> Writing skills Reading skills	<b>GCSE            English Language</b> Writing skills Reading skills
	<b>Assessment</b> A variety of reading, writing and spoken English work will be assessed in their books throughout each term. Different spelling, punctuation and grammar aspects will be taught explicitly, in context through-out the year.				<b>Assessment:</b> Focus on GCSE skills – unseen extract assessment for example.	



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<b>STEPS to Success Criteria</b>			<b>English</b>
<b>Strand</b>	<b>A student working at Steps 1-2 can</b>	<b>A student working at Steps 4-5 can</b>	<b>A student working at Steps 8-9 can</b>
Reading	<ul style="list-style-type: none"> <li>use a range of strategies to help them read fluently and accurately</li> <li>use the alphabet to locate texts and find information</li> <li>show some understanding of writers' ideas</li> <li>show awareness of obvious features of language</li> <li>identify simple literary methods</li> <li>show limited awareness of links between texts and of contexts</li> </ul>	<ul style="list-style-type: none"> <li>consistently engage with writers' ideas</li> <li>explain his views on text in some detail</li> <li>deduce, infer and interpret information</li> <li>summarise a range of information</li> <li>understand literal and metaphorical meanings</li> <li>comment on the effects of language</li> <li>use relevant quotation</li> <li>use literary terminology</li> <li>compare writers' ideas and attitudes</li> <li>consider the contexts of texts</li> <li>understand why some texts are particularly valued and influential</li> </ul>	<ul style="list-style-type: none"> <li>read a demanding range of texts from different times/cultures</li> <li>make mature, detailed and critical responses</li> <li>recall literary quotations from memory and make sophisticated use of them</li> <li>critically analyse writers' techniques</li> <li>make mature use of alternative readings</li> <li>use highly appropriate literary terminology</li> <li>analyse connections between texts</li> <li>make highly effective cross-references</li> <li>evaluate the influence of context on the ways texts are written and received</li> </ul>
Writing	<ul style="list-style-type: none"> <li>make simple attempts to express thoughts, feelings and observations</li> <li>often write only briefly</li> <li>use mostly simple vocabulary</li> <li>make numerous spelling, punctuation and grammar errors</li> <li>begin to use paragraphs</li> <li>provide a beginning and ending</li> <li>use mostly simple sentences</li> <li>use a narrow range of complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>clearly express thoughts, feelings and observations</li> <li>include lots of detail and development</li> <li>use appropriate often ambitious vocabulary</li> <li>make very few errors of spelling, punctuation and grammar</li> <li>use punctuation and grammar for effect</li> <li>express ideas in a competent series of relevant points</li> <li>use paragraphs to order ideas</li> <li>use a greater variety of sentence types</li> <li>attempt to adapt style to context</li> </ul>	<ul style="list-style-type: none"> <li>write securely, convincingly and stylishly for a range of purposes</li> <li>write at length, sustains control</li> <li>precisely match style to the audience, purpose and register of different genres</li> <li>use a confident, challenging and original personal voice</li> <li>produce very clear, well-developed and well organised writing</li> <li>use appropriate words and phrases selected from a rich and wide vocabulary</li> </ul>
Spoken English	<ul style="list-style-type: none"> <li>express simple ideas</li> <li>speak very briefly</li> <li>struggle to maintain a two-way conversation or organise ideas</li> <li>use few language devices</li> </ul>	<ul style="list-style-type: none"> <li>shape the direction and content of talk</li> <li>organise talk to guide the listener</li> <li>explore a wide range of topics precisely</li> <li>make apt choices of verbal and non-verbal features</li> <li>sustain audience interest</li> <li>use a range of group roles and dramatic approaches</li> <li>use standard English where appropriate</li> <li>listen with engagement and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>offer consistently enthusiastic contributions</li> <li>show sensitivity to other participants and listeners</li> <li>use a sophisticated repertoire of strategies to match context and purpose, and to manipulate and position the audience</li> <li>make eloquent and totally convincing language choices</li> </ul>

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How to support your son at home			English
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>A range of different extended writing activities, e.g. diary tasks, letters, reviews, etc. This will also involve redrafting and improvement work</p> <p>Independent reading of a range of different texts</p> <p>Research into key themes and areas</p>	<p>It would be helpful if parents check that the HW is done and that it is done to a good standard and length</p> <p>It is also helpful if parents can proof read and support with spelling, punctuation and grammar</p>	<ol style="list-style-type: none"> <li>1. Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week.</li> <li>2. Talk to your son about the HW and share your ideas or knowledge about the topic.</li> <li>3. Ask your son to read his written work out loud to check that it makes sense and to check the SPG.</li> </ol>	<p>The English Pack on school web-site has a range of suggestions for supporting from home. Follow the link below to access the pack or access it from the News section of the website</p> <p><a href="http://www.foresthillschool.co.uk/23/latest-news/article/298/ks3-english-skills-pack">www.foresthillschool.co.uk/23/latest-news/article/298/ks3-english-skills-pack</a></p> <p>The following websites are useful ones for supporting English from home</p> <p><a href="http://www.lovereadng.com">www.lovereadng.com</a></p> <p><a href="http://www.parentsintouch.co.uk">www.parentsintouch.co.uk</a></p> <p><a href="http://www.funenglishgames.com">www.funenglishgames.com</a></p> <p>CGP also do a range of English Year 7-9 Workbooks – please see the link below for more details</p> <p><a href="http://www.cgpbooks.co.uk/Parent/books_ks3_english">www.cgpbooks.co.uk/Parent/books_ks3_english</a></p> <p>Lexia Reading software – please see the Lexia home installation instructions for how you can use this literacy support software at home available in the News section of the website</p> <p><a href="http://www.foresthillschool.co.uk/23/latest-news/article/355/lexia-literacy-support">www.foresthillschool.co.uk/23/latest-news/article/355/lexia-literacy-support</a></p>



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Keywords and Subject Specific Vocabulary				English		
	Key words			Commonly misspelt words and homophones		
<b>Year 7</b>	Adjectives Alliteration Article Concise Describe Description	Emotive Exclamation Genre Imagery Language Metaphors	Narrator Onomatopoeia Personification Repetition Similes	To/too/two Male/mail Weak/week So/sew/sow No/know Leak/leek By/bye/buy Paw/poor Tail/tale	Pore/poor Bean/been Vain/vane Bored/board Through/threw New/knew There/their/they're Where/wear Our/are	Piece/ peace Aloud/ allowed Flour/ flower Site /sight Key /quay Check/ cheque Weather/ whether Serial/ cereal
<b>Year 8</b>	Sentence Rhetorical question Exaggeration Anecdote Rhyme Rhythm Punctuation Infer Connectives Language	Heading Sub-heading Bullet points Text box Image Colour Font Paragraph Column Inform	Explain Describe Argue Persuade Advise Compare Identify Suggest Form Structure	Choice Sincerely Really Develop Believe Because Different Government	Business Knowledge Professional Encourage Necessary Definite Address Library	Accommodation Particular Integrate Grammar Describe Beginning Interesting Which
<b>Year 9</b>	First person Second person Third person Narrative Viewpoint Omniscient Hyperbole	Dialogue Imagery Monologue Soliloquy Embedded clause Anecdotes	Fluency Facts Statistics Skim Narrator Narrative	Accommodate Acknowledge Acquire Aggravate Appropriate Because Business Conscious Correspondence Colleagues Commemorate Compatible Comparative Corroborate Courteous Disappoint	Desperate Disastrous Dissatisfied Especially Exception Efficient Embarrass Erroneous Essential Fascinate Feasible Foreign Friends Illiterate Incidentally Indispensable	Irrelevant Irreparable Irresistible Immediately Liaison Manoeuvre Miniature Negotiable Necessary Occasion Occasional Occurrence Parallel Separate Unconscious Unparalleled



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<b>Mathematics Y7-9 Curriculum Map</b>				<b>Mr C Joseph/Mr G Kanton</b>		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Number 1 Algebra 1 Mensuration Number 2	Statistics & Probability Algebra 2 Coordinates & Geometrical reasoning	Statistics Number and measure	Algebra 3 Geometrical reasoning. Number 2 & Algebra 4	Transformations. Statistics & probability Number 5	Algebra 5 Geometrical reasoning
	Mini project	Exam style assessment	Mini project	Exam style assessment	Mini project	End of year exam
<b>Year 8</b>	Number/Algebra Geometrical reasoning Statistics	Number2 Algebra 2 Measures and mensuration	Algebra 3 Number 3 Transformations	Algebra 4 Statistics	Number 4 Algebra 5 Solving problems	Geometrical Reasoning Statistics
	Mini project	Exam style assessment	Mini project	Exam style assessment	Mini project	End of year exam
<b>Year 9</b>	Whole numbers & decimal Fractions & percentages. Algebra & solving equations	Quadratic equations Angles & Geometry collecting & representing data	Drawing and constructing 2D/3D shapes. Number patterns & sequences area and perimeter	Circle theorem Coordinates scatter graphs & correlation	Ratio Index notation Formulae	Transformations Direct and Reverse proportion Simultaneous equations
	Mini project	Exam style assessment	Mini project	Exam style assessment	Mini project	End of year exam



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STEPS to success criteria			Mathematics
Strand	Step 1	Step 5	Step 9
Number	Understand and order integers. Put digits in the correct place in a decimal number. Understand and use negative numbers in context, eg thermometers	Calculate simple and compound interest for two, or more, periods of time. Calculate with numbers given in standard form with, and without, a calculator	Rationalise the denominator of fractions, and, eg write $(\sqrt{18} + 10) \div \sqrt{2}$ in the form $p + q\sqrt{2}$
Algebra	Understand and order integers. Put digits in the correct place in a decimal number. Understand and use negative numbers in context, eg thermometers	Factorise quadratic expressions (including the difference of two squares). Find graphically the solutions of quadratic equations by considering the intercept on the x-axis. Draw a circle of radius $r$ centred at the origin	Use the quadratic formula to solve quadratic equations giving the answers to 1 dp. Use the quadratic formula to solve quadratic equations leaving the answer in surd form. Complete the square of a quadratic function (using this to write down the maximum/minimum of the function)
Geometry	Make estimates of: length; volume and capacity; weights. Decide on the appropriate units to use in real-life problems. Read measurements from instruments: scales; analogue and digital clocks; thermometers, etc	Use the relationship between density, mass and volume to solve problems, eg find the mass of an object with a given volume and density. Draw the graphs of linear inequalities in two variables and interpret the solution sets given by regions in the coordinate plane, or to identify all the integer coordinates with crosses	Solve more complex problems, eg given the surface area of a sphere find the volume. Understand formulae for perimeters, areas and volumes by their dimensions, for example know that $4\pi r^2$ cannot represent the volume of a sphere. Represent vectors, and combinations of vectors, in the plane
Statistics	Design a suitable question for a questionnaire. Recall how to find the mean, mode and median for small data sets. Know that if the probability of an event occurring is $p$ than the probability of it not occurring is $1 - p$	Use a cumulative frequency diagram to find estimates for the median and quartiles of a distribution. Draw a box plot to summarise information given in cumulative frequency diagrams. Compare cumulative frequency diagrams and box plots to make inferences about distributions	Use the probability "AND" and "OR" rules *



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## How to support your son at home

## Mathematics

What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Home work is set based on the topics taught in class and according to the schemes of work. It will be problems and maths work based on what they are currently studying.</p> <p>Independent work such as investigations and research on topics can also be set.</p> <p>Problem solving and written responses to problems are a key part of the maths curriculum and parts of these may be set to be completed at home.</p>	<p>It is really important that your son completes his maths work himself, so we are given an accurate picture of where he is.</p> <p>The best help you can give is to make sure he challenges himself and completes as many problems as possible.</p> <p>However it may be useful for you to let your son explain his calculations and approach to you</p>	<ol style="list-style-type: none"><li>1. Many of the key skills in maths are learned through repetition – encourage your son to practice maths skills on MyMaths as regularly as possible and on top of his maths homework</li><li>2. Make sure that your son has practice workbooks at home to do in his own time and encourage him to complete them</li><li>3. Check that homework is completed at home and to a high standard</li></ol>	<p>The school has access to a range of online maths software that your son can use at home to practice his maths skills</p> <ul style="list-style-type: none"><li>- <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> online maths software that students can complete homework on, play games and reinforce in class learning (First Level username:foresthill, password: boost1, students have their own personal Second Level password available from maths teachers)</li><li>- Mathspace – available through London Grid for Learning – accessible through FHS Connect</li><li>- Sam learning – schools online resources</li><li>- BBC Bitesize</li></ul> <p>There are also a range of workbooks you can buy to support your son, for example</p> <p><a href="https://www.cgpbbooks.co.uk/Parent/books_ks3_maths_workbooks">https://www.cgpbbooks.co.uk/Parent/books_ks3_maths_workbooks</a></p>



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Keywords and Subject Specific Vocabulary						Mathematics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Add/Addition Algebra Angle Approximate Arc Area Average Axis BIDMAS Brackets Cumulative Frequency Cylinder Decimal Degree Denominator	Product Quadrilateral Qualitative Data Quantitative Data Radius Range Ratio Rational Reciprocal Recurring Decimal Reflection Reflex Angle Revolution Right Angle	Mean Mode Median Line of best fit Pie chart Line graph Histogram Correlation Multiple Divide Share Proportion Ration Percentages	Enlargement Scale factor Sectors Segments Area Quadratic expression Solve Factorise Change of subject Factor	Transformations Rotation Reflection Translation Direction of Rotation Image Estimated mean Independent events Mutually exclusive events	Scale factor Angle of rotation Parallel line Perpendicular Bisect Bisector Solve Cubic function
<b>Year 8</b>	Numerator Obtuse Opposite Angles Parallel Perimeter Circumference	Capacity Centre Calculate Congruent Consecutive Cube Cube number Cuboid	Perpendicular Pi Prime Prism Probability	Scatter graphs Solve Express Graphs Simultaneous equation	Sectors Segments Quadratic expression Enlargement Ratio	Line of best fit Pie chart Line graph Histogram Correlation
<b>Year 9</b>	Subtraction Expand Exterior	Product Sum Sample Sample Space	Scalene Segment Sequence Surface Area, Centre Calculate Congruent	Tangent Radius Interior Sector Arc Angles Congruent Centre Axis Correlation	Proportion Formula Formulae Expression Equation Identity Power Indices Surds Fractional index	Angle of rotation Direction of Rotation Image Symmetry



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<b>Science Y7-9 Curriculum Map</b>				<b>Mrs N Hamid/ Mrs F Afreen</b>		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Cells Particles and states of matter	Energy and Sustainable living Reproduction	Chemical Reactions Electrical Circuits	Ecology Acids and alkalis	Forces and their effects Classification	Solar System Materials from the Earth Working Scientifically
	<b>Assessment:</b> How Science Works test	<b>Assessment:</b> Teacher assessment End of topic test	<b>Assessment:</b> Teacher assessment	<b>Assessment</b> Teacher assessment End of topic test	<b>Assessment:</b> Teacher assessment	<b>Assessment</b> Teacher assessment End of topic test
<b>Year 8</b>	Diet and digestion Elements and compounds	Heat transfers Periodic Table	Respiration solutions	Magnets Microbes and disease	Light Rocks and the Rock Cycle	Sound Ecological relationships
	<b>Assessment:</b> How Science Works test	<b>Assessment:</b> Teacher assessment End of topic test	<b>Assessment:</b> Teacher assessment	<b>Assessment</b> Teacher assessment End of topic test	<b>Assessment:</b> Teacher assessment	<b>Assessment</b> Teacher assessment End of topic test
<b>Year 9</b>	Cells and Genetics Building Materials Reactions of Metals Using Energy	Plant Growth Pollution Pressure and Moments Forces and Speed	<b>GCSE STUDIES</b> <b>Cell Biology</b> <b>Atomic Structure</b> <b>Particle Model</b> <b>Bonding and structure</b> <b>Organisation</b>			
	<b>Assessment:</b> Teacher assessment End of topic tests		<b>Assessment:</b> Teacher assessment End of topic tests End of KS Exams		<b>Assessment:</b> Practice ISA	<b>Assessment:</b> End of Unit test



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<b>STEPS to success criteria</b>				<b>Science</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Biology	Topics include cells, animal adaptations, digestion, respiration and genetics	Relate Biological ideas to everyday examples, such as stating that cells are the fundamental unit "building block" of organisms	Apply knowledge to new situations and explain them, such as explaining the functions of the main parts of cell	Evaluate and synthesize new information, such as evaluating the features and functions of specialised cells.
Chemistry	Topics include acids and alkalis, chemical reactions, compounds and elements and rates of reaction.	Relate Chemistry ideas to everyday examples, such as identifying when a reaction has taken place.	Apply knowledge to new situations and explain them such as explaining chemical reactions in word and chemical equations.	Evaluate and synthesize new information, such as balancing chemical questions and using them to evaluate the reaction.
Physics	Topics include forces, speed and motion, light, sound and energy.	Relate Physics ideas to everyday examples, such as naming some common components of electrical circuits	Apply knowledge to new situations and explain them such as calculating resistance, when given potential difference and current	Evaluate and synthesize new information, such as evaluating and explaining the need to use different cables for different appliances.
Working Scientifically	Being able to carry out practical investigations to make predictions, collect data and display it appropriately and make conclusions and evaluations.	State that scientific methods and theories develop to take into account new evidence and ideas	Evaluate risks and hazards to plan a safe scientific investigation	Explain the importance of accuracy, precision, repeatability, reproducibility and objectivity



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How to support your son at home			Science
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>The homework's are mostly designed to develop the key maths, literacy and investigation skills which are now vital for science, as well as broadening the student's scientific understanding and knowledge.</p> <p>The new GCSE's place a great deal of emphasis both on using mathematical skills in science and on extended writing so these are a key focus in all work in science.</p>	<p>Science homework is designed to reinforce and test the students understanding and knowledge of what they have learned in class. Therefore it is useful if you can talk to them about the issues covered, particularly if they are controversial, but the work needs to be their own</p>	<ol style="list-style-type: none"><li>1. Access the online textbooks from home to go over areas where there is confusion or you need extra help <a href="http://connect/sitepages/remoteapps.aspx">http://connect/sitepages/remoteapps.aspx</a></li><li>2. Use the Y7-9 Hand-in page through FHS Connect for information and advice about the work in lessons and support for homework</li><li>3. Use the recommended websites to stretch yourself and supplement what you have learned in class</li></ol>	<p>There are many useful websites for science, here are a few of the ones we recommend</p> <p><a href="http://www.samlearning.co.uk">www.samlearning.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/science">www.bbc.co.uk/bitesize/ks3/science</a> <a href="http://www.docbrown.info/ks3/science/">www.docbrown.info/ks3/science/</a> <a href="http://www.scibermonkey.org">www.scibermonkey.org</a> <a href="http://www.planet-science.com">www.planet-science.com</a> (link is external) <a href="http://www.solarsystem.org.uk">www.solarsystem.org.uk</a> (link is external) <a href="http://www.sciencebob.com">www.sciencebob.com</a> (link is external)</p> <p>You can also purchase excellent Year 7-9 science revision guides and workbooks from CGP books at the following website <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a></p>



# Year 7, 8 and 9 Curriculum Information 2016-17

## Keywords and Subject Specific Vocabulary

## Science

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 7</b>	Nucleus Cell membrane Cell wall Cytoplasm Mitochondria Ribosomes Vacuole Chloroplast Specialised cell Organs Enzyme	Particle theory Solid Liquid Gas Pressure Bonds Diffusion Kinetic energy Evaporation Condensation	Fossil fuel Electricity Renewable Biomass Geothermal Hydroelectric Wave power Solar Nuclear Joule Carbon neutral	Fertilisation Nucleus Chromosomes Gametes Zygote Uterus Embryo Fallopian tube Fertility IVF Menstruation Placenta	Reversible Irreversible Reactant Product Combustion Activation energy Carbon dioxide Oxygen Hydrogen Oxide	Voltage Potential difference Current Parallel circuit Series circuit Filament Resistance Ohm's Law Fuse Atoms Electron	Environment Habitat Community Population Quadrat Belt transect Random sampling Biotic Abiotic Predator Prey	Hazard Concentration Sulfuric acid Nitric acid Hydrochloric acid Neutralisation pH Antacid Ion Hydrogen ion Hydroxide ion	Contact forces Non-contact forces Weight Mass Newton Density Balanced Unbalanced Stationary	Variation Correlation Continuous variation Discontinuous variation Distribution Linnaeus Kingdom Vertebrates Invertebrates Arthropods	Planet Dwarf planet Asteroid Comet Star Moon Satellite Lunar Orbit Ellipse Constellation Galaxy	Minerals Ore Igneous Metamorphic Sedimentary Weathering Erosion
<b>Year 8</b>	Balanced diet Malnutrition Obesity Body Mass Index Joule and kilojoule Chemical energy Diabetes Enzymes Respiration Bile Stomach acid	Atom Molecule Element Compound Mixture Bond Proton Neutron Electron Nucleus Periodic table Ion	Particle Infrared radiation Emit Medium Conductor Insulator Conduction Convection Radiation Absorbed Reflected	Atom Element Compound Group Period Atomic number Atomic mass Chemical formula Word equation	Aerobic Anaerobic Glucose Lactic acid Mitochondria Oxygen debt Excreted Ventilation Alveoli Heart Arteries Veins Capillaries	Soluble Insoluble Solvent Solute Saturated Salts Hard water Soft water Chromatography Water vapour Condensation Distillation Desalination	Electromagnet Bar magnet Permanent magnet North pole South pole Repel Attract Magnetism Compass Magnetic field	Pathogen Microorganism Bacteria Virus Yeast Infectious White blood cell Antibody Antitoxin Vaccine Immunity Antibiotic resistance	Shadow Absorbed Reflection Transparent Translucent Opaque Ray diagram Incident ray Refraction Diffraction Spectrum Prism Wavelength	Theory Creationism Catastrophism Uniformitarianism Plate tectonic Mantle Wegener Convection current Earthquake Volcano Continental drift	Pitch Volume Amplitude Wavelength Frequency Hertz Vibrate Sound wave Oscilloscope Vacuum Eardrum Cochlea Impulse Echo	Adapt Habitat Acid rain Global warming Producer Consumer Herbivore Omnivore Carnivore Consumer Biomass Predator Prey
<b>Year 9</b>	Chromosome Genes Allele Nucleus DNA Variation Inherited Environmental variation Punnett square Dominant Recessive		Metal Alloy Non-metal Word equation Symbol equation Neutralisation Unreactive Reactive Reactivity series Displacement		Efficiency Useful energy Wasted energy Power station Nuclear power station Power Watts Power rating Pay-back		Chloroplast Chlorophyll Carbon dioxide Glucose Limiting factor Respiration Xylem Phloem Palisade mesophyll cell Spongy mesophyll cell Stomata Guard cell Diffusion Root hair cell		Distance-time graph Air resistance Friction Accelerate Decelerate Stationary Resultant force Mass Aerodynamic		Mass Weight Gravity Force Natural satellite Artificial satellite Elliptical Orbit Space probe Telescope	



# Year 7, 8 and 9 Curriculum Information 2016-17

Art Y7-9 Curriculum Map						Mrs J Gallant
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 7</b>	<b>Topic:Architecture</b> Antonio Gaudi Primary observational drawing Mark making Colour wheel Collages Landscape perspective	<b>Topic:Architecture</b> Santiago Calatrava Drawing Free standing sculpture inspired by a natural form.	<b>Topic: Architecture</b> 3D Structures Observational drawing and development of ideas Printmaking	<b>Topic: Architecture</b> Frank Gehry Developing design Research	<b>Topic: Architecture</b> Final 3d piece response Paper structures	<b>Topic: Architecture</b> 2D painting scale Perspective Mono printing
	<b>Assessment:</b> Skills progress chart against STEPS criteria. Self and peer WWW EBI. Comment and improvement stamp					
<b>Year 8</b>	<b>Topic: Portraits</b> Features Self portraits Drawing Distorted self –portraits	<b>Topic: Portraits</b> Masks from around the world Picasso Distorted features Oil pastels	<b>Topic: Portraits</b> Orthographics Developing skills in 3D design	<b>Topic: Portraits</b> Masks from around the world Picasso 2D Design	<b>Topic: Portraits</b> Bacon ICT Gimp programme Painting	<b>Topic: Portraits</b> 3D final outcome Mask Paper modelling skills
	<b>Assessment:</b> Skills progress chart against STEPS criteria. Self and peer WWW EBI. Comment and improvement stamp					
<b>Year 9</b>	<b>Topic:My Journey</b> London quiz Richard Long Simon Patterson Artist research Mono printing Collographs	<b>Topic: My Journey</b> Written responses to artists Developing own ideas from artworks Developing analytical understanding.	<b>Topic: My Journey</b> Collaged response Developing poetry and text Bob and Roberta Smith	<b>Topic: My Journey</b> Typography Fonts developing own font Collographs Frottage Ben Durham	<b>Topic: My Journey</b> Individual development of ideas. Refining, experimenting and selecting appropriate media	<b>Topic: My Journey</b> Create a personal, informed and meaningful response.
	<b>Assessment:</b> Skills progress chart against NC levels relating to GCSE language. Self and peer WWW EBI. Comment and improvement stamp					



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>				<b>Art</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Development	Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	Listen and take in basic information Create a mind map to show research/information Explain what I can see in basic terms Ask simple questions	Spell key words and terms accurately Ask intuitive questions Reproduce the work of others showing an understanding of the processes Summarise my findings	Use key words and the correct terminology when writing about my ideas and research Ask intuitive questions and research to find the answers
Explore & Refine	Refine ideas through experimenting and selecting appropriate resources, media and materials.	See tone when I observe and attempt to show this in my work Observe and appreciate different texture Recreate the colour wheel Use a variety of media pencil, paint, pastels etc.	Make useful notes with relevant details in my own words Arrange objects/elements or pattern fairly well Use space appropriately Use elements of the work of others in my work Understand what makes a good composition	Experiment with a variety of materials and processes to exhibit a range of possible outcomes/ideas and select the strongest then develop Use a full range and variety of tone to create reality
Observe & Record	Record ideas, observations and insights relevant to their intentions in visual and/or forms	Write some notes from information See shape and form Hold a pencil and attempt to make lines and shapes with some accuracy Use space in my work with guidance Observe the work of other artists and have derived some basic lessons from them Attempt to arrange elements within my work	Understand the connections between primary and secondary colours Mix secondary colours from the primary colours Use a material with care and control Use a colour theme to develop my work Mix secondary and tertiary colours, I can also make hues and shades	Understand how to use composition to create different emotions or tension Use ideas offered by other artists alongside my own appropriately and creatively.
Respond & Present	Present a personal, informed and meaningful response, demonstrating analytical and critical intentions and where appropriate, making connections between visual, written, oral or other elements	Use sketching/design to plan my work Produce a final piece/draw my work to a conclusion with guidance	Use the success criteria to refine and improve my skills and my work Evaluate and learn from my mistakes Annotate my plans to illustrate the development and refinements Show that I have learnt new skills that are specific to the project I have undertaken Begin to evaluate my work showing some sensitivity	Evaluate my work drawing together all of the influences and explain my development and decisions

# Year 7, 8 and 9 Curriculum Information 2016-17



How to support your son at home			Art
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Research and development homework is set each week. Students have a separate homework book and the homework list is in the back of this.</p> <p>In the front we have guidance for help with presentation of their research and when they can access homework club and the use of a colour printer if this is not available at home.</p> <p>Artist research is an important skill that needs to be developed early as it is important to be independent at GCSE. The presentation is also important as it needs to reflect their understanding of their research.</p> <p>Homework is marked using an effort, smiley face and a number linked to the list of targets in the front of the book as a WWW for what went well and an EBI for even better if.</p>	<p>Students need to be working as independently as possible but please support and guide them to develop appropriate research skills initially and then encourage them to tell you what they know.</p> <p>Ask them questions on how they could make their title reflect the artist's style from the images they have collected. The discussion will help them develop their ideas.</p> <p>When they need to develop their own response, helping them to be as adventurous and creative as possible will give them the opportunity to explore their own creativity.</p>	<ol style="list-style-type: none"> <li>1. Comment in the front of the book in the space provided for parents.</li> <li>2. Encourage your son to write in his own words, not copy and paste information.</li> <li>3. Provide him with colour pencils, glue and scissors so he can present the images and create a drawing s and a title that reflects the artists' style.</li> </ol>	<p>The Tate and National Gallery provide a variety of useful resources to use with children which can be accessed here <a href="http://www.tate.org.uk/learn/young-people">www.tate.org.uk/learn/young-people</a></p> <p><a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></p> <p>For research and ideas Google images are very helpful, but please check the source and get the title of the work, the date the work was made and the media/ material the work is made from</p> <p>Use and support your local library</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>Keywords and Subject Specific Vocabulary</b>						<b>Art</b>
<b>Year 7</b>		<b>Year 8</b>		<b>Year 9</b>		
Mark making	Experiment	Accurately	Preferred	Emotion	Ranges of outcomes	
Formal Elements	Media	Experiment	Tints	Expression	Conceptualise	
Architecture	Material	Intuitive	Shades	Connections	Final outcome	
Colour theory	Elements	Evaluate	Distortion	Control	Broadening	
Primary colours	Tertiary colours	Summarise	Primary observational	Pressure	Complicated	
Secondary colours	Palette	Reproduce	drawing	Respond	Independent	
Space	Position	Processes	Secondary	Density	Complicated	
Composition	Proportion	Depth	observational	Analyse	Independent	
Tone	Reduction prints	Illustrate	drawing	Develop	Continuous line	
Line	One point perspective	Research	Collage	Research	drawing	
Form	Observe	Blend	Mono printing	Blend	Figurative	
Pattern	Annotate	Inspired	Refinement	Positive	Portrait	
Shape	Illustrate	Development	Directional marking	Evaluate	Self-portrait	
Colour	Oil pastel	Brushstrokes	making	Technical Control	Photography	
Texture	Mono printing	Terminology	Portrait	Effective	Construct	
Outline	Paint	Facial Proportions	Self-portrait	Critical understanding	Deconstruct	
Complimentary	Relief	Refinement		Annotate		
Wash	Refining	Appropriate		Express		
Describe	Landscape			Contextualise		
Create	Horizon			Body Language		
Explain	Perspective			Coherent		
Attempt	Graduation					
Summarise						
Reproduce						



# Year 7, 8 and 9 Curriculum Information 2016-17

Citizenship & Personal, Social, Health and Economic Education						Ms Yurdakul
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year 7</b>	What challenges will I face at Forest Hill?	What makes a good learner? (Study Skills)	What are the important skills for the workplace? (Careers)	What makes a good relationship? What changes will happen to me? (SRE)	How do I stay healthy? (Drugs and Health education)	How could I improve my local community? (Citizenship)
	<b>Assessment:</b> PSHCE does not assess using the STEPs system, but feedback is giving focusing on both the key skills and knowledge and understanding developed in PSHCE					
<b>Year 8</b>	What are the dangers with alcohol? (Drugs and Health education)	Is Britain a broken society? Race in the UK (Citizenship)	How enterprising can you be? (Careers)	Who has the power? (Citizenship)	What are the dangers of STI's and how to prevent them? (SRE)	How can I raise money for charity? (First Give/Citizenship)
	<b>Assessment:</b> PSHCE does not assess using the STEPs system, but feedback is giving focusing on both the key skills and knowledge and understanding developed in PSHCE					
<b>Year 9</b>	What career would be right for you and what options should I take? (Careers)	How can I raise money for charity? Youth Philanthropy Initiative (Citizenship/Careers)	What are the dangers with drugs? (Drugs and Health education)	What are the dangers of violent crime? (Citizenship)	What are sexual ethics? (SRE)	
	<b>Assessment:</b> PSHCE does not assess using the STEPs system, but feedback is giving focusing on both the key skills and knowledge and understanding developed in PSHCE					



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>How to support your son at home</b>			<b>Citizenship &amp; PSHEE</b>
<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>	<b>What are the top three tips for supporting independent learning?</b>	<b>Useful resources and links</b>
Homework is not set in PSHCE, however there are a range of ways in which parents can support from home including asking what they are currently discussing, discussing news stories, encouraging boys to go on news websites, discussing issues around sex, drugs, careers, finances, etc.	We are very keen for students to bring their own views and experiences to PSHCE lessons so please discuss these areas with students as much as possible	<ol style="list-style-type: none"><li>1. Ensure your son is keeping up to date with the news – possibly using The Day</li><li>2. Discuss careers and next steps with your son as often as possible – encourage them to use FastTomato outside lessons.</li><li>3. Help your son set themselves targets for improving in lessons.</li></ol>	<p><a href="http://www.theday.co.uk">www.theday.co.uk</a> (username foresthill, password fhs). Daily news aggregator, written in a student friendly way and with a range of activities and discussion work around it.</p> <p><a href="http://www.fasttomato.com">www.fasttomato.com</a> Careers profiling and advice website that all students use from Year 9 onwards in lessons, but all students can access this.</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary				Citizenship & PSHEE		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Transition Target setting Cyber Bullying Communicating Listening Class rules	Intelligence Primitive Brain Emotional Brain Thinking Brain Multiple sensory learning Multiple Intelligences	Teamwork Creativity and innovation Communication Leading others Effectiveness Problem solving	Relationships Aggressive/passive Assertive Puberty Gender stereotyping Values	Nicotine Tar Passive smoking Peer pressure Advertising Cigarettes	Citizenship Community Social Action Campaign Protest Proposal
<b>Year 8</b>	Alcohol Binge drinking Liver cirrhosis Addiction Unit of alcohol Hangover	Racism Discrimination Prejudice Stereotype Migration Race Riots	Democracy Monarchy Dictatorship Parliament Political party Elections	Enterprising Entrepreneur Business Markets Business Profit	Charity Society Social Enterprise Fundraising Pitch Philanthropy	Contraception Sexually Transmitted Infections HIV/Aids Condom Contraceptive Pill
<b>Year 9</b>	Career Pathway Further Education University Apprenticeship Vocation	Community Action Local Ward Environment Intergenerational Youth Group Volunteering		Drugs Legal Highs Anaesthetics Stimulant Depressant Hallucinogens	Violent crime Gangs Domestic violence Joint Enterprise Youth crime Illegal	Sexual Ethics Underage sex Teenage pregnancy Rape Consent Sexual assault



# Year 7, 8 and 9 Curriculum Information 2016-17

Computer Science Y7-9 Curriculum Map						Mrs V Akpojaro
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	File Management PC Basics 1 An introductory unit covering hardware, software, binary and networks.	E-Safety Students will learn to discuss and reflect on their own and others use of ICT adopting safe, secure and responsible practice.	Spreadsheets/Modelling basics	Spreadsheet/Modelling project	Digital Creativity project	Introduction to programming using Scratch/Kodu
	<b>Assessment:</b> End of Unit test  <b>Knowledge of Computing strand</b>	<b>Assessment:</b> End of unit presentation <b>Issues of computer Use Strand</b> <b>Presentation &amp; DTP Strand</b>	<b>Assessment:</b> Through work they have produced in class <b>Spreadsheets Strand</b>	<b>Assessment:</b> Project based work  <b>Spreadsheet Strand</b>	<b>Assessment:</b> Project based work  <b>Presentation &amp; DTP Spreadsheet strand</b> <b>General project skills strand</b>	<b>Assessment:</b> Practical test  <b>Programming Strand</b>
<b>Year 8</b>	PC Basics 2 Logic Gates Representation of data in computer systems (Binary, Hexadecimals numbers, characters, images and sound)	Computational Thinking  Decomposition Algorithms Testing Evaluations	Programming in Small Basic (Skill Building)	Programming in Small Basic Plan, design, implement, testing, user guide/technical guide and Evaluation)	Animation Project	Project management: Undertaking creative projects that involve selecting, using, and combining multiple applications.
	<b>Assessment:</b> End of Unit test  <b>Knowledge of Computing Strand</b>	<b>Assessment</b> End of unit test  <b>Programming Strand</b>	<b>Assessment:</b> Practical test  <b>Programming Strand</b>	<b>Assessment:</b> Project based <b>Programming Strand and Multimedia Strand</b> <b>Presentation &amp; DTP Strand</b>	<b>Assessment:</b> Project Based  <b>Multimedia Strand</b> <b>General Project Skills Strand</b>	<b>Assessment:</b> Project based work  <b>General Project Skills Strand</b>
<b>Year 9</b>	Programming in Visual Basic/Python Skill building	Programming in Visual Basic/Python Project based	Programming in Visual Basic/Python Project based	Database (Skills)	Database	<b>Project management:</b> Undertaking creative projects that involve selecting, using, and combining multiple applications.
	<b>Assessment:</b> Through work they have produced in class <b>Programming Strand</b>	<b>Assessment:</b> Practical test  <b>Programming Strand</b>	<b>Assessment:</b> Practical test <b>Programming Strand</b>	<b>Assessment:</b> Practical test  <b>Database Strand</b>	<b>Assessment:</b> Project based work  <b>Database Strand</b> <b>General Project Skills Strand</b>	<b>Assessment:</b> Project based work  <b>General Project Skills Strand</b>



# Year 7, 8 and 9 Curriculum Information 2016-17

STEPS to success criteria		Computer Science	
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Spreadsheets	Understand the basic concepts and terminology. Enter data into a spreadsheet from an example, and calculate sums by hand.	Explain and use limited data validation, select appropriate cell formats and alter outcomes by changing variables.	Use spreadsheets to model outcomes, create and explain macros and VLOOKUP.
Databases	Give an example of a simple database	Create a simple, relevant database query and produce a simple database report.	Create and edit reports using design view and create input masks, command buttons and macros.
Programming	Define and create a sequence, understanding that computers need precise instructions.	Create a flowchart for a simple algorithm, use conditional loops, define the term 'Identifier', add comprehensive comments to my code and use functions and procedures with parameters	Create additional levels in game making. Explain the differences between iteration and recursion and create custom record types.
Presenting & DTP	Use basic tools.	Use advanced features to enhance text. Create an image that fits a canvas size. Show awareness of layout and its impact on audience and purpose and edit images using layers and multiple tools.	Create a corporate identity, attach text to a path, and use/create different styles.
Multimedia	Record a basic movie	Split and trim movie clips, place audio into a timeline, and film skilfully, with sensible panning and zooming choices. Use transitions or effects and insert tiles into a multimedia product.	Edit audio appropriately to the timeline
Knowledge of Computing	Recall a variety of input, output and storage devices. Recall the terms Data Capture and File Format.	Understand network devices, Operating Systems, Proprietary & Open file formats and binary representation, explain ASCII, different storage and connectivity devices, data capture methods and different data transfer technologies	Explain several software development life cycles and discuss advantages and disadvantages of prototyping. Explain a range of network topologies.
Issues of Computer Use	Recall the term cyber bullying and can recall the term data loss	Discuss copyright law, understand what a computer Virus/Worm is, identify personal risks to myself when using technology (e-safety)	Explain how moral issues affect computer use, draw conclusions on how loss/theft of data affects organisations, describe actions which can be taken to minimise risk
General Project Skills	Make an attempt to save work on the home drive and make an attempt to record resources	Create a sound test plan which tests most functionality, complete most of a test plan, carry out peer assessment and produce a basic plan with some details	Follow a system life cycle for project development
HTML & CSS	Create a basic text-based web page.	Use CSS classes and IDs to style individual elements and collections of elements.	Suggest API requirements for an AJAX website. Use documentation effectively to ascertain the technical specifications of existing APIs.



# Year 7, 8 and 9 Curriculum Information 2016-17

How to support your son at home			Computer Science
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Homework can be to practice skills currently being developed in class.</p> <p>It may be to find, watch, and make notes on tutorial videos.</p> <p>It may be testing skills, knowledge, and understanding developed in class.</p>	<p>It is good for students to complete homework independently, but it is very useful to ask him to explain the homework to you, or to ask questions about it.</p> <p>If the homework covers a topic that you know well, asking him leading questions is a good way to help him to work out the answers.</p>	<ol style="list-style-type: none"><li>1. Discuss the lessons and the homework, asking him to teach you what he has been learning.</li><li>2. Encourage him to use the support resources provided, and the internet as a whole to research the topic.</li><li>3. Many of the programs that we use are available either through the school website (My Programs) or can be downloaded and installed at home for free. Having these available at home means that he can develop his skills at any time.</li></ol>	<p>The computing department website: <a href="http://computing.foresthillschool.co.uk">http://computing.foresthillschool.co.uk</a> This site has a huge range of lesson resources, and contains links to further websites that contain even more support resources.</p> <p><a href="http://www.codecademy.com">http://www.codecademy.com</a> This site has a number of free online courses in a range of languages, including html, css, and python.</p> <p><a href="http://scratch.mit.edu">scratch.mit.edu</a> This site is an online Scratch editor, and allows programmers to share code and help each other out with their programming.</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary											Computer Science	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 7</b>	BIOS Bit Booting up Byte Cache Memory Clock speed Communication Protocol Computer System CPU	RAM ROM LAN WAN Dynamic IP Address Flash memory FTP Gigabyte Hub/switches	Attachment Blog Browser Chat room Cyber bullying Down load Electronic safety	Email Forum Images Filtering Password Virus	Active cell Autofill Autosum Cell Chart Column	Formula Function Row Sort Workbook Worksheet	Absolute cell referencing Variable Format	Min Max Average Operators	Algorithm Flow chart Pseudo code Variable Constant	Loops Sensing Motion Forever	Code Program Variable Loop Else	IF ELIF While For
<b>Year 8</b>	Magnetic Storage Devices Megabyte Multi-core processor Nibble Non-Volatile Off-the-Shelf software Optical Storage Devices Peripheral Device Private IP Address	Protocols Public IP Address RAM ROM SMTP Solid State Storage Static IP Address TCP/IP Terabyte User interface Virtual Memory Volatile	Pseudo code Syntax error Test plan Algorithm Variable Constant Else Elseif	EndFor EndIf EndSub EndWhile For Goto If Or Step	Write line Write Sub	Then To While	Aspect Ratio Resolution Bit Map	Vector Jpeg Transparency	Tweening Motion Layers Scenes	Onion Properties Timeline Frame	Design Test Implement	Evaluation Plan Feasibility study
<b>Year 9</b>	Pseudo code Syntax error Test plan Algorithm Variable Constant	Conditional operation Iteration Loop Flow chart Machine code	Beta testing Alpha testing	Black box White box Dry run	High level Language LMC Low level language	Compilers Interpreters Translators'	Table Forms Query Field Relationship Diagram	Primary Key Foreign Key Reports	Validation Verifications Entity Attribute	Data Entry Form One-to- Many Data types	Graphical User interface Event handler	Planning Design End user testing



# Year 7, 8 and 9 Curriculum Information 2016-17

Dance Y7-9 Curriculum Map						Mrs Humphrey
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 7</b>	<b>Capoeira</b> (Brazilian Martial Arts Dance) Developing physical skills and historical knowledge.	<b>Darkwood Manor</b> (cross faculty-theme). Focus on performance and characterisation.	<b>See Art in Dance.</b> Introduction to use of space and transitions in choreography.	<b>Maths Dance</b> (creating geometric shapes with sticks). Introducing use of a prop and building team-work skills.	<b>Olympics</b> (exploring the different sports and mentality of an athlete). Developing narrative and communication of a theme.	<b>B-Boyz</b> (breakdance). Enhancing physical skills and knowledge of a new genre.
	<b>Assessment</b> Students will perform in front of the whole class as part of a group the teacher taught sequence and their own choreography. Students are also assessed on their ability to make comments about their own work, and the work of others throughout the unit.					
<b>Year 8</b>	<b>Jazz Dance (1920's - 1960's).</b> Developing physical skills and knowledge of a new genre.	<b>Gumboots (African Dance).</b> Developing rhythmical skills and historical knowledge.	<b>Bollywood (Cross-cultural Hindi-based dance).</b> Developing physical skills and cultural knowledge.	<b>Ghost Dances</b> (Professional work by Christopher Bruce). Developing use of strength and communication of a theme.	<b>West Side Story</b> Exploring the ideas of gang culture and the implications through physical theatre and use of dynamics.	<b>Free-Running.</b> Enhancing physical skills, spatial awareness and introduction to a new movement style.
	<b>Assessment</b> Students will perform in front of the whole class as part of a group the teacher taught sequence and their own choreography. Students are also assessed on their ability to make comments about their own work, and the work of others throughout the unit.					
<b>Year 9</b>	<b>Resistance</b> Enhancing use of physical skills and introduction to contact work.	<b>Over, Under and Around.</b> Developing students understanding of dance relationships and performance skills.	<b>Ballet Boyz Torsion.</b> Enhancing contact work, use of strength and safe practise in dance.	<b>Martial arts &amp; Video games.</b> Enhancing use of space and dynamics as a choreographic tool.	<b>My Name is Cocaine.</b> Introducing ideas of dance relationships and motif development using the poem My Name is Cocaine as a stimulus.	<b>The London Riots.</b> Creating a whole class performance using the London riots as a stimulus.
	<b>Assessment</b> Students will perform in front of the whole class as part of a group the teacher taught sequence and their own choreography. Students are also assessed on their ability to make comments about their own work, and the work of others throughout the unit.					



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>				<b>Dance</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Choreography	Students being able to create dance sequences using a range of movement components, in a variety of styles, in a variety of contexts and in different groupings.	Begin to use some varied actions and make spatial decisions. Work as part of a team. Create clear still positions.	Respond to different stimulus in my choreography using basic dance relationships. Use a range of Actions, Space and Dynamics in the choreography. Communicate ideas with an audience.	Create imaginative dances whilst drawing on conventions of the past and present. Successfully use a variety of all 4 movement components. Communicate sensitive subject matter through the use of choreographic devices and motif development.
Performance	Students being able to perform choreographed movement in front of an audience using performance and technical skills.	Perform individual movements with co-ordination and control. Perform in groups showing consistent effort.	Perform complex sequences with consistent strength, control and precision. Perform with a strong sense of performance Use some interpretative skills.	Perform and interpret dance ideas clearly and sensitively. Demonstrate an understanding of technical and expressive skills. Perform sensitively in a group performance Demonstrate safe practice.
Appreciation	Students being able to reflect on their own dance practices and the practices of others, giving evaluative comment in relation to success criteria.	Comment using some basic dance terminology. Use What Went Well (WWW) and Even Better If (EBI) about others performances	Reflect on the skills and techniques I have used in order to make improvements. Give other feedback using my own opinion and give examples to support my opinion. Give others ideas for how to make improvements in their work in a constructive way.	Show detailed knowledge and understanding of choreographic and performance process. Discuss the significance of dance in relation to professional and /or my own choreography. Give detailed analysis and interpretation of the work of others.



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>How to support your son at home</b>			<b>Dance</b>
<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>	<b>What are the top three tips for supporting independent learning?</b>	<b>Useful resources and links</b>
Dance does not officially set homework, but students are encouraged to rehearse the practical work at home and take any opportunity to experience dance as an art form.	Encouragement and praise for rehearsing and the work that he has produced	<ol style="list-style-type: none"><li>1. Encourage students to research the background and development of different dance styles</li><li>2. Get students to watch and experience as many different styles of dance, either in person or on the computer/TV</li><li>3. Provide opportunities for your son to practice/rehearse at home</li></ol>	<p>The best place to search for examples of different styles/genre/topics is on Youtube or other search engines</p> <p>Use the keywords list below to help your son develop good subject specific vocabulary for Dance</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary											Dance	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 7</b>	Capoeira Energy Accuracy Martial- Arts Self - defence Ginga Meia lua	Roda Action/Reaction Focus Eye – contact Esquiva Cocorinha Tesoura de costas Au Benção	Darkwood Manor Formation Canon Contact Levels	Accuracy Timing Space Facial expression Energy	Pathways Transition Expression Dynamics Actions Shape	Air pathways Space Lines Colours Shapes Expression	Levels prop Shapes Angles Tempo Transitions Smooth Focus, around/through/over/under Dynamics travelling	Olympics Accuracy Dynamics Solo Sport Order Motivation, Determination	Training Team work Actions Effort Discipline Competition Self-Belief	B-Boyz Poppin Locking, Vogueing Krumping Toprock Bottomrock, Freeze	Breaking Indian step Flair Strength Control Formation Unison Canon	
<b>Year 8</b>	Jazz Dance Charlston Mirroring Lindy hop Partner work Kicks Mammies Mess around step	Itchies Leap frog Counter balance Pull and change Fall off the log Crazy legs Hand jive	Gumboots Body as an instrument Percussion Rhythm Polyrhythm Articulation	Stamps Claps Solo Duo Transition Chains Bells	Bollywood Bhangra Fusion Still positions	Hastas Gestures Facial expression, Travelling	Ghost Dances Tableaux Facing Direction Spacing Elevation Falling Catching	Turning Accumulation Stillness Balance Lifts, Chile Political oppression Rhythm	West Side Story Battle Action Space	Dynamics Relationships Jazz Timing Musicality	Free – Running Relationships Obstacles Parkour Commando crawl/roll	Swings Leap Explore Safety Agility Technical skills
<b>Year 9</b>	Resistance Extension and gestures Balance and focus canon Unison	Contrast Weight Pushing and pulling apart Counter- balance	Over under around and through Audience perception Choreographic idea Appreciation Projection	Refinement Highlight Mirror Question and answer Counter- point	Ballet Boyz Torsion Control Contact work Unison	Accumulation Canon Solo Duo Trio	Motif Self- discipline Kung fu Aikido Capoeira Motif development Emphasis	Action/reaction Safe practice Slow motion Sound Tableaux	Manipulation Poem Fragmentation	London Riots Chaos Theory The butterfly effect Pedestrian movement	Crowds Scatter Barrier Lead and follow Repetition	

# Year 7, 8 and 9 Curriculum Information 2016-17



Design & Technology Y7-9 Curriculum Map				Miss A Hellard	
	<b>Product Design</b>			<b>Cooking and Nutrition</b>	
<b>Year 7</b>	Introduction to designing and making	Graphics skills – Design for the Real World	Design History and Product Development	Creating a balanced diet	
	<b>Assessment:</b> Table Tennis Bat - Practical skills and Evaluation	<b>Assessment:</b> Shelter design – design for a need and modelling skills	<b>Assessment:</b> Analysis and Extended writing	<b>Assessment:</b> Food hygiene, food groups, importance of a balanced diet, nutrients. Practical skills.	
	<b>Product Design</b>				
<b>Year 8</b>	Manufacturing methods and processes	Inclusive Design and Mechanisms	Design History and Product Analysis	Designing Skills, Modelling and Prototyping	Programmable Components and Problem Solving
	<b>Assessment:</b> Metal hook – Outcomes of focused practical tasks	<b>Assessment:</b> Mechanical grabber – Solving real world problems, Practical skills	<b>Assessment:</b> Analysis and Extended writing	<b>Assessment:</b> Computer game console – designing skills, practical skills	<b>Assessment:</b> Alarm Design – designing, programming and making
	<b>Product Design</b>			<b>Cooking and Nutrition</b>	
<b>Year 9</b>	Sustainable design and real world issues	Design History and Product Analysis	Design and Make	Eating for Health.	
	<b>Assessment:</b> Wind turbine design and manufacture	<b>Assessment:</b> Product analysis, graphics skills and extended writing	<b>Assessment:</b> Passive speaker – designing and making a quality product	<b>Assessment:</b> Practical skills, innovation, planning, quality control, evaluation, peer assessment	



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>		<b>Design &amp; Technology</b>	
<b>Strand</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Research and Explore	Show limited understanding of the design context, minimal analysis of other related and emerging products or systems and minimal evidence of research and analysis of context. Use design criteria that is very general and lacking in any detail and show some understanding of the target market/user.	Show developed understanding and analysis of design context and independently reframe design problems, analyse a range of research using a range of factors. Use design criteria reflecting clearly user needs with clear links to research, whilst ensuring the target market has been profiled to influence the design.	Show a detailed and perceptive understanding of context to determine objectives for the design/manufacture and influence of existing products and new technologies on design. Use a range of sources taking into account current trends, and client needs to adapt the design specification accordingly.
Design	Shows some of their own ideas, but with little evidence of a logical approach being adopted and minimal planning. Little or no consideration of environment, sustainability or social moral and cultural issues. Show basic development work using some techniques. Uses materials/ingredients with little regard to their properties	Show creativity with clear understanding of connections made due to research undertaken and a strategy which is well planned. Develop design proposal taking into account social, moral, cultural, sustainability and environmental issues. Develop work using a variety of techniques and modelling with a good level of skill. Select appropriate materials/ingredients with detailed consideration of their working properties.	Develop comprehensive, imaginative and feasible ideas, with detailed plans, including quality control checks. Analyse a wide range of social, moral, cultural, sustainability and ethical issues to inform the stages of producing. Develop a sophisticated/elegant solution by exploring different proportions, materials combinations, methods of production, construction and modelling. Demonstrate and apply a thorough understanding of industrial practices
Make	Produce work that is incomplete or represents an undemanding level of making/modelling/ finishing skills. Use materials, components and equipment safely under close supervision. Show minimal accuracy and quality control. With assistance produce simple work.	Produce work showing very good making/modelling /finishing skills and level of accuracy. Select and use appropriate tools/material/ingredients/technologies with accuracy and independence. Use quality control checks throughout the manufacture of the product. Produce work suitable for identified target market.	Show a high level of making/modelling skills and accuracy using a varied range of materials with ability to adapt the original idea. Show evidence of health and safety and quality control checks throughout making process to ensure consistency
Evaluate	Carry out limited tests and evaluation whilst designing/making. Carry out limited testing of final outcome against design criteria and/or the product/manufacturing specification. Briefly mention some improvements or modifications that could be made to the product.	Test and evaluate throughout the designing/making process with some detail and consideration of the user/target market. Test aspects of the final outcome against the criteria and/or the product/manufacturing specification. Evaluate widely and clearly justify the need for modifications to the product	Consistently use comprehensive testing strategies including comments of others and consideration of industrial practices used to make perceptive and critical judgements. Test all aspects of the work tested and evaluated against the specification. Apply detailed and comprehensive testing strategy throughout using results to inform design and refine modifications
Communicate	Communicate ideas and decisions at a simplistic level with limited grasp of concepts and limited use of technical vocabulary. Display numerous errors in grammar, punctuation and spelling.	Communicate decisions with clarity and good use of technical language. Use legible and easily understood text which shows a reasonably good grasp of grammar, punctuation and spelling	Show excellent communication and presentation, including competent use of technical language. Express complex ideas in a clear and fluent manner with few errors in grammar, punctuation and spelling.



# Year 7, 8 and 9 Curriculum Information 2016-17

## How to support your son at home

## Design & Technology

What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Students are sometimes asked to investigate and analyse existing products, and these are often products that they will be able to find in the home.</p> <p>They will sometimes be expected to carry out research, ranging from interviewing a potential product 'user' about their needs, to finding out about smart and modern materials.</p> <p>Students will also be expected to practice skills such as observational drawing and annotation, or extended writing.</p>	<p>A key purpose of homework in design and technology is for students to observe and question the man-made world that we all use.</p> <p>Please encourage your son to discuss homework tasks and their opinions about products as much as possible. Homework should be completed independently, but alongside this plenty of discussion and support will help your son to develop his own opinions and challenge and push his ideas.</p>	<ol style="list-style-type: none"><li>1. Encourage casual discussion about the purpose and function of the everyday products that they use, including improvements that could be made.</li><li>2. Encourage your son to cook at home, and spend time cooking with him.</li><li>3. Make things at home! From paper models and Lego to simple woodwork if possible, Google Sketchup to Scratch, encourage your son to create and make drawings, models and actual products.</li></ol>	<p>Make Magazine: <a href="http://makezine.com/">http://makezine.com/</a></p> <p>Dezeen: <a href="http://www.dezeen.com/">http://www.dezeen.com/</a></p> <p>Technology Student: <a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p>BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a></p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary					Design & Technology				
	Topic 1		Topic 2		Topic 3		Topic 4		
<b>Year 7</b>	Timber	Safety	Sustainability	Properties	<u>Cooking and Nutrition Keywords</u>				
	Natural	Template	Culture	Shell structure	Protein	Macro nutrients			
<b>Year 8</b>	Man-made	Marking out	Design	Frame structure	Fat	Cooking methods			
	Manufacture	Cutting	Human need	Triangulation	Dairy	Sweet and Savoury			
<b>Year 9</b>	Quality	Shaping	Climate	Testing	Fibre	Vitamins and minerals			
	Origin		Materials		Starch	Production methods			
<b>Year 8</b>	Metal	Accuracy	Ergonomics	Improvement	Mechanisms	Wedge	Programming	Conductor	
	Isometric	Function	Smart materials	Quality	Work	Inclined plane	Component	User	
<b>Year 8</b>	drawing	Production	Modelling	User	Precision	Screw	Electronic	Joining materials	
	CAD (computer	methods	Form	Standard	Accuracy	Wheel and axle	System	Testing	
<b>Year 8</b>	aided design)	Ethics	Function	components	Six simple	Mechanical	Switch		
	CAM (computer	Sustainability	Testing	Life cycle	machines	advantage			
<b>Year 8</b>	aided			assessment	Lever	Linkages			
	manufacture)				Pulley	Engineer			
<b>Year 8</b>	Precision								
<b>Year 9</b>	Sustainability	Electricity	Sustainability	Planning	<u>Cooking and Nutrition Keywords</u>				
	Energy	Generator	Power	Manufacture	Food groups	Complex and simple carbohydrates			
<b>Year 9</b>	Renewable	Electrical	Passive	Quality	Functions of ingredients	Raising agents			
	Wind turbine		Materials	Finish	Pastry	Cross contamination			
<b>Year 9</b>			Wood	Form	Gluten	Dietary needs			
			Man-made board	Joining materials	Elasticity	Fair Trade			
<b>Year 9</b>			Orthographic		Viscosity	Food miles			
					Standard components	GM foods			



# Year 7, 8 and 9 Curriculum Information 2016-17

Drama Y7-9 Curriculum Map						Ms H Sullivan
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>It Was Terrifying</b> An introductory scheme which teaches the basis of future drama – role play, still image and monologue	<b>Darkwood Manor</b> A process drama scheme, which uses drama to explore community, murder and guilt	<b>The Tempest</b> A scheme examining key scenes from the Shakespeare play and culminating in a learnt duologue between Ariel and Ferdinand	<b>Frankenstein</b> A scheme which introduces the elements of technical theatre using the Phillip Pullman adaptation of the Shelley classic	<b>Frankenstein</b> A scheme which introduces the elements of technical theatre using the Phillip Pullman adaptation of the Shelley classic	<b>Devising</b> A scheme drawing together all the skills learn series of workshop based lessons aimed to develop devising and directing skills
	<b>Assessment:</b> Small group devised performance	<b>Assessment:</b> Paired devised performance in response to stimulus	<b>Assessment:</b> Paired scripted Shakespeare performance	<b>Assessment:</b> Technical theatre skills: lighting and sound	<b>Assessment:</b> Technical theatre skills: pyrotechnics, mask and make-up	<b>Assessment:</b> Devising and Directing skills
<b>Year 8</b>	<b>Status</b> A scheme which focuses on developing the key dramas skill of performing and analysing status, culminating in a paired scripted duologue	<b>Macbeth</b> A scheme which examines the key scenes of the Shakespeare play and culminates in a modern re-imagining of the text	<b>The Mystery of Joe</b> A process drama scheme which casts the students in the role of investigators, tasked with solving the mystery of a young man called Joe	<b>Physical Theatre</b> A skill-based scheme which develops techniques used in modern theatre to tell stories using the body	<b>Devising</b> A scheme which draws together the skills learn over the year in a series of workshop based lessons aimed to develop devising and directing skills	<b>Devising</b> A scheme which draws together the skills learn over the year in a series of workshop based lessons aimed to develop devising and directing skills
	<b>Assessment:</b> Scripted duologue performance	<b>Assessment:</b> Shakespeare and physical theatre performance	<b>Assessment:</b> Devising performance in response to stimulus	<b>Assessment:</b> Physical Theatre Skills using script	<b>Assessment:</b> Devising and Directing skills	<b>Assessment:</b> Devising and Directing skills
<b>Year 9</b>	<b>Success by Nick Dear</b> An exploratory scheme based upon GCSE Drama exam Unit Two, where students examine a modern text in performance	<b>Fame</b> An exploratory scheme based upon GCSE Drama exam Unit One, where students examine a modern issue through performance	<b>Theatre Practitioners</b> A workshop-based scheme introducing the key theatre practitioners who influence modern theatre: Stanislavski, Brecht, Boal and Artaud	<b>Monologue</b> A scheme which develops the key skill of public speaking, both within performance and speech-making.	<b>Hillsborough</b> A scheme which uses drama to explore the football tragedy, using GCSE skills to examine blame, media and culpability.	<b>Target Audience Devising</b> A scheme which develops students' understanding of creating theatre with a target audience in mind
	<b>Assessment:</b> Scripted small group performance	<b>Assessment:</b> Large group devised performance	<b>Assessment:</b> Workshop-based rehearsal task	<b>Assessment:</b> Scripted monologue performance	<b>Assessment:</b> Devised performance-poetry	<b>Assessment:</b> Devising and directing skills

**Assessments:** At KS4 all students are examined in three formats: a key knowledge exam, a decision making exercise (skills exam), and a fieldwork based piece of controlled assessment (max. 2000 words). Assessments have been designed to prepare students for all 3 types of assessment style.



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>				<b>Drama</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Performance	Assesses students' ability to perform their drama in front of an audience	Participate in rehearsal but does not perform to others	Perform with focus on the stage. They can adapt their voice to clearly suggest the emotion, status, age etc. of the character. They can adapt their body language to communicate their character's feelings, location and status etc.	Perform lead roles assuredly, including both self-devised and scripted monologue, taking both the character and audience on an emotional journey. Expertly take on a wide range of characters that are engaging, imaginative and believable using both their physicality and vocal expression.
Devising	Assesses students' ability to create drama in response to a range of stimuli	Explore role-play in rehearsal	Use the drama techniques cross-cutting, physical theatre and participate well in whole-group drama.	Identify and select a range of drama techniques and use them confidently in devised work; move whole group drama forward through their creative choices in-role
Script work	Assesses students' ability to interpret script in performance	Work with others who are performing scripts	Learn lines, with the majority of a script extract memorised, and justifiable interpretation of character	Adeptly interpret playwrights' words in performance, with fully-justified choices about staging
Shakespeare	Assesses students' ability to interpret Shakespeare in performance	Identify key themes in Shakespearean plays practically	Demonstrate a good understanding of Shakespeare in performance	Demonstrate a sophisticated understanding of Shakespeare in performance which is demonstrable through their verbal responses and their performance techniques
Rehearsal	Assesses students' ability to contribute positively to the creation of drama	Participate in group work	Remain focussed, offering creative ideas for shaping drama and able to support students less able than themselves. They begin to emerge as the Director in rehearsal.	Have a sensitive approach to directing in rehearsal, and ensure all voices are heard while still being able to steer the group towards a high standard of performance
Evaluation	Assesses students' ability to evaluate successes and areas of improvement in drama	Name basic drama techniques	Identify moments of performance which were successful and suggest improvements using subject-specific language	Highlight their keen understanding of theatre through their analytical approach and sophisticated theatre vocabulary



# Year 7, 8 and 9 Curriculum Information 2016-17

How to support your son at home			Drama
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>In the lead-up to assessed performances students are expected to</p> <ul style="list-style-type: none"> <li>○ learn lines ready for performance,</li> <li>○ rehearse independently with their groups,</li> <li>○ source props and costumes,</li> <li>○ design lighting and sound,</li> <li>○ deepen characterisation through research into the historical or social context of their play.</li> </ul>	<p>In the run-up to assessed performances, you can support your son by</p> <ul style="list-style-type: none"> <li>○ checking he knows his lines,</li> <li>○ asking him about the character he is playing, where the scene is set, who else is in the scene.</li> <li>○ talking to him about how he can develop his performance through technical aspects such as lighting and sound design, props and costumes etc .</li> </ul>	<ol style="list-style-type: none"> <li>1. Take your son to the theatre! Nothing beats the experience of being in the audience for a live event. We are extremely fortunate in Lewisham to have many fantastic - and subsidised - theatres on our doorstep</li> <li>2. Critically engage him in the art form by asking him about the TV and films he watches. What does he enjoy? What is it about this that appeals? What doesn't he enjoy? Why? If he could take on any role or direct any film, what would he do and why?</li> <li>3. If your son struggles with learning lines – direct him here:  <a href="http://www.bbc.co.uk/learningzone/clips/actor-techniques-on-learning-lines/12142.html">http://www.bbc.co.uk/learningzone/clips/actor-techniques-on-learning-lines/12142.html</a>            If your son struggles with accents, there are many excellent examples on YouTube. For example:  <a href="http://www.youtube.com/watch?v=VJyTA4VIZus&amp;safe=active">http://www.youtube.com/watch?v=VJyTA4VIZus&amp;safe=active</a> </li> </ol>	<p>The Shakespeare Schools Festival – has lots of accessible resources around many of Shakespeare’s best-loved plays  <a href="http://www.ssf.uk.com">www.ssf.uk.com</a></p> <p>The Globe Theatre, on London’s South Bank, has a wealth of info about Elizabethan theatre on its website  <a href="http://www.shakespearesglobe.com">www.shakespearesglobe.com</a></p> <p>The National Theatre’s education pages are a brilliant resource for deepening understanding of plays, playwrights and stagecraft  <a href="http://www.nationaltheatre.org.uk/discover-more/learning">http://www.nationaltheatre.org.uk/discover-more/learning</a></p> <p>Top local theatres:            Brockley Jack            Catford Broadway            Young Vic Theatre            National Theatre            Half-Price Ticket Booth (discounted West End theatre tickets)</p>



## Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary						Drama
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Still Image Spoken Thought Body Language Narration	Sound Effects Movement Characterisation Teacher in Role	Shakespeare Duologue	Lighting Sound Music	Pyrotechnics Mask and make-up	Devising Directing
<b>Year 8</b>	Duologue Status Power Levels Voice Proxemics Blocking	Shakespeare Physical theatre Soliloquy Conflict	Devising Stimulus Investigation Body as Object Externalised Conscience	Physical Theatre Motif Frantic Assembly Gesture Ensemble Mirroring Choreography	Devising Directing Collaboration Improvisation	Devising Directing Imagination
<b>Year 9</b>	Conflict Tension Wealth	Exploration Contrast Characterisation	Naturalism Epic Theatre Forum Theatre Melodrama 4 <sup>th</sup> Wall	Script Monologue Classic Modern	Verbatim Poetry	Devising Directing Collaboration Creating Abstract



# Year 7, 8 and 9 Curriculum Information 2016-17

Geography Y7-9 Curriculum Map						Mr R Manning
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEME</b>	<i>The UK</i>	<i>Our changing physical environment</i>	<i>Our changing human society</i>	<i>Skills focus</i>	<i>Geopolitics</i>	<i>Global issues</i>
<b>Year 7</b>	Local area study / Geographic skills	Rivers and flooding	Population issues	Coasts (exam skills)	Rainforests	Living off Earth's resources
	<b>Assessment:</b> <i>Baseline test and individual project on local area</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>Decision making exercise</i>	<b>Assessment:</b> <i>Extended writing task</i>	<b>Assessment:</b> <i>Extended writing task</i>
<b>Year 8</b>	The UK's natural environment	How does climate work? (Hot and cold environments)	Africa: a continent of contrasts.	Oceans (GIS skills)	Russia	Climate change
	<b>Assessment:</b> <i>Decision making exercise</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>Extended writing task</i>	<b>Assessment:</b> <i>Extended writing task</i>	<b>Assessment:</b> <i>Decision making exercise</i>
<b>Year 9</b>	Earning a living in our changing cities	Our ever changing Earth (inc. plate tectonics)	Globalisation: China / India	Extreme weather (case study skills)	The Middle East and Impossible places	Breaking borders
	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>GCSE style exam</i>	<b>Assessment:</b> <i>Decision making exercise</i>



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>			<b>Geography</b>
<b>Strand</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>🌐 begin to identify what gives an area character</li> <li>🌐 begin to understand simple human and physical processes</li> <li>🌐 begin to simply describe what places are like</li> <li>🌐 begin to locate geographic features.</li> <li>🌐 begin to understand scale</li> </ul>	<ul style="list-style-type: none"> <li>🌐 analyse differences between a range of places in the UK and in the wider world</li> <li>🌐 analyse physical and human characteristics of places in a range of locations, contexts and scales</li> <li>🌐 analyse differences in the way physical and human processes interact to produce the distinctive characteristics of places</li> <li>🌐 understand how physical and human processes lead to change in places</li> <li>🌐 identify geographical patterns at a range of scales</li> </ul>	<ul style="list-style-type: none"> <li>🌐 have detailed knowledge of a range of global locations, which I have developed independently.</li> <li>🌐 accurately suggest and explain how the characteristics of places change over time, using a wide range of locations, contexts and scales.</li> <li>🌐 Suggest reasons why different stakeholders might perceive places in different ways.</li> <li>🌐 evaluate and analyse processes to independently and critically show how processes create diversity, interdependence and change.</li> <li>🌐 Show knowledge of a wide range of geographical processes, and with place specific details, apply this to familiar and unfamiliar contexts independently.</li> </ul>
<b>Application of knowledge – analysis, interpretation and evaluation</b>	<ul style="list-style-type: none"> <li>🌐 begin to identify how a place has changed over time</li> <li>🌐 begin to express my views on places</li> <li>🌐 begin to identify simple geographic patterns</li> <li>🌐 begin to identify the links between places</li> </ul>	<ul style="list-style-type: none"> <li>🌐 Analyse differences in the way places change over time.</li> <li>🌐 compare sustainable and other approaches to managing environments</li> <li>🌐 appreciate that different values and attitudes can result in different approaches to environmental interaction and change</li> <li>🌐 analyse geographical patterns, identifying correlations and anomalies.</li> <li>🌐 analyse the links between places to identify the different relationships between places.</li> </ul>	<ul style="list-style-type: none"> <li>🌐 accurately explain in depth how complex physical and human processes interact and cause change in different contexts, including unfamiliar locations.</li> <li>🌐 evaluate the sustainability of management choices and provide further suggestions independently that are realistic and consider all elements of sustainability.</li> <li>🌐 Understand complex relationships and patterns in familiar and unfamiliar contexts, with a clear understanding of Geography being a holistic subject (e.g. drawing out links between units in a sophisticated way.)</li> <li>🌐 evaluate the relationships between different places, linking this to current events in detail, to suggest how the relationships may change in the future.</li> </ul>
<b>Geographic skills and communication</b>	<ul style="list-style-type: none"> <li>🌐 carry out simple tasks</li> <li>🌐 use simple geographical words</li> <li>🌐 use some of the resources given to me</li> <li>🌐 use a limited range of geographic skills</li> </ul>	<ul style="list-style-type: none"> <li>🌐 ask relevant geographical questions</li> <li>🌐 suggest an appropriate sequence of investigation</li> <li>🌐 select information and sources of evidence and identified potential bias</li> <li>🌐 present my findings clearly and based my conclusions on evidence</li> <li>🌐 use a wide range of geographic words accurately</li> </ul>	<ul style="list-style-type: none"> <li>🌐 Develop and design a geographic enquiry on my own</li> <li>🌐 use a range of relevant and critically evaluated sources of evidence in an enquiry.</li> <li>🌐 justify my findings with well-reasoned conclusions and can link them to wider contexts and issues</li> <li>🌐 I can confidently use modern technology in a complex and relevant way to support my study</li> </ul>



# Year 7, 8 and 9 Curriculum Information 2016-17

How to support your son at home			Mr R Manning
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Students are set a variety of work once a week and normally consist of one of:</p> <ol style="list-style-type: none"> <li>1. Research tasks using the internet and library.</li> <li>2. Learning keywords</li> <li>3. Extended writing on key geographical issues</li> <li>4. Skills based tasks e.g. practising skills we have been practising in class, for example map skills.</li> <li>5. Redrafting e.g. using teacher comments to make improvements to an existing piece of work.</li> </ol>	<p>Students should be completing homework independently from classroom teachers and parents. However we would always request that parents ask about the homework and support their son to ensure it is completed. Also wherever possible it is useful to engage your son in conversation about what they have learned or extend their learning.</p>	<ol style="list-style-type: none"> <li>1. <b>Help students to take an interest in world events and news and to develop their understanding of the world.</b> Eg reading a newspaper together or watching the news.</li> <li>2. <b>Involve students in planning journeys</b> – this could be holidays or everyday routes. Alternatively this could be done by testing student’s knowledge of different places.</li> <li>3. <b>Testing students on the geographic vocabulary.</b> Every half term students learn a different topic, each with different list of expected vocabulary. Teachers often carry out spelling tests of these keywords, but parents should also test students on their spelling, definitions and use of these keywords.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>BOOKS:</b>  <b>KS3 Geography: Complete revision and practice</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)  <b>KS3 Geography: the study guide</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)</li> <li>2. <b>SPECIALIST SOFTWARE:</b>  <b>Google Earth</b> – A free GIS package with various tools students should be confident in using as part of their Geography education.  <a href="http://www.google.co.uk/intl/en_uk/earth/">http://www.google.co.uk/intl/en_uk/earth/</a></li> <li>3. <b>WEBSITE LINKS:</b>  <b>Ordnance survey website</b> – This website gives students access to a range of different types of maps, as well as a student zone where they can practise their mapping and GIS skills. <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/">http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/</a>  <b>BBC Schools website</b> – A variety of revision resources, games and video clips to help students reinforce their learning.  <a href="http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml</a>  <b>Geography map games</b> – A variety of activities where students can test their knowledge of geographic locations against students from around the world.  <a href="http://www.geography-map-games.com/">http://www.geography-map-games.com/</a>  <b>Geocube</b> – A website created by the EU to give students information about 54 key topics, as well as information about what geographers do and what Geography can lead to. <a href="http://www.geo-cube.eu/">http://www.geo-cube.eu/</a>  <b>NASA’s Earth observatory</b> – Information collected about the Earth from NASA’s visits to space. <a href="http://earthobservatory.nasa.gov/">http://earthobservatory.nasa.gov/</a>  <b>The CIA World factbook</b> – Contains a variety of information about every country in the world. Provides a useful tool when completing research for assessments.  <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a>  <b>Georesources</b> – A website with research links for the topics that students study in Geography across all key stage <a href="http://www.georesources.co.uk/">http://www.georesources.co.uk/</a></li> </ol>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary						Geography
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Country Continent Symbol Scale Grid reference Compass	Hydraulic action Abrasion Attrition Corrosion Traction Saltation Suspension Solution	Population Population density Sparsely populated Densely populated Migration Immigration	Biological Mechanical Freeze thaw Landform Erosion Deposition	Amazon Tropical Deforestation Tribe International Conservation	Natural resource Environment Pollution Extraction
<b>Year 8</b>	Topographical National Park Igneous Sedimentary Metamorphic Geological	Climate Longitude Latitude Hadley Cell Circulation Anticyclone Depression	Development Development indicator More economically developed country Less economically developed country Human Development Index Quality of life Standard of living	Geographic information System Thermo-haline circulation Thermal expansion. Great Pacific Garbage Patch	Biome Superpower Soviet Union Moscow Arctic Ukraine	Emissions Greenhouse Effect Greenhouse Gases Convention Government Sustainable
<b>Year 9</b>	Industry Sector Primary Secondary Tertiary Quaternary Agriculture	Geological timescale Tectonic Subduction Constructive Destructive Conservative Plate margin	Globalisation Mumbai Bangalore Beijing Shanghai Multi-national company	Hurricane Tornado Air mass Lightning Cyclone Typhoon Perception	Syria International Management Response Refugee United Arab Emirates. Qatar	Correlation Distribution Per capita Risk Hazard Protocol Pessimist



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>History Y7-9 Curriculum Map</b>						<b>Mr Keefe/Mr Cowley</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7 Cooperation and Conflict</b>	What is History?  Which House should celebrate its name the most?	How did William win the Battle of Hastings?  How did the Normans gain control of England?	Why did Henry break with Rome?  Why did so many die under the Tudors?	Why did the Spanish Armada fail?  Why can't film makers agree about Elizabeth?	Should we be proud of the British Empire?	Are all Empires the same?
	<b>Assessment</b> A variety of historical concepts will be assessed through extended pieces of writing. Within these concepts key historical skills will be developed throughout the term providing the basis for assessment.					
<b>Year 8 Revolutionary Ideas and Movements</b>	Did life really change after the French Revolution?  Why didn't England break out into violent revolution?	Can we compare periods in History?: China and Russia in revolution.	What horrors lay behind Britain's transatlantic slave trade?  Why was slavery abolished?	What's worth knowing about Darwin?  Jack the Ripper: infamous or significant?	How merciful was life until the Middle Ages?  How vile were the Victorians?	How has the nature of crime and punishment changed in the 20 <sup>th</sup> Century?
	<b>Assessment</b> A variety of historical concepts will be assessed through extended pieces of writing. Within these concepts key historical skills will be developed throughout the term providing the basis for assessment.					
<b>Year 9 Life in the 20<sup>th</sup> Century</b>	Did Martin Luther King's dream become reality?	How did women win the right to vote in Britain?	Did one bullet start World War One?  Why is the Battle of the Somme still significant today?	Our Local War Memorial?  How did Hitler gain control of Germany?	How has the Holocaust been remembered?	How justifiable was the dropping of the Atomic Bomb?
	<b>Assessment</b> A variety of historical concepts will be assessed through extended pieces of writing. Within these concepts key historical skills will be developed throughout the term providing the basis for assessment.					



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>				<b>History</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Knowledge and Understanding	Students ability to demonstrate knowledge and understanding of the key features of the periods studied	List key features of the period studied	Select some relevant knowledge and uses it to support conclusions	Select a wide range of relevant and accurate knowledge to support conclusions
Analysis of Historical Events	Students ability to explain and analyse events and periods studied using historical concepts such as Cause and Consequence	Can produce limited descriptions	Can explain causes, consequences, changes and significance of the events and people studied	Demonstrates an understanding of the importance of historical context and the interrelationships of the periods studied
Analysing Evidence	Students ability to use and analyse historical sources to form judgements about the periods studied	Identify detail from a source	Can analyse a source using its content, origin and purpose	Evaluate the reliability, utility and typicality of evidence using contextual knowledge and cross referencing
Analysing Interpretations	Students ability to explore different viewpoints of the past and analyse them using evidence	Identify an opinion	Understand different viewpoints and begin to identify why they differ	Evaluate the validity of different historical interpretations using contextual knowledge and cross referencing



# Year 7, 8 and 9 Curriculum Information 2016-17

How to support your son at home			History
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>History homework will often be based around extended writing and so involve diary entries, speeches, newspaper articles or mini-essays.</p> <p>Another important form of independent work is researching key information through books, the internet and videos</p> <p>Occasionally Homework may be a more creative way of showing understanding such as posters or making models</p>	<p>The aim of the homework is to consolidate learning in class and so it should be as independent as possible.</p> <p>However please do make sure you are discussing historical events and controversies and your opinion on them with your son.</p> <p>With research projects, it would be very useful for students to receive help when using the internet. Often students copy and paste words without understanding the meaning.</p>	<ol style="list-style-type: none"> <li>1. Encouraging students to read historical fiction as per the suggested reading list on Hand in</li>   <li>2. Ask them about history, both to consolidate knowledge of key names, dates and events and to help them express their opinions about history using factual evidence to support their arguments</li>   <li>3. Checking over pieces of extended writing for literacy errors.</li> </ol>	<p>Each unit of work has a reading list that goes with it. These can be found on the library section of the school website or often on the class Hand in page.</p> <p><a href="http://www.foresthillschool.co.uk/100/recommended-reading-lists">http://www.foresthillschool.co.uk/100/recommended-reading-lists</a></p> <p>There are a range of useful websites that can be used to research and reinforce historical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> <li>• <a href="http://www.History.com">www.History.com</a></li> <li>• <a href="http://www.Schoolshistory.co.uk">www.Schoolshistory.co.uk</a></li> <li>• <a href="http://www.spartacus-educational.com">www.spartacus-educational.com</a></li> <li>• <a href="http://www.historylearningsite.co.uk">www.historylearningsite.co.uk</a></li> <li>• <a href="http://www.nationalarchives.gov.uk">www.nationalarchives.gov.uk</a></li> </ul> <p>The History department also regularly use revision quizzes on memrise to test and reinforce historical understanding and knowledge</p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p>Youtube has a range of excellent history channels such as historyteachers (popular music re-written with historical stories) and the Horrible Histories channel</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary						History
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	History Significance Sources Evidence Enquiry Explaining	The Normans Invasion Battle of Hastings Cause Consequence Control	Catholic Protestant Henry VIII The Vatican The Reformation Heretic	Mary I Sectarian Elizabeth I Philip II Spanish Armada Impact	Empire Imperialism Colony Trade White Man's Burden Oppression	Amritsar Massacre Easter Rising Rebellion Aztecs Sacrifice
<b>Year 8</b>	Revolution Equality Liberty Democracy Social Class Worker's Movements	Tsar Bolshevik Lenin Collectivisation Qing Warlords	Slavery Racism Dehumanisation Resistance Revolt Abolition	Charles Darwin Theory of Evolution Creationism Mary Seacole Jack the Ripper Karl Marx	Law Order Crime Punishment Justice Courts	Policing Prison Jury Capital Punishment Victim Cyber crime
<b>Year 9</b>	Civil Rights Freedom Oppression Segregation Protest Martin Luther King	Suffrage Suffragettes Militant Hunger Strike Force Feeding The Pankhurst Family	Franz Ferdinand Nationalism Patriotism Volunteering Battle of the Somme Attrition	Armistice Remembrance Treaty of Versailles Hitler Nazism Dictatorship	Anti-Judaism Anti-Semitism Persecution Terror Resistance Holocaust	World War II Pearl Harbour The Pacific War Truman Ethics Hiroshima



# Year 7, 8 and 9 Curriculum Information 2016-17

MFL – French Y7-9 Curriculum Map			Ms C Swift/Ms P Lopes-Oliveira			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Topic: Bienvenue (Welcome)	Topic: Bienvenue (2) (Welcome)	Topic: C'est perso (talking about yourself)	Topic: Mon collègue (My school)	Topic: Mon college et mes passe-temps (My school and hobbies)	Topic: Mes passe-temps (My hobbies)
	<b>Assessment:</b> initial assessment – writing – grammar	<b>Assessment:</b> Expo 1 mod 1: reading, listening, writing	<b>Assessment:</b> Studio 1 mod 1 listening and reading	<b>Assessment:</b> Studio 1 mod 2 speaking	<b>Assessment:</b> n/a	<b>Assessment:</b> end of year assessment all strands
<b>Year 8</b>	Topic: Ma zone (My zone – where I live)	Topic: Partez (Let's go – holidays)	Topic: T'es branché (You are cool - clothes)	Topic: T'es branché (You are cool - clothes)	Topic: Paris je t'adore (Paris I love you)	Topic: Mon identité (My identity)
	<b>Assessment:</b> speaking	<b>Assessment (start of Autumn 2):</b> Studio 1 Mod 4 listening, reading and writing	<b>Assessment:</b> Studio 1 Mod 5 listening, speaking + reading	<b>Assessment:</b> Studio 2 Mod 1 listening and reading	<b>Assessment:</b> n/a	<b>Assessment:</b> Studio 2 Mod 2 all four skills
<b>Year 9 early morning</b>	Topic: Les vacances (holidays)	Topic: Les vacances (holidays)	Topic: La santé (Healthy lifestyle)	Topic: Mon quartier (Local area)	Topic: final FCSE preparations	Topic: preparation for GCSE French
	<b>Assessment:</b> n/a	<b>Assessment:</b> listening, reading, speaking and writing	<b>Assessment:</b> n/a	<b>Assessment:</b> listening, reading, speaking and writing	<b>Assessment:</b> extra assessments as required.	<b>Assessment:</b> n/a



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>Keywords and Subject Specific Vocabulary</b>						<b>French</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	le travail en classe (CW) les devoirs (HW) la France (France) les Français (French people) l'alphabet (alphabet) les lettres (letters) écouter (to listen) respecter (to respect) travailler (to work) participer (to participate) l'âge (age) les mois (months)	mes goûts (my tastes) les pays (countries) la nationalité (nationality) le domicile (home) la ville (town) la campagne (countryside) les animaux domestiques (pets) la famille (family) le prénom (first name) le nom de famille (last name) mon identité (my identity)	mon auto-portrait (my self-portrait) ma personnalité (my personality) un artiste (an artist) avoir (to have) être (to be) les yeux (eyes) les cheveux (hair) avoir l'air (to look like) décrire (to describe)	mon kit de survie (my survival kit) les matières (subjects) le déjeuner (lunch) la récréation (break) les horaires (timings) l'heure (time)	l'emploi du temps (timetable) l'école (school) le collège (secondary school) la nourriture (food) les habitudes alimentaires (food habits) l'entrée (starter) le plat principal (main dish) le dessert (dessert) le menu (menu)	la technologie (technology) le sport (sports) l'exercice (exercise) l'entraînement (training) jouer (to play) faire (to do) s'entraîner (to train) aller (to go) écouter (to listen to), télécharger (to download) regarder (to watch) voir (to see)
<b>Year 8</b>	la ville (town) habiter (to live) grand (big) petit (small) il y a (there is/ there are) il n'y a pas de (there is not/ there are not) gauche (left) droite (right) tout droit (straight on) le carrefour (crossroads) aller (to go) faire (to do)	les vacances (holidays) les pays (countries) je me prépare (I get ready) le café (café/ coffee) la plage (the beach) la mer (the sea) la montagne (the mountains) nager (to swim) rester a la maison (to stay at home) voyager (to travel) je voudrais .... (I would like...) le restaurant (the restaurant)	la télé (TV) la lecture (reading) j'ai une passion pour ... (I have a passion for...) les types d'émissions (the types of shows) les types de films (the types of films) je suis connecté (I am connected) envoyer (to send) en ligne (online) partager (to share)	la météo (weather) il pleut (it's raining), il fait beau (it's nice weather) il fait froid (it's cold) il fait chaud (it's hot) d'abord (firstly) ensuite (after) après (after) finalement (finally) même si (even though)	on peut ... (one can ...) faire les magasins (to go shopping) voir (to see) quand (when) qui (who) quoi/ que (what) combien (how much) ouvert (open) fermé (closed) la boutique (shop) le musée (the museum) les verbes au passé (verbs in the past)	mon caractère (my personality) les adjectifs de personnalité (character adjectives) les vêtements (clothes) mon style (my style) porter (to wear) essayer (to try on) je suis allé (I went) je suis parti (I left) je suis resté (I stayed)
<b>Year 9</b>	voyager (to travel) visiter (to visit) les voyages (trips) le tour du monde (world tour) les activités (activities) le farniente (farniente) le repos (rest) le camping (camping) les équipements (facilities) l'hôtel (hotel) la météo (weather forecast)	l'avion (plane) le train (train) la voiture (car) les embouteillages (traffic jams) la réception (the reception desk) les toilettes (toilets) le hall (hall) les horaires (times) l'enregistrement des bagages (check-in) les douanes (customs)	jouer (to play) faire (to do) se faire mal (to hurt o.s) la nourriture (food) l'alcool (alcohol) les drogues (drugs) être végétarien (to be a vegetarian) les problèmes de santé (health issues) l'hôpital (hospital)	la dépendance (dependency) le stress (stress) l'anxiété (anxiety) la cigarette (cigarette) le tabagisme (smoking) faire de l'exercice (to exercise)	la ville (town) la campagne (countryside) la banlieue (the outskirts) la montagne (mountain) le bord de mer (seaside) recycler (to recycle) trier (to sort out) la pollution (pollution) le temps (weather)	

# Year 7, 8 and 9 Curriculum Information 2016-17



MFL – German Y7-9 Curriculum Map				Ms C Swift/Ms P Lopes-Oliveira		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<b>Topic:</b> Mein Zuhause (My home)	<b>Topic:</b> Stadt und Land (Town and Country)	<b>Topic:</b> die Ferien (holidays)	<b>Topic:</b> die Ferien (holidays)	<b>Topic:</b> Einkaufen und Essen (shopping and food)	<b>Topic:</b> Project work
	<b>Assessment:</b> Echo 1 Unit 5 listening, reading, writing and grammar	<b>Assessment</b> Echo 1 Unit 6 speaking	<b>Assessment:</b> n/a	<b>Assessment:</b> Echo 2 Unit 1 reading, listening and writing	<b>Assessment:</b> n/a	<b>Assessment:</b> end of year assessment all strands
<b>Year 9</b>	<b>Topic:</b> Nach der Schule (free time after school)	<b>Topic:</b> Gesundheit (health)	<b>Topic:</b> die Zukunft (future plans)	<b>Topic:</b> Wir gehen aus (going out) and Austausch (exchange)	<b>Topic:</b> Meine Welt deine Welt (my world and yours)	<b>Topic:</b> Projekt Deutschland
	<b>Assessment:</b> Echo 2 Unit 3 listening, reading, writing and grammar	<b>Assessment:</b> Echo 2 Unit 4 speaking	<b>Assessment:</b> LLS (language learning skills)	<b>Assessment:</b> Echo 2 Unit 5 reading and listening	<b>Assessment:</b> Echo 2 Unit 6 speaking / writing	<b>Assessment:</b> end of year assessment all strands



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary						German
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	die Stadt – town das Zimmer – room kein [+ noun] - no [something] arbeiten - to work (ich arbeite - I work) die Möbel – furniture sehr – very ziemlich – quite Wo? - where? wohnen - to live (ich wohne - I live) schlafen - to sleep (ich schlafe - I sleep)	liegen - to lie, be situated es gibt - there is, there are mit dem Zug - by train mit dem Auto - by car nehmen - to take die Straße – street geradeaus - straight on mit - with ohne - without Wie? - How?	die Länder - countries die Ferien - holidays es/das war - it/that was es regnet - it's raining (es hat geregnet - it rained) es schneit - it's snowing (es hat geschneit - it snowed) ich habe ... gespielt - I played ich habe ... gegessen - I ate ich habe ... gewohnt - I lived, stayed ich bin ... gegangen - I went ich habe ... gekauft - I bought	die Jugendherberge - youth hostel die Uhrzeit - time Wie viel Uhr ist es? - what time is it? Wie spät ist es? - what time is it? halb drei - two thirty (2:30) Viertel nach - quarter past Viertel vor - quarter to lustig - fun furchtbar - awful nicht schlecht - not bad	Ich möchte - I would like Ich esse gern - I like eating Ich trinke gern - I like drinking lecker - delicious einkaufen gehen - to go shopping der Einkaufsbummel - shopping trip das Kaufhaus - department store das Taschengeld - pocket money bekommen - to get sparen - to save	das Hähnchen - chicken das Eis - ice cream die Suppe - soup das Mineralwasser - mineral water die Zwiebel - onion die Erdbeere - strawberry die Kartoffel - potato die Traube - grape die Kirsche - cherry die Birne – pear
<b>Year 9</b>	die (Fernseh)sendung - (TV) programme sehen - to watch, see (ich habe...gesehen - I watched, saw) die Nachrichten (pl) - news das Tier - animal das Kind - child spannend - exciting doof - stupid was für? - what kind of? gestern - yesterday helfen - to help (ich helfe - I help) üben - to practise (ich übe - I practise) manchmal - sometimes immer - always ab und zu - now and again nie - never	der Körper - body Wie sieht er aus? - What does he look like? Was ist los mit dir? - What is wrong with you? der Schmerz - pain, ache wehtun - to hurt (das tut weh - that hurts) müde - tired seit - since, for (seit 3 Tagen - for 3 days) nehmen - to take zu Hause - at home selten - rarely die Gesundheit - health bleiben - to stay wenig - little, not much schwimmen - to swim (ich bin geschwommen - I swam)	ich werde - I will verlassen - to leave verdienen - to earn nächstes Jahr - next year die Zukunft - future die Fremdsprache - foreign language der Beruf - job, profession arbeiten - to work wichtig - important das Büro - office anstrengend - tiring, hard work ehrgeizig - ambitious berühmt - famous fleißig - hard working schüchtern - shy reisen - to travel sprechen - to speak	die Einladung - invitation es tut mir leid - I'm sorry warum? - why? treffen - to meet die Kleidung - clothes tragen - to wear (er trägt - he's wearing) backen - to bake zuerst - firstly dann - then danach - after that zum Schluss - finally am Wochenende - at the weekend während - during morgens - in the mornings nachmittags - in the afternoons abends - in the evenings die Eltern - parents	[Sport] ist mir wichtig - [sport] is important to me gute Noten - good grades die Leute - people das Mädchen - girl der Junge - boy zusammen - together nach der Schule - after school erwachsen - grown up man darf - you are allowed to die Umwelt - environment schützen - to protect benutzen - to use trennen - to separate obdachlos - homeless umweltfreundlich - environmentally-friendly	das Bundesland - German State die Hauptstadt - capital city der Einwohner - inhabitant liegt in - is situated in die Fläche - area das Verkehrsamt - tourist office der Urlaub – holiday man kann - you can geöffnet - open geschlossen - closed besichtigen - to visit, view genießen - to enjoy es gibt - there is/are Was kostet ..? How much does ... cost? Wie viele - how many



# Year 7, 8 and 9 Curriculum Information 2016-17

MFL – Spanish Y7-9 Curriculum Map				Ms C Swift/Ms P Lopes-Oliveira		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Topic: ¡Vamos!</b> (Introductions)	<b>Topic: En el instituto</b> <b>(At School)</b>	<b>Topic: Mi familia</b> (My family)	<b>Topic: En casa</b> (At home)	<b>Topic: El tiempo libre</b> (Free time)	<b>Topic: En la ciudad</b> (In town)
	<b>Assessment:</b> Initial writing and grammar assessments	<b>Assessment:</b> Mira 1 Módulo 2 Listening and reading	<b>Assessment:</b> Mira 1 Módulo 3 Speaking and writing	<b>Assessment:</b>	<b>Assessment:</b> Mira 1 Módulo 5 Listening, speaking, reading and writing	<b>Assessment:</b> Reading and Language Learning Strategies
<b>Year 8*</b> <b>Early morning</b>	<b>Bienvenidos</b> Introductions	<b>Mi familia</b> My family	<b>El instituto/Planes futuros</b> School and future plans	<b>Mis pasatiempos</b> Hobbies	<b>Mis vacaciones</b> Holiday	<b>PORTFOLIO</b>
<b>Year 9</b>	<b>Topic: Los medios de comunicación</b> (Media)	<b>Topic: El instituto</b> (School)	<b>Topic: La salud</b> (Health)	<b>Topic: Ganarse la vida</b> (The world of work)	<b>Topic: Hispanoamérica</b> (Spanish speaking world)	<b>Topic: Mi casa es tu casa</b> (Planning a visit)
	<b>Assessment:</b> Mira 3 Módulo 1 Listening, reading and writing	<b>Assessment:</b> Mira 3 Módulo 2 Speaking	<b>Assessment:</b> Mira 3 Módulo 3 Listening and reading	<b>Assessment:</b> Mira 3 Módulo 4 Speaking and writing	<b>Assessment:</b> Language Learning Strategies and reading	<b>Assessment:</b> N/A



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary						Spanish
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	hola (hello) adiós (bye) me llamo.. (my name is ) vivo en.. (I live in..) números 0-20 (numbers 0-20) tengo X años (I'm X years old) mi cumpleaños es...(my birthday is on...) mochila (school bag) clase (classroom) tener (to have) hay/no hay (there is/are)	asignaturas (school subjects) estudiar (to study) me gusta (I like) porque (because) es (it is) verbos estudiar (to study) hablar (to speak) escuchar (to listen) leer (to read) escribir (to write) comer (to eat) beber (to drink) adjetivos (adjectives) la comida (food)	verbo tener (verb to have) mi familia (my family) se llama (his/her name is) tiene X años (he/she is X years old) números 21-100 (numbers 21-100) animales (animals) mascotas (pets) colores (colours) adjetivos (adjectives) ojos (eyes) pelo (hair)	países (countries) verbo vivir (verb to live) una casa (a house) un piso (a flat) está en + location (it is + location) las habitaciones de la casa (rooms of the house) el mobiliario (furniture) las preposiciones (prepositions) mensajes (to text) jugar con el ordenador (to play on the computer) dormir (to sleep)	mi tiempo libre (my free time) voy (I go) salgo con mis amigos (I hang out with my friends) hago mis deberes (I do my HW) los deportes (sports) el futuro (future tense) infinitivo (infinitive) voy a ir (I am going to go) voy a jugar (I am going to play)	mi ciudad (my city), (no) es (it is) adjetivos (pequeño -small, histórico - historical, etc) (no) hay (there is/are) qué tiempo hace (what's the weather like) futuro (future tense)
<b>Year 9</b>	el ordenador (computer) el regalo (gift) hago (i do/make) descargo (i download) las películas (films) un concurso (a game show) primero (first) luego (then) ayer (yesterday) suelo + infinitivo (I usually + infinitive) un programa de tele-realidad (a reality show)	el instituto (school) alumnus (pupils) profesores (teachers) el recreo (break) las asignaturas (subjects) las normas (rules) más tarde (later) llevo (i wear) el club de ajedrez (chess club) se debe (you must) justo (fair) trabajador (hard-working) correr (to run)	la salud (health) el cuerpo (body) tienes que (you have to) la vida sana (healthy life) tomar (take) la comida sana (healthy food) la comida malsana (unhealthy food) dormir (to sleep) la leche (milk) las verduras (vegetables) desde hace-for (length of time) refrescos (fizzy drinks) para (in order to)	el dinero (money) me gustaría (i would like to) ganar (to win/to earn) gano (i win/i earn) trabajo (i work/work) trabajé (i worked) viajar (to travel) aire libre (in the open air) gente (people) ahora (now) comerciante (businessman) periodista (journalist) dime (tell me) maquillaje (make-up)	hispanoamérica (latin America) el país ((the)country) la vida diaria (daily life) el medio ambiente (the environment) la basura (waste) árboles (trees) el vidrio (glass) apagar (turn off) reducir (to reduce) tirar (to drop/throw) pagar (to pay) fábricas (factories) comercio justo (fair trade) un precio (price)	me presento (let me introduce myself) querido/a (dear) el viaje (journey) cargar (to charge) por eso (therefore) una toalla (a towel) un cepillo de dientes (a toothbrush) ir de compras (to go shopping) quiero (i want) billetes (tickets)



# Year 7, 8 and 9 Curriculum Information 2016-17

STEPS to success criteria		Modern Foreign Languages (MFL)	
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Listening	Understand short spoken passages and pick out the main points.	Understand longer passages on a range of different topics and recognise people's point of view. Deal with unfamiliar language and need little repetition.	Deal with unpredictable and unfamiliar scenarios, contexts and authentic recordings. Identify the finer details, and explain answers fully in the target language.
Speaking	Take part in simple conversations, ask and reply to questions and give my opinions.	Take part in conversations by asking and giving information on different topics. I am starting to improvise and paraphrase. My pronunciation is good and I make few mistakes.	Take the initiative and respond spontaneously and fluently, including unpredictable questions with highly accurate pronunciation and intonation. Present and evaluate different points of view.
Reading	Understand short written texts and pick out the main points.	Read and understand a range of longer texts on unfamiliar topics and I am generally confident at working out the meaning.	Deal with authentic texts in a variety of genres and for different audiences and purposes. Identify the finer details, and explain answers fully in the target language.
Writing	Write short sentences from memory and give my own opinions.	Write at length about real or imaginary events, including things I would like to or could happen. Link paragraphs to structure my ideas.	Use a range of sophisticated language to write for a variety of audiences and purposes. Write discursively, presenting and evaluating different points of view.
Language Learning Skills	Identify simple nouns, pronouns, verbs and adjectives in a target language sentence. Use a bilingual dictionary to find out the gender and plural of nouns. Use start to use articles and possessive adjectives correctly Start to use the 3rd person to talk about other people	Explain how to form the conditional tense and how to use it Confident to use reflexive verbs (French and Spanish) Use the pure future tense	Manipulate language appropriately (indicative/subjunctive , passive/active) Able to use a range of resources to conduct research and make effective notes about the topic Present and explain key grammar to others



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>How to support your son at home</b>			<b>MFL</b>
<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>	<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>
<p>The most commonly set homework are: vocabulary learning; reading comprehension; grammar exercises; writing/redrafting a text; learn a text; learn a speech; revise a topic; translate a text; online exercises (on linguascope)</p> <p>Occasionally your son may be set: Listening exercises from Active Teach; research-based homework; record yourself answering questions; making posters</p>	<p>Language learning is partly about repetition so as much testing, listening and even speaking to them in the language is useful. If you don't speak it ask him to teach you as that is a great way to reinforce his learning.</p> <p>You can support with tasks but please don't write for them or correct their work</p>	<p>The most commonly set homework are: vocabulary learning; reading comprehension; grammar exercises; writing/redrafting a text; learn a text; learn a speech; revise a topic; translate a text; online exercises (on linguascope)</p> <p>Occasionally your son may be set: Listening exercises from Active Teach; research-based homework; record yourself answering questions; making posters</p>	<p>Language learning is partly about repetition so as much testing, listening and even speaking to them in the language is useful. If you don't speak it ask him to teach you as that is a great way to reinforce his learning.</p> <p>You can support with tasks but please don't write for them or correct their work</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Music Y7-9 Curriculum Map						Ms L Carini
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Singing</b> Voice control, intonation, part singing, diction, expression	<b>Music Theory and ICT Composition: Darkwood Manor</b> Treble clef, Bass clef, Staff notation and the Keyboard. Compositional devices: chromaticism, cluster chords, pedal notes	<b>Stomp/African Drumming</b> Rhythms, syncopation, cross rhythms, arrangement, dynamic control and improvisation		<b>ICT Composition: Sea Music</b> Programmatic music, notation and the pentatonic scale	<b>Taiko Drumming</b> Group composition and a range of Japanese drumming techniques
	<b>Assessment:</b> Video recordings of performances- self and teacher assessed	<b>Assessment:</b> Theory Test and Composition - peer and teacher assessed	<b>Assessment:</b> Video recordings - peer and teacher assessed	<b>Assessment:</b> Video recordings - peer and self-assessment	<b>Assessment:</b> Composition - peer and teacher assessed	<b>Assessment:</b> Video recordings - peer and teacher assessed
<b>Year 8</b>	<b>ICT Composition: Indian Raga</b> Mood music using improvisation and the melodic mode CDbEFGAb	<b>V-I Latin Breakout</b> Ensemble skills, arrangement, improvisation and performance techniques	<b>Salsa</b> Instrumental skills, group skills and musical form	<b>Keyboards and Guitars</b> Reading Staff and Tab notation, Instrumental skills	<b>ICT Composition: The Blues</b> 12 bar blues, chord structure, C Blues scale, improvisation	<b>Year 8 Band Project -</b> Cover version of a given song
	<b>Assessment:</b> Composition - peer and teacher assessed	<b>Assessment:</b> Video recordings – peer and self-assessment review		<b>Assessment:</b> Video recordings - teacher-assessed	<b>Assessment:</b> Video recordings – teacher, peer and self-assessed	
<b>Year 9</b>	<b>In at the deep end: -</b> Musical Futures band project	<b>ICT: Hip Hop and Songwriting</b> Intro to Logic Pro X Lyric writing, Composing Drum Patterns, Chord Sequences, Melodies and Bass Lines	<b>Solo Performance</b> Instrumental skills, Notation, and Expression	<b>ICT Composition: Music Soundtrack</b> Create a soundtrack to a moving image	<b>ICT Composition: Logic Pro X</b> Compose a piece of music in a chosen style – focus on harmony, structure and form	<b>Cover Choices:</b> Music Futures band project phase 2
	<b>Assessment:</b> Video recordings – teacher, peer and self-assessed	<b>Assessment:</b> Composition - teacher, peer and self-assessed	<b>Assessment:</b> Video recordings – teacher, peer, and self-assessed.	<b>Assessment:</b> Composition teacher, peer and self-assessed	<b>Assessment:</b> Video recordings – teacher, peer and self-assessed	



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>			<b>Music</b>
<b>Strand</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Performance	Perform a simple part with errors on an instrument or using his voice.	Perform a complex part accurately with expressive control, making appropriate use of dynamics and phrasing.	Perform showing an excellent understanding of the musical character of his piece, and can do so displaying commitment, conviction, artistic flair and creativity.
Rehearsal	Take direction from others in rehearsal and begin to participate.	Set up and pack away their own instrument/equipment (tuning, levels etc.) properly and safely without assistance. Remain on-task, with only occasional lapses in focus; Offer their opinion on how to improve his ensemble's performance, including evaluating our balance, tempo/rhythm, structure, dynamics, expression, and phrasing.	Show a sensitive approach to leading the music rehearsal, and ensure all musical opinions are heard, while showing an acute understanding of how to exploit the relevant musical elements, in order to steer the group towards a high standard of performance.
Composition	Improvise simple and short rhythmic patterns.	Develop and extend his musical ideas, including some use of contrasting elements (dynamics, articulation, register, structure, rhythm, harmony, melody, timbre, texture, instrumentation)	Create compositions that are original, coherent, idiomatic, and imaginative. Produce an accurate and complete score.
Listening, appraising and understanding music	Name basic music terminology. Find notes on the keyboard with assistance.	Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately. Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance.	Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses. Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff) Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.

# Year 7, 8 and 9 Curriculum Information 2016-17



<b>How to support your son at home</b>			<b>Music</b>
<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>	<b>What are the top three tips for supporting independent learning?</b>	<b>Useful resources and links</b>
Although homework is not officially set in Music in Years 7, 8 or 9, we encourage students to practice their instrument as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on your instrument. Students can also book practice time at lunch on Mondays and Wednesdays and after school Mon-Thurs. Students are welcome to sign up for piano, drum, guitar clubs, Vocal Group, Orchestra and beginner violin ensemble.	As much as you possibly can – either through encouragement, praise, advice or any other support	<ol style="list-style-type: none"><li>1. Encourage their son to practice and book rehearsal time</li><li>2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, the internet or the radio.</li><li>3. Ensure your son makes full use of the music department website (see link under resources)</li></ol>	The music department has their own website which has all the links and resources needed to excel, both in the classroom and from home  <a href="http://www.Fhsmusic.org.uk">www.Fhsmusic.org.uk</a>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary												Music	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
<b>Year 7</b>	Voice control	Posture	Treble Clef	Metronome	Timbre		Bongos		Pentatonic	Timpani	Taiko	Improvisation	
	Intonation	Diction	Bass Clef	In time	Improvisation		Congas		Scale	drums	Ostinato	Solo	
	Part singing	Expression	Chromaticism	Ostinato	Syncopation		Agogo Bells		Tone	Ostinato	Pulse	Cross-rhythm	
	Pitch	Dynamics	Cluster Chord	Ternary	Rhythm		Pulse In time		Semi-tone	Binary	Main	rhythm	
	Pitch	Treble	Dissonance	Structure	Cross Rhythm		Ostinato		Programme	Structure	Rhythm	Posture	
	Tempo	Soprano	Pedal Note	Minor	Unison		Structure		Music	Tonality	Juchi	Stance	
	Unison	Alto	Semi-tone	Major	Dynamics		Fill		Orchestra	Major	Don	Choreography	
	Melody	Tenor	Pulse	Atonal	Solo				Woodwinds	Minor	Kon	Stage	
	Harmony	Baritone			Untuned percussion				Strings		Doko	presence	
	Intonation	Bass			Djembe				Brass		Kaka	Rondo form	
	Breathing										Bachi		
	<b>Year 8</b>	Melody	Bansuri	Improvisation	A minor	G minor	Bass line	Treble Clef	Machine	12-bar	Tonic	Introduction	Ensemble
Improvisation		flute	Arrangement	pentatonic	pentatonic	Solo	Bass Clef	head Tuning	blues	Subdominant	Verse	Balance	
Solo		Mode	Chord	scale	scale	Improvisation	Staff notation	Pitch	Chord	Structure	Chorus	Structure	
Tempo		Modal	Dominant	Ensemble	Saxophone	Rhythm	Musical notes:	Rhythm	Chords C	Solo	Instrumental	Bar	
Sitar		Scale	seventh	Stage	Harmony	Pitch	ABCDEFG	Pulse	major, F	Improvisation	Rap	Count In	
Saranggi		Raga	Tonic	presence	line	Structure	Tab	Tempo	major, G	Blues scale	Diction	Melody	
Tampura			Structure	In time	Melody	Tag	Guitar strings	Fluent	major	Blues notes	Projection	Riff	
			Solo	Bass line			Fret	Correct	Dominant	Introduction	Intonation	Chord	
			Chord	Drum fill				fingers	Seventh	Coda	In time	Bass line	
<b>Year 9</b>		Ensemble	Riff	Chord	Harmonize	Technique	Guitar	Hit Point	Rhythm	Major chord	Bridge	Ensemble	Riff
		Verse/chorus	Melody	sequence	Consonant	Expression	strings	Mickey mousing	Symbolism	Minor chord	Middle Eight	Verse/chorus	Melody
		structure	Bass line	Lyric writing	Melody	Voicing	Fret	Instrumentation	Imagery	Dominant	Pre-chorus	structure	Bass line
	Middle 8	Solo	Song structure	Lyrics	Projection	Machine	Underscoring	Syncopation	chord	Binary	Middle 8	Solo	
	Balance	In time	Bar	Bass line	Diction	head	Orchestration	Synchronization	Tonic chord	Ternary	Balance	In time	
	Dynamics	Drum	Middle Eight	Contrast	Treble Clef	Tuning	Diegetic Music	Ostinato	Dominant	Rondo	Dynamics	Drum	
	Structure	groove	Verse	Tempo	Bass Clef	Pitch	Mood	Motif	Seventh	Chord	Structure	groove	
	Rhythm	Stage	Chorus	Dynamics	Staff	Rhythm	Leitmotif	Narration	chord	sequence	Rhythm	Stage	
	Pitch	presence	Introduction		notation	Pulse	Melody	Tempo	Introduction	Modulation	Pitch	presence	
	Chord		Outro		Musical	Tempo	Chord	Pulse	Main theme	Key	Chord		
			Drum Pattern		notes:	Fluent	Sequence		Verse	Major			
					ABCDEF	Correct	Texture		Chorus	Minor			
				Tab	fingers								



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>Physical Education (PE) Y7-9 Curriculum Map</b>						<b>Mr K Hollidge</b>
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 7</b>	Baseline Assessment Invasion Games (Football,Rugby)	Invasion Games (Basketball)	Inter-House Competitions Cross country	Net and Wall Games (Table Tennis)	Performing to maximum (Athletics)	Striking and Fielding (Cricket, Softball)
	Resource booklet to cover Practical and Theoretical strands which will be imbedded in lessons.					
	<b>Assessment:</b> On-going teacher assessment of key skills and end of year test.					
<b>Year 8</b>	Invasion Games (Football,Rugby)	Net and wall games (Table Tennis, Volleyball))	Inter-House Competitions Cross country	Invasion Games (Handball, Basketball)	Performing to maximum (Athletics)	Striking and Fielding (Cricket, Softball)
	Resource booklet to cover Practical and Theoretical strands which will be imbedded in lessons.					
	<b>Assessment:</b> On-going teacher assessment of key skills and end of year test.					
<b>Year 9</b>	Invasion Games (Football,Rugby)	Health Related Fitness Net and wall games (Table Tennis)	Inter-House Competitions Cross country	Invasion Games (Hockey, Handball, Basketball)	Performing to maximum (Athletics)	Striking and Fielding (Cricket, Softball)
	Resource booklet to cover Practical and Theoretical strands which will be imbedded in lessons.					
	<b>Assessment:</b> On-going teacher assessment of key skills and end of year test.					

Topics will be completed in different orders depending on which House the student is in.



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>			<b>Physical Education</b>
<b>Strand</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Step 9 can</b>
Outwitting opponents	Perform basic skills with some accuracy and control. Understand basic principles of attacking and defending. Attempt to make space for themselves in a game.	Perform skills with both feet/hands with control and accuracy. Understand the principles of attacking and defending and have a positive effect in game situations. Move into space when they have passed.	Perform skills to a high level with a good standard of accuracy and control consistently. Influence the game having a significant impact. Create space for themselves and others and exploit gaps in oppositions defence.
Theory	Pupils understand the 3 Parts of a Warm up. They can perform a warm up with some guidance. Pupils can take their own pulse and understand what resting heart rate is.	Pupils understand the aerobic and anaerobic equations. They know the methods and principles of training and can apply them in a sporting context. They understand the role of blood and can name at least 6 bones and muscles.	Pupils know all of the nutrients needed in a balance diet. Carbohydrates, proteins, fats, fibre, minerals, vitamins and water. Pupils will understand that athletes will need to train different components of fitness based on their sport. Pupils will have a broad knowledge of the theoretical strand.
Net and wall games	Perform basic skills with some accuracy and control. Show a basic knowledge of the rules.	Perform basic skills with control and accuracy on a consistent basis. Show a good knowledge of tactics and the rules.	Perform advanced skills with control and accuracy consistently. Show good understanding of the rules and using tactics
Striking and fielding games	Throw, catch, bowl, and bat with some accuracy and control with limited success. Show a basic knowledge of the rules and tactics.	Show good technique in a range of skills with accuracy and control achieving success. Show a greater knowledge of the rules and tactics which can be applied.	Show advanced skills and use these consistently to achieve success. Show a very good knowledge of the rules and apply tactics in the correct manner.
Athletics	Know the basic techniques for running, throwing and jumping but have difficulty applying these in competition. Show a basic understanding of officiating in Athletics.	Perform well in competition showing good technique. Consistently perform well in most disciplines. Show a good running action. Throw with correct action and also jump well with good coordination.	Perform well in competition consistently. Pupil's performances are of a high standard and show a good running style. Show good jumping skills approaching and taking off well. Show good throwing technique.
Alternative roles in sport	Evaluate performance with some correct terminology. Officiate using basic rules.	Confidently assess their peers using good evaluation skills and correct terminology. Correctly identify faults. Officiate games but lack assertiveness.	Confidently assess their peers using good observation skills and terminology. Correctly identify faults and give demonstrations or instruction to correct. Officiate games using correct rules confidently.
Health related fitness	Give basic reasoning to why they need to warm up. Use fitness tests with assistance. Complete a circuit session with guidance.	Give good reasoning to why they need to warm up and lead small groups in doing so. Complete fitness tests with limited assistance. Complete a circuit and give the benefits this type of training has.	Give sound reasoning to why they need to warm up and the effects it has on the body. Lead a whole class warm up confidently. Complete fitness tests with no guidance. Complete circuit sessions and weight sessions without guidance.



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>How to support your son at home</b>		<b>Physical Education (PE)</b>	
<b>What sorts of independent work/homework will he get?</b>	<b>How much help should you give him?</b>	<b>What are the top three tips for supporting independent learning?</b>	<b>Useful resources and links</b>
PE do not set homework or independent work as standard, but regular physical exercise is strongly recommended outside of lessons	Sport is a communal activity and therefore we encourage you to take as much interest and involvement in your son's sporting interests as possible	<ol style="list-style-type: none"><li>1. Ensure that your son engages in regular physical activity</li><li>2. Sign up for one of the many extra-curricular sporting activities available through school and/or the local community</li><li>3. Discuss and value competitive sports as a key way to ensure physical fitness and the general benefits associated with sport</li></ol>	<p>Look at the clubs and activities list on the school website</p> <p>Use the Fusion sports centre for other local community activities and sports</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>Keywords and Subject Specific Vocabulary</b>			<b>PE</b>		
<b>Year 7</b>		<b>Year 8</b>		<b>Year 9</b>	
Speed	Pulse raiser	Speed	Aerobic	Speed	Oxygen debt
Power	Dynamic	Power	Anaerobic Continuous	Power	Oxygen
Strength	Static	Strength	Interval	Strength	Carbon dioxide Gaseous
Flexibility Cardiovascular	Oxygen	Flexibility Cardiovascular	Oxygen debt Oxygen	Flexibility Cardiovascular	exchange
Endurance	Carbon dioxide Accuracy	Endurance	Carbon dioxide Gaseous	Endurance	Fartlek
Timing	Control	Timing	exchange Accuracy	Timing	Circuit
Reaction time	Precision	Reaction time	Control	Reaction time	Weight
Agility	Warm up	Agility	Precision	Agility	Sets
Co-ordination	Cool down	Co-ordination	Lactic acid	Co-ordination	Repetitions Accuracy
		Pulse raiser		Pulse raiser	Control
		Dynamic		Dynamic	Precision
		Static		Static	Lactic acid
				Aerobic	Fatigue
				Anaerobic Continuous	Mental
				Interval	Social
					Wellbeing



# Year 7, 8 and 9 Curriculum Information 2016-17

Religious Education, Philosophy and Psychology (REPP)			Mrs K Pugh/Ms T Griffith
	Autumn	Spring	Summer
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Rules and responsibilities in school and society</li> <li>Rules in Christianity (10 commandments, Jesus' Golden rules and the story of the Loving Father)</li> <li>Intro to 6 World faiths – Timelines and Holy Books</li> <li>Hinduism – Intro and beliefs, the Ramayana</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – Intro and main beliefs, the Torah, Abraham and Moses.</li> <li>Buddhism – Intro and main beliefs, the Buddha, Tipitaka.</li> <li>Christianity – Intro and main beliefs, the Bible and Jesus' ministry and miracles.</li> </ul>	<ul style="list-style-type: none"> <li>Islam – Intro and main beliefs, the life of Muhammad and The Qur'an.</li> <li>Sikhism – Intro and main beliefs, the life of Guru Nanak and then Guru Granth Sahib.</li> <li>Revision of World Faiths</li> </ul>
	<b>Assessment:</b> Baseline assessment	<b>Assessment:</b> End of topic GCSE style exam questions	
<b>Year 8</b>	<ul style="list-style-type: none"> <li><b>Signs and Symbols</b></li> <li><b>Symbolic stories</b></li> <li><b>Creation stories:</b> Christian account of creation Hindu account of creation Humanist / scientific account of creation</li> <li><b>Parables:</b> The Good Samaritan The Buddhist parable of me and mine No Hindu No Muslim (Sikh story) The story of Jonah (Jewish / Christian)</li> </ul>	<ul style="list-style-type: none"> <li><b>Food and festivals</b> Halal and haram Ramadan and Eid Celebrations Eucharist, Lent and Easter Rosh Hashanah and Yom Kippur Pesach and Seder Shabbat</li> </ul>	<ul style="list-style-type: none"> <li><b>Buildings and pilgrimage</b> The Gurdwara The Mosque and Hajj The Church and Lourdes The Synagogue The Vihara, Buddhist monks and monasteries</li> <li><b>Divine images</b> The Trinity Brahman and the forms of God in Hinduism Mudras (Buddhism)</li> </ul>
	<b>Assessment:</b> End of topic GCSE style exam questions		
<b>Year 9</b>	<ul style="list-style-type: none"> <li><b>Beginnings</b> Beliefs about the value and sanctity of life as reflected in birth ceremonies including Humanism.</li> <li><b>Growing in faith</b> Bar/bat Mitzvah Amrit and the Khalsa Growing up in Islam – responsibility for the 5 pillars / dress – Hijab.</li> </ul>	<ul style="list-style-type: none"> <li><b>Marriage and the family</b> Why marriage? Marriage in Christianity and Islam Arranged marriage vs love matches Forced marriage</li> <li><b>Beliefs about death</b> Historical beliefs eg humanism and spiritualism Near death experiences Beliefs about life after death in Christianity/Islam Reincarnation and the caste system in Hinduism</li> </ul>	<ul style="list-style-type: none"> <li><b>Prejudice and Discrimination</b> Where do we learn prejudice? Historical persecution of the Jews The Holocaust</li> <li><b>Religion and the Media</b> The portrayal of religious groups, religious leaders and religious extremism in the media. Issues relating to stereotyping and discrimination Issues relating to freedom of speech.</li> </ul>
	<b>Assessment:</b> End of topic GCSE style exam questions		<b>Assessment:</b> End of Year 9 Exam



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>STEPS to success criteria</b>					<b>REPP</b>
<b>Strand</b>	<b>Description</b>	<b>A student on Step 1 can</b>	<b>A student on Step 5 can</b>	<b>A student on Steps 8 – 9 can</b>	
Learning about religion	Students learn about a wide range of world religions and the different beliefs and philosophies behind them.	Describe religious events and practices in a basic way. Remember a religious story and talk about it. Recognise objects that are special to Christians (Hindus / Muslims etc).	Use a comprehensive range of religious and philosophical vocabulary to explain differences in religious belief and practice both between and within religious groups. Compare the way believers express their beliefs and ideas and can explain how these make a difference to the lives of believers. Evaluate the significance and importance of religious teachings, holy places, people and stories	Evaluate and analyse a wide variety of different views both within and outside of religious belief, on a range of topics with well-reasoned arguments, a thorough and informed personal viewpoint and a well-drawn conclusion. Show how different people's lives (as individuals or in communities) have been affected by religious beliefs and ideas. Show how people have different opinions on religious practices, religious art and literature and religious belief, pick out the most significant reasons for these differences and give examples of them.	
Learning from religion	Students compare their understanding of different religions with their own views and opinions	Describe what I believe about different religious ideas Talk about what is important to me and why.	Use what I have learned in RE to compare my identity and my experience with that of others - including believers. Use what I have learned in RE to compare my ideas about life with those of others - including believers. Use what I have learned in RE to compare my views about moral issues with those of others - including believers.	Present my own well-informed point of view on what makes up a person's identity and what forms their experience. Argue from various viewpoints as well as my own in relation to different religious and non-religious views and feelings. Present my own well-informed point of view on some of the big questions of life. Present my own well-informed point of view on questions of right and wrong.	



# Year 7, 8 and 9 Curriculum Information 2016-17

<b>How to support your son at home</b>			<b>REPP</b>
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Research tasks related to the topic are often set as HW and may require the use of the library or the internet.</p> <p>Creative HWs are sometimes e.g. designing images, drawing symbols, writing poems.</p> <p>Learning the spellings and meanings of key words is common and is good practice for KS4.</p> <p>Group work may be set as HW and students should arrange a time to get together with the group to prepare a presentation or work on a dramatic performance. Depending on the nature of the task set.</p> <p>Written tasks may be set and if so will be structured in a similar way to GCSE questions in order to prepare students for the writing requirements for this subject.</p>	<p>Most students should not require parental support as the HW set will be linked with the classwork in some way.</p> <p>If you are finding it difficult to support your son with RE HW please ask him to see his RE teacher or Mrs Pugh on Mondays, Tuesday or Thursdays after school for support in school.</p>	<p>Please discuss current religious and moral issues with your son (<i>euthanasia / beliefs about life after death / same sex marriage / different beliefs about God / abortion / fertility treatment / religion and moral issues on TV and in the media / religion vs science</i>). Whatever the issue, it is bound to come up in his RE lesson at some point. The most important thing is for him to think about and reflect on a broad range of different opinions on different topics and to be able to articulate his own opinions and responses to those topics.</p> <p>If your son has a key words HW please test him on the key words and ask him to explain what they mean.</p> <p>If your son is given a research HW please encourage him to read around the topic and then produce written work in his own words. He cannot learn well from a research task just by cutting and pasting from a website like Wikipedia.</p>	<p>The BBC schools RE website is a very useful resource.</p> <p><a href="http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml</a></p> <p>The school library has an excellent selection of books ranging from basic introductions to each of the world faiths, humanism and atheism to advanced level books about philosophy and applied ethics.</p>



# Year 7, 8 and 9 Curriculum Information 2016-17

Keywords and Subject Specific Vocabulary												REPP
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 7</b>	Rules Consequences Commandments Jesus' Golden Rules	Adultery Idol Sabbath Inheritance	Chronological Holy Book Founder Hinduism	Hindu Ramayana Diwali	Judaism Jew Torah Hebrew Covenant	Abraham Moses Exodus Slave Plague	Buddhism Buddhist Buddha Suffering Holy	Tipitaka Metta Meditation Enlightenment	Christianity Christian Bible Old testament	New testament Jesus Miracle Messiah	Islam Muslim Qur'an Muhammad Arabic Allah Prophet Makkah	Sikhism Sikh Guru Guru Nanak Guru Granth Sahib
<b>Year 8</b>	Sign Symbol Myth Creationist	Humanist Evolution Big bang theory	Parable Samaritan Omniscient	Omnipotent Omnipresent Benevolent	Halal Haram Fasting Saum Ramadan Obedience	Eid ul Fitre Eid ul Adha Eucharist Lent Easter Resurrection	Rosh Hashanah Yom Kippur Repent Forgive Seder	Pesach Passover Shabbat Sabbath	Place of worship Gurdwara Langar Mosque Shirk Minaret Wudu	Hajj Kaa'ba Ihram Church Font Altar Priest	Trinity Father Son Incarnate Holy Spirit Brahman	Tri- Murti Brahma Vishnu Shiva Mudra
<b>Year 9</b>	Rite of passage Baptism Aqiqah Tahneek Sacred	Sanctity of Life Conception Abortion Euthanasia	Responsibility Bar Mitzvah Bat Mitzvah Confirmation Amrit	5 Ks Hijab Burqua 5 Pillars	Marriage Civil partnership Arranged marriage Love match	Wedding Vow Niqab Contract Forced marriage	Spiritualism Near death Experience Soul Heaven Hell Purgatory Judgement	Repentance Eternal life Reincarnation Karma Samsara Moksha Caste	Prejudice Discrimination Covenant	Diaspora Holocaust	Media Extremism Bias Stereotyping	Portrayal Freedom of speech