ELTHORNE PARK

HIGH SCHOOL

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

Working Together at Key Stage 3

Year Ahead Information Evening
September 2023 - Year 7

Ofsted Outstanding Provider

Table of Contents

1. Year 7
2. Key Dates
3. Working in Partnership with Parents
4. Our Values and Expectations – Creating a Positive Learning Culture
5. Curriculum & Assessment
6. Literacy and Reading Focus
7. Teaching & Learning: The Elthorne Way
8. Home Learning
9. Attendance & Punctuality
10. Positive Behaviour & Rewards
11. CIEAG: Carers Information, Education, Advice & Guidance
12. Personal Development Programme
13. Curriculum Area Information - Art
14. Curriculum Area Information - Computer Science
15. Curriculum Area Information - Design & Technology
16. Curriculum Area Information - Drama
17. Curriculum Area Information - English
18. Curriculum Area Information - French
19. Curriculum Area Information - Geography
20. Curriculum Area Information - German
21. Curriculum Area Information - History
22. Curriculum Area Information - Mathematics
23. Curriculum Area Information - Music
24. Curriculum Area Information - Physical Education
25. Curriculum Area Information - PSHCE
26. Curriculum Area Information - Religious Studies
27. Curriculum Area Information - Science
28. Curriculum Area Information - Spanish

Year 7

It is a pleasure to welcome you into our school community and to our year-ahead meeting for our new year 7 cohort. Year 7 is the first step on the ladder to becoming a young adult and it brings with it so many exciting and new opportunities. Throughout this academic year, we will be there to guide and support all of our students and parents as they take those first tentative steps in a new school.

This year is all about creating and developing the learning habits needed to become a successful Elthone student. Elthorne is built on 5 core values. Values that enable our students to make the most of their talents, fulfill their potential, and to become committed, passionate, and resilient learners.

We encourage all students to fully engage with each of these five core values:

As a school, we understand the importance of working in partnership with parents. It is through shared goals, and effective communication between home and school, that we are able to fully support your child's learning. Should you have further questions at the end of the evening, please do not hesitate to contact me for further information and guidance.

I look forward to working alongside both you and your children this academic year.

Key Staff

Key Stage Leader – Ms Bowler

Year 7 Leader – Mr Bardsley

Assistant Year Leader – Ms Sackie-Richards

Pastoral Support Worker – Ms Andrews

Tutors

7E – Ms J Reed
7L – Mr M Doan
7T – Ms M Kellay
7H – Mrs A James
7O – Mr A Mustafa
7R – Ms L Xu
7N – Ms A Malik
7P – Ms A Daszynska

You can contact staff members using our staff contact list

Key Dates

Please note some dates may change due to external factors

13th September - Open Evening - early closure
19th September - Year 7 Year Ahead
10th October - School Photographs
18th October - Last day of Autumn Term 1
6th November - Early closure
21st November - Nasal Immunisations
24th November - Careers Fair and EWOD
27th November - INSET day (School Closed)
11th - 20th December - Year 7 academic reporting window
20th December - Last day of Autumn Term

8th January - Return to school
18th January - Year 7 Parents Evening (Online)
9th February - Last day of Spring Term 1
26th February - E-Safety workshop - evening
12th March - Early closure (TBC)
26th March - EWOD Day
28th March - Last day Spring Term 2

15th April - Return to school
6th May - Bank Holiday
24th May - Last day of Summer Term 1
10th - 21st June - Year 7 academic reporting window
10th - 12th July - School Musical
22nd July - Sports Day
24th July - Last day of Summer Term 2

Working in Partnership with Parents

We are committed to working in partnership with parents and carers to ensure that your child achieves their full potential as they progress through school. Research has shown that 'Parental support is eight times more important in determining a child's academic success than social class.'

Communication with school
We encourage all parents and carers to directly communicate with their child's tutor (pastoral or cross curricular progress concerns) or subject teachers if you have concerns relating to progress in a specific subject area.

Ensure your child is equipped for learning
Make sure that your child has full equipment and books for learning each day (full pencil case) and that they set off for school wearing full school uniform with lanyard and ID card.

Provide a supportive learning environment at home for completion of home learning
Try to ensure that your child has a quiet area at home where they can study in the evening, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework is completed. Check SMHW with your child each evening and ensure that homework is completed by the deadline date.

Talk to your child about their learning
Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if barriers to learning emerge.

Attendance and punctuality
Ensure that your child regularly attends school (minimum target is 97%). Make sure that your child sets off for school to ensure they are in the school playground by 8:40am at the latest each morning. High rates of attendance and punctuality are some of the building blocks to ensure student success.

Discuss your child's progress reports
Parents and carers will receive at least two reports each year outlining your child's academic progress and attitude to learning and home learning. The reports also summarise your child's attendance and punctuality to school. Please take time with your child to celebrate their achievement. If there are areas of underperformance, discuss the barriers to learning to identify strategies for improvement or contact your child's subject teacher or tutor to discuss further.

Revision and examination preparation
During stressful assessment and examination phases, make sure that you support your child's planning and preparation well in advance of the scheduled dates. Help your child to draft a revision timetable, use effective revision techniques (see school website) and check to ensure that they stay on task with their revision schedule.
Ensure your child takes breaks and exercises in between revision sessions. Provide encouragement and keep them calm before the actual examination. Use the revision guidance provided on the school website to support your child's revision plan.

Parent Carer Handbook
For further information on how you might support your child throughout the school year and further guidance and support, please read the parent carer handbook.

Our Values and Expectations – Creating a Positive Learning Culture

School Values

Our mission statement is achieving excellence in a learning environment and we work to ensure every child is doing just that. At Elthorne Park High School, we are committed to equipping students with skills that will carry them through their school journey and beyond, preparing them for a bright future. We believe what students need to thrive can be encompassed into five key areas;

- **We are proud** -I proudly celebrate my achievements and those of people around me.
- **We are prepared** - I have high expectations of myself and others and am prepared for each school day
- **We are principled** - My actions show I know the difference between right and wrong.
- **We persevere** - I am resilient, confident and independent in my learning.
- **We participate** -I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

Every student will be taught how to demonstrate these values and will be rewarded when showing them. We will give students the opportunity to showcase this skill set in the classroom and through extra curricular opportunities. Students who demonstrate these values will be rewarded in line with our achievement policy.

Key Attributes

As well as having the four main values of our school community, we encourage students to consider personal attributes that will ensure success throughout their lives. These are; determination, curiosity, unity, freedom, resilience, compassion, respect, responsibility and positivity. Every lesson your child experiences will foster these attributes in a positive learning environment. Our personal development curriculum will also explicitly teach these attributes and ensure students understand how they link to wider, future experiences.

Achieving your full potential

At Elthorne Park High School, staff are dedicated to ensuring that your child reaches their full potential and are prepared to leave school to go onto the path they have chosen. We can only do this when there is a safe learning environment where every student can thrive. At Elthorne, we support the individual by knowing their ability, target and structuring lessons to challenge and support. Students who need specific intervention are supported in the classroom and outside through the SEND department. We also encourage students to consider their personal development and how this can aid their learning journey.

High Expectations

We believe that every child can reach their full potential both personally and academically, and will support students to do so. In ensuring this positive culture is created, students need to follow the behaviour for learning policy and make choices that support their learning and in turn, offer a positive school experience for everyone. Students receive strong pastoral care at Elthorne should they need support in any aspect of their school life. Students who make choices that adversely affect their learning or the learning of others will garner a sanction as per the policy.

Uniform Expectations

At Elthorne Park High School, we want to create a sense of unity and belonging for our students. We expect students to wear their correct and full uniform with pride every day. Like any other organisation, we have a standard that must be followed which includes; polishable black shoes (no trainers), black trousers or skirt, white Elthorne shirt and burgundy Elthorne jumper. We expect students to wear the Elthorne PE kit as part of their physical education lessons. All students should wear their ID pass and lanyard appropriately around their neck every day. As well as creating unity, uniform creates a clear distinction between our public and private selves. We want students to learn that, with certain roles in our lives, comes differing expectations and responsibilities. When students wear their uniform, they know they are in their learning environment. Students wearing the uniform represent the school and we are proud that they do so in our local community.

Attendance and punctuality

There is a positive correlation between students who have good attendance and their academic success in school. Students should aim for at least 96% attendance in a school year. Students should also make a conscious effort to begin forming positive punctuality habits by being on time to school and to their lessons. School is a place of learning and habits like these will be crucial to students' successes in their personal development and into their future careers.

Behaviour for Learning

At Elthorne Park High School, staff are committed to providing an excellent learning community for all students who attend. We appreciate that there are barriers to learning and seek to overcome these through intervention, in class support and outside agencies if needed. Teachers follow the “Elthorne Way” for learning and challenge students to ensure they reach their full potential and beyond. Students must respect the classroom as a place of learning and follow the behaviour policy to ensure all members of the class are accessing their learning. Students who make choices where this standard is compromised will face a sanction as per the policy.

Curriculum & Assessment

Year 7 Curriculum

At EPHS, we believe that students learn best when they study a broad, balanced and ambitious curriculum. All students study English, Mathematics, Science, Computing, Art, Design & Technology, Drama, Geography, History, Modern Foreign Languages (students' study one modern foreign language chosen from French, German or Spanish), Music, Physical Education, Religious Studies and PSHCE. In addition to these subjects, students benefit from additional reading and library lessons to develop their own skills in reading both fiction and non-fiction.

Students are taught in mixed ability groups in most subject areas. In some subjects, however, such as Mathematics students are grouped into sets based on prior attainment. Some students are supported through the 'UP' curriculum in Year 7 with an explicit focus on developing skills in literacy and numeracy to facilitate swift and effective progress to ensure that they are ready to enter the mainstream curriculum later in the key stage.

Year 7 assessment

Assessment of student work at EPHS is conducted in numerous ways over the course of the academic year. Whilst some learning may be appropriate to assess through detailed written feedback, other learning may be assessed in other ways such as marking checklists or detailed oral feedback. Similarly, some feedback will combine summative assessment data such as a grade alongside qualitative feedback, whilst other pieces of feedback may discuss the strengths and areas of development in a student's work without including a summative grade.

At EPHS, we specify the frequency of feedback and assessment for each subject area so that all students fully understand their progress in all subjects. The table below outlines the frequency of assessment for KS3 subjects:

Maths, English and Science	12 pieces of detailed feedback over the academic year
MFL, History, Geography	12 pieces of detailed feedback over the academic year
Design Technology	10 pieces of detailed feedback over the academic year
RE, Music, Art, PE, Drama and ICT	6 pieces of detailed feedback over the academic year
PSHCE	4 pieces of detailed feedback over the academic year

Measuring progress in the curriculum

In order to ensure that students are making sufficient progress in the curriculum, we organise students on entry into 5 flightpaths: 'Advancing', 'Secure', 'Developing Plus', 'Developing' and 'Foundation'. Allocation to these pathways is informed by SATs and other internal measurements such as CATs assessments and reading-age assessments. Student progression against targets for the flightpath is regularly reviewed through our assessment schedule and opportunities for flexibility and mobility have been built into our assessment and flightpath processes so that students can benefit from support and challenge.

Reporting and Parents Evening

We will share two progress reports with parents during this academic year: in January 2023 and in July 2023. Progress reports allow parents/carers to understand several key pieces of information about their child's progress in the curriculum:

- Progress in the subject, comparative to pathway
- Attitude to learning & Home learning
- Subject specific actions or targets for development

Please note that the date of the Year 7 Virtual Parents Evening is **Thursday 18th January.**

Literacy and Reading focus

Elthorne as a 'reading school'

Elthorne Park High School is a 'reading school'. We understand that well-developed, independent reading skills are essential to progress in every area of the curriculum and therefore carefully consider our reading provision to ensure that every student has the opportunity to develop their own reading skills. All of our staff receive regular training on effective reading routines and strategies in lessons and use these strategies to ensure that reading across the curriculum is effective, purposeful and correctly pitched.

At Key Stage 3, all students benefit from a range of reading experiences that are designed to inspire students to read with greater frequency and a greater sense of challenge. These opportunities include:

- Regular testing of reading ages so that interventions can be put in place for struggling readers. Where students are operating significantly below age-related expectations, additional testing is also put in place to gain a greater understanding of the specific cause of reading deficit so that more bespoke provision can be put in place to support students.

- Weekly reading lessons, delivered by a member of the English Faculty, in which students read quality, age-appropriate literature that is differentiated to stretch their current reading skills. These lessons are also designed to equip students with a broad range of reading strategies that they can use in their own independent reading journey.

- Fortnightly library lessons, delivered by English teachers, in which students have the opportunity to discuss their current reading habits with their English teacher and our dedicated team of librarians and receive personalised recommendations based on their current reading abilities and reading interests.

- 1:1 reading in AM Tutor Time for students with reading ages operating significantly below age-related expectations. These 1:1 sessions are supported by our Literacy Coordinator Ms Allen and her team of trained Sixth Form reading mentors.

- Weekly AM Form Time reading sessions in which students are provided with the time to silently continue with their reading for pleasure journey in the morning.

- A phonics-based reading programme (***Fresh Start***) for students joining us in Year 7 who have gaps in their phonic knowledge. This structured programme revisits the building blocks of phonic understanding and is supported by decodable texts that are appropriate to the current reading capabilities.

What can parents/ carers do to ensure that their child is developing their independent reading journey?
Reading is the gateway to success at secondary school and lifelong well-being. Educational research suggests that there is a very significant correlation between reading frequency, reading enjoyment and attainment. Therefore, it is important that students continue their enjoyment of challenging and sophisticated reading material in the home.

Students are more motivated to read for pleasure independently when they feel the intrinsic rather than extrinsic rewards of reading. Put simply, the most effective readers have regular reading habits because they value the time spent in the company of books rather than looking to be rewarded for reading. To develop the right conditions for students to read effectively at home, parents/ carers should consider the following:

- Provide your child with a choice of books so that reading material is informed by their reading interests. This need not have a cost implication. All students have access to our well-stocked and regularly refreshed school library and can borrow two books at a time for a two-week period. All of our library catalogue can be accessed online through the 'Library and Reading' pages of the school website. Through this link students can also access E-Books. Take some time to browse these pages with your child and look discuss our frequently updated book recommendations.

- Share the expectation that your child will read in an uninterrupted manner for 30 minutes per day. Establish good reading routines where other competing distractions such as screens are switched off. Students are far more likely to persevere with a book if they read a significant chunk of text such as the opening chapter of a novel in one sitting. There is also a growing body of research to indicate that reading a book in bed (but not a screen-based text) immediately prior to going to sleep can support the quality of sleep experienced by a young person. It is also a fantastic way to relax after a busy day.

Many parents/carers worry that their child is more drawn to non-fiction than fiction and that the absence of fiction such as novels in their reading diet will be detrimental to their overall reading abilities. Parents/ carers need not worry about too much if their child is drawn more to non-fiction than fiction as there are many benefits for young people in reading non-fiction:

- Non-fiction can help your child to begin to identify as a reader. By reading about subjects that have a direct interest to them, they are experiencing the intrinsic reward of reading enjoyment.

- Non-fiction is also great for developing vocabulary and specifically subject-specific vocabulary and terminology.

- Reading non-fiction often develops different reading skills to fiction. Whilst a non-fiction text *can* be read cover-to-cover like a novel, readers are more likely to skim texts, use glossaries and indexes when encountering non-fiction. These are all very valuable reading skills in their own right.

Teaching & Learning: The Elthorne Way

Our approach to teaching in the classroom is research based and reviewed every year. We call it The Elthorne Way.

- We follow the **EPHS arrival routine**, where teachers **'straddle'** and greet students at the door. We begin lessons with a short recall starter which requires students to **retrieve prior learning**. We aim to link prior learning to the current unit of work.

- We require students to think hard consistently in lessons (high think ratio). We expect **high levels of engagement** from all students (high participation ratio)

- Teachers follow **curriculum plans** which are **ambitious** and **well sequenced.** We set and share **challenging yet achievable learning objectives for all** with appropriate **scaffolding** where required. The work given to students is demanding. The most able students in the group are directed to **Challenge Plus** tasks which stretch high ability students.

- Teachers promote **effective discussion** about the subject matter being taught. There is a 'no opt-out' culture in the classroom. Students are given opportunities to explain their learning to others.

- We ensure that there is a **clear thread of learning** in the lesson with well-chosen activities that are logically sequenced. We **present the subject matter clearly** and provide effective modelling, explanations or worked examples where necessary. Teachers demonstrate **expert subject knowledge** …and **inspire** their students through a clear **passion for their subject**.

- We provide students with **communication-friendly resources** such as visuals and checklists. We pre-teach vocabulary, allow take-up time and check in regularly with students.

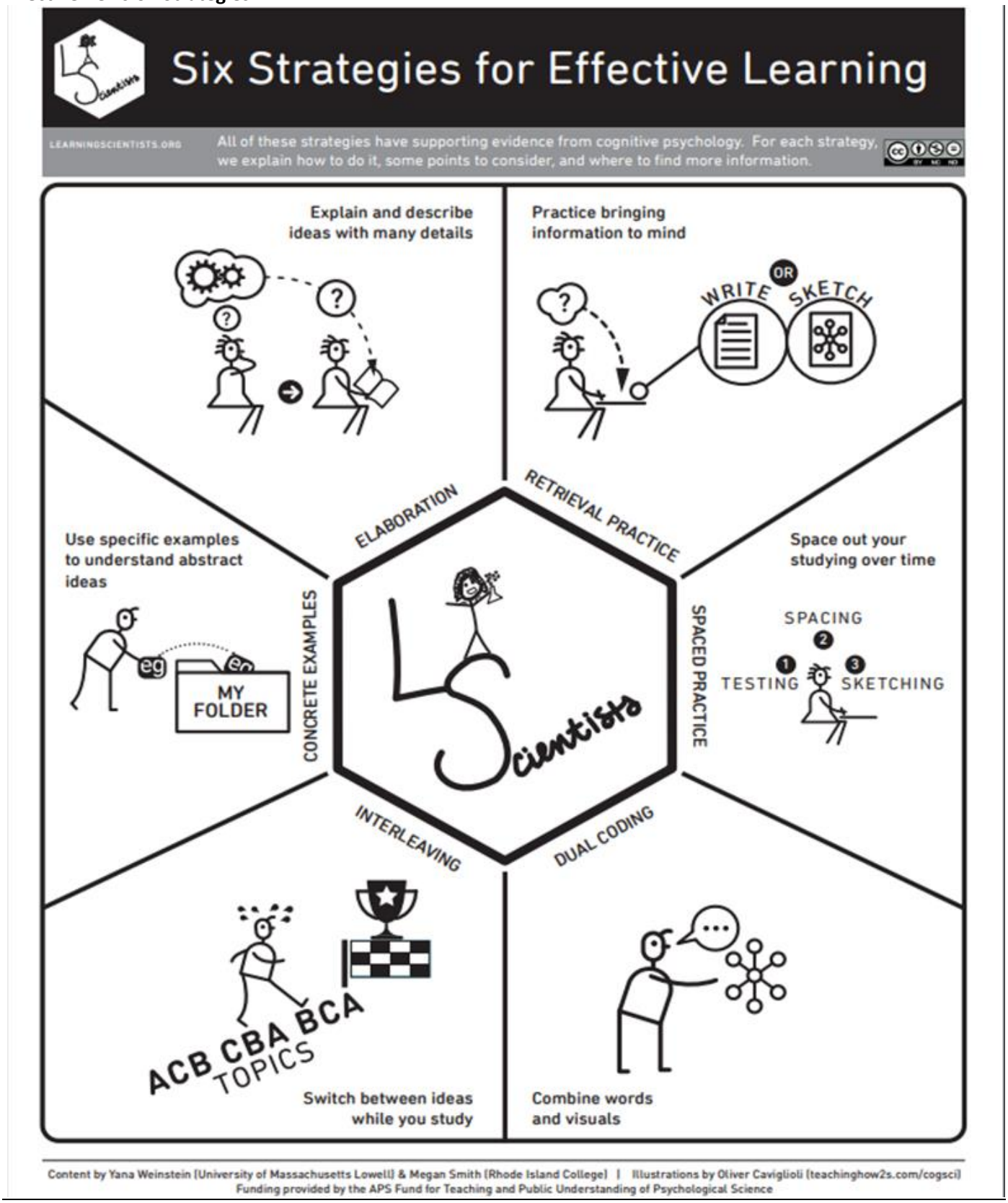
- Teachers set **home learning** tasks that **consolidate learning** or **prepare for future learning**.

- Teachers **promote reading** and give students opportunities to develop reading accuracy and fluency. Teachers are aware of reading ages and offer appropriate support.

- We have **high expectations of students' behaviour** and follow the behaviour policy effectively. Teachers have **high expectations of students' work** and insist on high standards of presentation.

- Teachers provide **timely feedback on selected assessed pieces of work** which are identified in curriculum plans, in accordance with the frequency set out in school policy. Teachers explain What Went Well and provide clear Actions for Improvement, using a range of approaches including whole class feedback.

Effective Revision Strategies



Cognitive psychology and neuroscience research have shown these six strategies are extremely useful learning and revision techniques for students to learn effectively.

These strategies are revisited several times throughout Key Stage 4 to enable students to fully master these techniques. Teachers will use these strategies within their lessons. For more information, you can visit: https://www.learningscientists.org/

Home Learning

At Elthorne Park High School we recognise that where secondary school home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress. In a report conducted by the Education Endowment Foundation, it was found that the completion of homework at secondary level can add an additional 5 months' progress to a child's learning (EEF, 2016).

The key principles of how we aim to set home learning at EPHS are as follows:

- Clear success criteria for each homework task (What would a good piece of work look like?)
- Home learning which has stretch and challenge, yet which is accessible for all students in the group
- Clearly linked to curriculum plans
- No requirement that the students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated for each year group

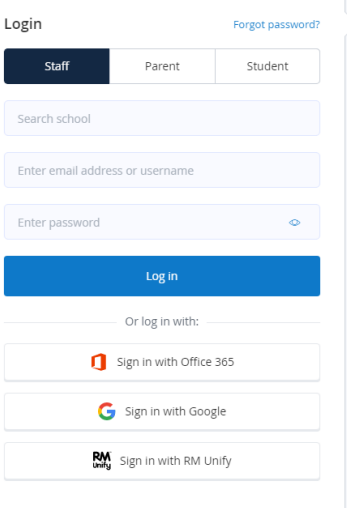
The frequency and time allocations for home learning can be found in the table below:

Year Group	Frequency	Approximate time per home learning task set
7 & 8	Maths, English, science once per week, all other subjects once per fortnight	30 mins
9	Maths, English, science once per week, all other subjects once or twice per fortnight	45 mins
10 & 11	All subjects once a week	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

Since 2019 we have been setting all home learning tasks online using Show My Homework (SMHW). This enables students to manage their time and see at a glance which deadlines are approaching, while parents are able to monitor their children's homework too via the SMHW app.

We aim to upload all home learning tasks to SMHW by 3:30pm on the day they are set. If you have any further questions about home learning or need parent access to SMHW please contact Mr Ward (Deputy Headteacher) at sward@ephs.ealing.sch.uk.

Students can access SMHW by just clicking on the 'Sign in with Google' icon on the SMHW homepage to launch the Google Sign in page and then entering in their school email address and password on that page.



Attendance and Punctuality

Being in school every day and being punctual are the building blocks for success at school.

Good attendance and punctuality are important because:
Evidence is repeatedly cited showing a direct link between under-achievement and poor attendance and punctuality. Regular and punctual attenders make better progress, both socially and academically, find school routines, school work and friendships easier to cope with, find learning more satisfying, develop responsible learning habits and are better prepared for higher education and for their working life.

As a parent, one of the most effective ways to support your child throughout their school life is to do everything you can to ensure they are in school every day and that they are on time.

Parents have a legal duty to ensure efficient and full-time attendance at school of registered pupils of statutory school age (Education Act 1996). We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

Attendance
'There is a direct positive correlation between school attendance and a student's academic attainment.'

- **100% attendance should be the aim of all students.**
- **The minimum attendance target expected by all students is 97% attendance.**

Why is good attendance so important?

There are 190 days in a school year	100% attendance	190 days present	0 days missed	**Good**
	97% attendance **(minimum target)**	184 days present	6 days missed	
	90% attendance	171 days present	19 days missed	**Concerning**
	85% attendance	162 days present	28 days missed	
	80% attendance	152 days present	38 days missed	**Serious concerns**
	70% attendance	133 days present	57 days missed	

Excellent attendance and punctuality will be celebrated and rewarded at Elthorne Park High School.

Punctuality
We ask that students be on school site by 8:40am each morning, and make their way at 8:40am, when the bell rings, to their tutor room for a punctual start to their tutor period at 8:45am. If your child arrives after 8:45am they will be marked late for school and will be added to a same day 20 minute late detention at lunchtime in the main school hall. Failure to attend a lunchtime detention will result in an escalation to an after school detention.

Please support your child to get into good habits early on, allowing plenty of time to get ready and travel to school.
Be 'prepared' and on time for school - start your day positively!

Reporting your child late or absent to the school
We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

Absence on the day

Parents are required to contact the school **with a reason for an absence** on each day of absence.

To report an absence, please call our absence line on **020 8566 1166**, choosing **option 3** by 8:40am. **When leaving a message, please state clearly your child's full name and stating their tutor group.** Alternatively, email our attendance team on attendance@ephs.ealing.sch.uk or report the absence via our Parent App/Portal.

Absence should only happen when your child is significantly/symptomatically ill and therefore unfit to attend school. There should be an observable symptom; 'feeling unwell' is not enough. A timely reason; satisfactory to the school; must be provided, otherwise the absence will remain unauthorised. **Please arrange all non-emergency medical and dental appointments out of school hours or during school holidays.**

Planned absences

Only in an exceptional circumstance will term time leave be considered. All leave is granted at the Headteacher's decision. Parents wishing to apply for leave of absence need to fill in an application form well in advance and before booking tickets or making travel arrangements (forms are available at the school office and on the website in the parent section, under 'Useful Forms'. **Going on holiday during term time is not an unavoidable absence and will not be authorised under any circumstances.**

All absences are report to the local authority. The School Attendance Service may contact you where **unauthorised absence** continues to be a problem**.** The school will then work in partnership with you until matters improve.

Raising concerns - How we will communicate with parents and support families

If your child is absent from AM registration, a text and email message will be sent to you alerting you of their absence. If you receive such a message, please contact the school to confirm their whereabouts.

The school will let you know if we have concerns regarding your child's attendance or punctuality. The school will express '**a concern'** either verbally or by letter. If attendance does not improve or explanations for absence are unsatisfactory you may be invited to a meeting.

The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However, in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty fine issued by the local authority.

If there are barriers which you feel your child cannot overcome which stop them coming to school regularly and on time, please speak to your child's Form Tutor, Head of Year or Key Worker to see how the school can support your child.

Positive Behaviour & Rewards

Positive Behaviour

'All students have the right to feel safe and secure at School. Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere.' 'Good behaviour in schools is central to a good education (DfE 2022)'. We encourage students to take responsibility for their own behaviour and model excellent behaviour at school and in the local community. We are committed to providing a safe and secure learning environment for our students. We expect all students to be 'Ready, Respectful and Safe'.

Our Values and Behaviour Expectations

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity and being principled in all that we do. The following values underpin our approach to conduct inside and outside of School.

Value	Meaning	What does this look like in school?
Proud	*You are willing to celebrate your achievements and those of people around you.*	We are always ready to focus on the positives.
Prepared	*You are ready and able to deal with the next stage in life*. You are prepared for school with full uniform, equipment and home learning complete.	We are on time and ready to learn at the beginning of the lesson.
Persevering	*You won't give up and will always 'have a go.' You will focus and try your best in every lesson, working to the best of your ability.*	We will challenge ourselves to think at the highest level.
Principled	*You know the difference between right and wrong. You have a strong sense of justice. You behave positively and respectfully in school and the local community.*	We respect others' right to learn. We are polite and considerate.
Participate	You are actively engaged with wider opportunities and understand how you can be successful in the next stage of life.	I will engage in extracurricular,community service & trips and take on leadership roles & responsibilities

Student responsibilities

We expect all students to be **'Ready, Respectful and Safe.'**

- To behave in a polite and respectful manner at all times.
- Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

We ask parents to ensure that their children:

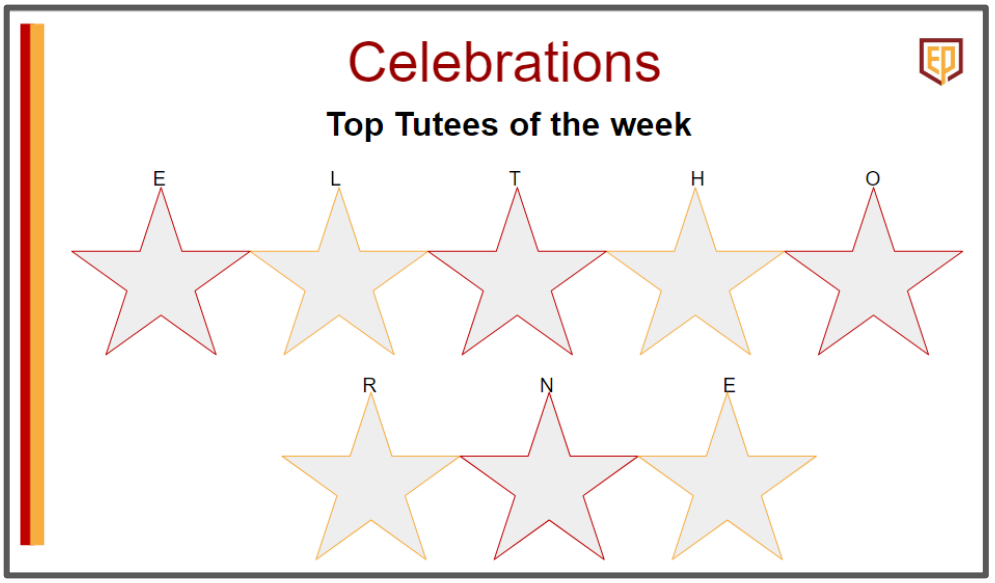
- Attend school each day and arrive on time.
- Arrive to school in full school uniform, correct books and ID card and lanyard.
- Behave politely and respectfully in school and in the local community
- Behave in a safe manner to ensure they do no place themselves or others at risk
- Complete home learning tasks each evening as set by teachers
- Follows the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy. If your child is being supported with their behaviour; support conditions set out in your child's behaviour support plan.

We ask that parents inform the school immediately (Tutor and Year Leader) should you become aware of any circumstances that may affect your child's behaviour at school. We also ask parents to regularly celebrate and praise their child's achievements at school.

Rewards

Staff will award students with credits and these will be celebrated through

- Award evenings
- Fast track lunch passes 'beat the queue'
- Busy Bean passes
- Celebrations in weekly am registration including 'teacher shout outs'
- Certificates and Badges for excellent conduct (Bronze, Silver and Platinum)
- School trips
- Personalised 'student of the week' pens
- Emails and phone calls home



Students can be awarded for

- Significant or improved progress and achievement in academic work.
- High level attainment and academic excellence in academic work.
- Significant progress in terms of personal development and organisational skills e.g. attendance & punctuality, positive & caring behaviour or excellent uniform
- Students service to the school- for example becoming Prefects & helping at open evenings
- Participation in Interform events

CIEAG: Carers Information, Education, Advice & Guidance

The EPHS Careers Education Information, Advice and Guidance (CIEAG) programme provides our pupils with the opportunity to plan for and manage their pathways effectively, ensuring their progression towards the world of work is ambitious and aspirational. We succeed in this by placing equal emphasis on developing students' character and potential and by beginning the CIEAG journey in Year 7 with dedicated curriculum lessons, employer encounters, workplace trips and drop-down days throughout Key Stages 3, 4 & 5. To support pupils in making realistic and informed decisions about their future we will ensure that pupils:

- develop the employability skills and transferable attitudes necessary to reach their full potential in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+ and receive one to one, impartial guidance when making these decisions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available during PSHCE lessons and PD tutor time to make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses, community organisations, further and higher education establishments
- gain practical experience in the world of work
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged

The learning objectives within the programme are age appropriate and designed to support students with the pastoral priorities of each Key Stage:

KS3	KS4	KS5
Recognise *that the qualities and skills you have demonstrated both in and out of school that will make you employable*	***Show how*** *you are developing the skills and qualities which will help you to improve your employability*	*Explain how you are developing your employability qualities and skills to* ***satisfy your own expectations and the future expectations of your employers and co-workers***

Please do get in touch with our careers lead, Ms A Crix / (020) 8566 1166 Ext: 1318, should you wish to make any further enquiries about the programme.

If you are a parent or an employer who could offer support to the school by facilitating a work place experience, delivering a careers talk or running an employability workshop, please complete this form.

Personal Development Programme

Personal **D**evelopment (PD)is a rich set of experiences designed to support students in navigating the world around them as they grow through adolescence and into adulthood.

As you learn more about the programme, you may come across the following acronyms:
PSHCE(E): Personal Social Health Citizenship (Economic) Education
RSE: Relationships & Sex Education
CIEAG: Careers Information, Education, Advice & Guidance
SMSC: Spiritual Moral Social Cultural development
Citizenship & British Values: democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy, the rule of law, individual liberty, mutual respect, acceptance of different faiths and beliefs

At the core of the PD programme is the PSHCE curriculum which is coherently planned and sequenced to ensure appropriate progression across all key stages. As well as the 1 hour per week dedicated curriculum time for PSHCE lessons throughout Key Stages 3, 4 & 5, students will participate in 25-minute PD sessions during tutor time every day. Students will also engage in whole school events and drop-down days including charity drives, careers fairs and safety workshops to ensure that PD priorities are integrated into the whole student journey. At EPHS, we believe that effective PD isn't just about teaching pupils from a whiteboard; it's about contributing to a community that celebrates everyone and respects that diversity is a strength, not a divisive force.

Below is an overview of the PSHCE curriculum units. Please note that RSE a statutory requirement in all schools. Please see the RSE policy for further details about compulsory topics and the right to withdraw.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4
7	***Celebrating Diversity*** Identity, cultural values, government structure	***RSE*** Friendships, sex & gender, bullying, puberty	***Staying Safe*** E-safety, community risks, intro to dangerous substances	***Career Pilot*** Employability, linking subjects to career choices, communication skills
8	***Health & Safety*** Basic First Aid, sun safety, immunisations, road safety, nutrition	***RSE*** LGBTQ+, contraception, changing friendships, consent & personal space	***Positive Wellbeing*** Mental health risks, body image, media impact on self esteem	***Ethical Consumerism*** Global development, sustainability, fair trade, local responses
9	***Addiction and Substances*** Grooming, links between gangs and addiction, physical effects of addiction and substance misuse	***RSE*** Diversity in family relationships, domestic abuse, consent, reasons for having intercourse.	***Current Affairs*** Topical discussion lessons linked to PSHCE themes.	***Positive Life Skills*** Academic skills including referencing and note taking, career pilot, intro to personal finance
10	***Employability and Your Future*** LMI, Employability skills, intro to Post 16 pathways, personal branding	***RSE*** Pregnancy and options, STDS, sexual harassment, local responses to sexual safety	***Human Rights*** Equality and Diversity, understanding the protected characteristics, preventing prejudice	***Staying Safe*** County Lines, gang culture, your position in the world, crime and punishment
11	***Post 16 Options*** Pathways, entry requirements, careers information, local choices	***Personal Finance*** Debt, savings, employment rights, managing money	***RSE & Future Security*** Personal branding, lifestyle risks (drugs, driving, alcohol, sex) online personas, leaving school considerations	
12	***6th Form follow a series of topical / targeted lessons across the two years. Themes include:*** Toxic masculinity, equality in the UK, cancer screening and treatment, medical ethics and blood donation, personal finance, substance misuse and addiction, feminism, subcultures, county lines, cultural appropriation, healthy relationships, sexual health			***Future Pathways*** Introduction to UCAS, writing personal statements and CVs
13				

Art

Modules of Study

The Year 7 Art curriculum aims to introduce students to a wide range of processes which enable students to develop a broad range of material skills. Students are introduced to a range of contemporary and historical and cultural art. Students will learn how to evaluate and critique their own and others' work.

Art is subjective offering plenty of opportunity for discussion, voicing an opinion and engaging in debate. Most importantly we aim to develop students' creative skills.

There are three projects taught each year that last a term. In Year 7, the key skills covered are pencil and coloured chalk drawing, watercolour painting and 3D clay work.

Autumn - Formal Elements

- Drawing skills
- Colour theory
- Working in the style of an artist

Spring - Still Life

- Observational drawing
- Painting techniques
- Analysing artists' work

Summer - Native American Culture

- Studying the legends of the culture
- Learning the meaning of symbols used
- Creating a personal totem pole in a day

Assessment/Exam

End of term tests will be based on the practical skills built up during the project. Students will make a practical assessment piece during lesson time.

Key Texts

'How to Draw Anything' by Mark Linley (copy in the school library)

Books on individual artists/art movements

Key Websites

www.artcyclopedia.com

www.artchive.com

Individual artist websites and Google images

Computer Science

Modules of Study

Computer Science in Year 7 provides students with a strong grounding in the basics of common software tools, as well as focusing on developing skills in computer programming. Students undertake three termly projects based around computing programming and computer control, algorithmic thinking and website planning and creation.
A basic induction at the start of the year helps students to access their school email account and the learning platform. Safe and social use of the ICT resources is taught & expected throughout the course. Students are assessed at the end of each unit of work.

Autumn - Using Google Apps
Students will use a number of key Google Apps, including Google Docs, Google Sheets, Google Slides and Google Forms to do a project on climate change. They will create questionnaires and analyse the results and present their findings to an audience of peers. They will also learn how to organise their work in Google Drive and access resources on the Internet and Google Classroom.

Spring - Algorithms
Students will be taught computational thinking methods while looking at real world applications of computer systems. They will learn the algorithmic techniques such as flowcharts and pseudocode through the use of Flowol 4 and VEXcodeVR. Students will apply their thinking skills to real world tasks such as managing traffic lights at a junction and controlling robots.

Summer - Introduction to Python Programming (Turtle Graphics)
Students will learn the basics of text-based programming in Python by writing commands to draw geometric shapes and other objects by writing code to move a 'turtle' around the screen. They will learn about important coding techniques including writing conditional and iterative statements as well as how to store and retrieve data from variables.

Game Project
Students will create a 3D video game application using the interactive Kodu software. They will plan, implement, test and evaluate their final game project.

E-Safety
Each term students will participate in an E-Safety lesson. The topics covered in Year 7 are Social networks; Online grooming and Chat rooms

Assessment/Exam

Minor on-screen assessments and major project-based assessments.

Key Resources

Internet access to the learning environment
Google Apps
Python (Replit)
Kodu
Flowol 4
VexcodeVR

Key Websites

http://www.google.co.uk
https://code.org/ https://replit.com/
https://www.python.org/
https://vr.vex.com/
https://www.kodugameab.com/
https://www.codecademy.com/

Design & Technology

Modules of Study

Students study the following units of work during Year 7:

Food Preparation and Nutrition – Cooking, testing and planning

- An introduction to food and practical cooking skills. Students learn about kitchen hygiene, food contamination, weighing and measuring, common kitchen equipment and knife skills as well as cooking methods including boiling, baking, pan frying and roasting
- The importance of nutrition and nutritional value of food, the Eat Well guide, 5-a-day, healthy eating and the importance of a balanced diet
- There will be eight practical lessons in which students are required to bring in their own ingredients

Graphic Products – Designing and making a crisp packet

- Introduction to graphic products, understanding a design brief and developing skills in product analysis
- Introduction to social and moral issues surrounding design and colour theory, understanding your target audience/market/consumer/client
- Understanding the different forms of illustrations, creating design ideas using new skills and knowledge of graphic products, DTP and basic rendering skills
- Theory uses of packaging and advertising, typography and basic net construction by hand and with ICT and introduction to CAD (Computer Aided Design) through Adobe Photoshop

Resistant Materials (Wood) – Designing and making a tangram puzzle

- Introduction to resistant materials including safety in the workshop, introduction to workshop machinery and
- Understanding a design brief, undertaking research, learning about sustainability and CAD and isometric drawing
- Materials for construction, construction techniques to create a quality product including cutting accurately, sanding, applying temporary fixings, gluing and applying a finish

Textiles Technology – Designing and making a bag for life

- Introduction to textiles technology will see students gaining skills and knowledge of soft fabrics and the world around them
- Illustrations – students will learn how to communicate their ideas drawing influences from themes and knowledge the limitations of specific techniques
- Surface decoration – screen printing, tie dye, patchwork, applique, reverse applique, image transfer, CAM (Computer Aid Manufacturing), embroidery and machine embroidery
- Construction techniques, fabric construction, seams and quality assurance
- Biomimicry and how it is used in design

Resistant Materials (Plastic) – Souvenir keyring and blister pack

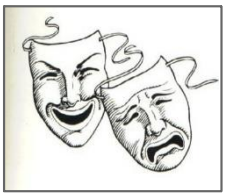
- The use of workshop tools and machinery and health and safety in the workshop
- Creating a template and marking out, techniques of cutting, smoothing and finishing plastic
- Designing a blister pack using hand drawing and/or 2D design software
- Vacuum forming

Assessment/Exam

Students will be assessed through their allocated pathway focusing on written and drawing tasks (project based) and final practical outcome

Key Websites

https://technologystudent.com/



Drama

Modules of Study

Autumn - Introducing Drama & The History of Theatre
Students will learn key drama skills, focusing on their use of space, voice, movement, physicality, characterisation and improvisation. They will develop trust and collaborative skills.

Students will learn about the origins of theatre through study of the conventions of Greek theatre.
In particular, they will develop their understanding of the role of the chorus and how they effectively work as one to communicate meaning.

Spring - Understanding Drama & Devising Drama
Students will study a selection of the **Collected Grimm Tales** by Carol Ann Duffy and Tim Supple. They will explore the stories, developing their understanding of the conventions of script work and the possibilities/opportunities of individual interpretation in performance.

Inspired by **Collected Grimm Tales,** students will develop their devising and performance skills through the creation of their own fairy tales.

Summer - Performing Shakespeare & Musical Theatre
Students will be studying **A Midsummer Night's Dream.** They will explore the possibilities of the play in performance, while developing further, their performance skills and their understanding of designing for theatre. Students will have the opportunity to learn and perform extracts from the play.

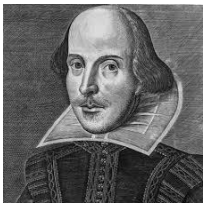
Students will be developing their understanding of the genre of Musical theatre through their exploration of Tim Minchin's incredible stage adaptation of **Matilda**. Students will work as an ensemble to create their own performances of a song from the Musical.

Assessment/Exam

Throughout the year students are continually assessed by their teacher and peers on their ability to create, perform, analyse and evaluate drama. Each scheme of work concludes with a formally assessed performance which is followed by a process of reflection and target setting.

Key Texts

Collected Grimm Tales by Carol Ann Duffy and Tim Supple
A Midsummer Night's Dream by William Shakespeare
Matilda by Roald Dahl



English

Modules of Study

Flash Fiction and Short Story Writing

This transition unit builds on the writing skills developed at Key Stage 2 and leads towards students planning, drafting and improving a short story that evidences understanding of the generic elements of the short story genre.

I, Coriander

An exploration of a modern retelling of a fairy tale. This unit introduces analytical approaches to literature using the Elthorne Park 'Reading Ladder'.

Oliver Twist (Play Script)

This unit uses an adaptation of the classic Dickens novel to introduce Key Stage 3 analysis and performance of drama. It builds upon and extends the 'Reading Ladder' skills introduced through the tinder unit of study.

Poetry

This unit uses a range of heritage and contemporary poetry as a stimulus for students to write their own poetry. At the end of this unit, students submit a 'mini-portfolio' of their poems to their teacher to be assessed.

Persuasive Writing

This unit develops students' skills in writing persuasively using speechwriting as a stimulus. It is assessed through the writing of a persuasive speech on a topic of the student's own choosing.

Shakespeare Investigation

This unit is an introduction to Shakespeare at Key Stage 3 using A Midsummer Night's Dream as a stimulus. It is assessed through a research project on Shakespeare and his time.

Assessment/Exam

Extended reading analysis and writing is assessed at the conclusion of each unit of work (each half term).
End of year exam in June assesses reading and writing skills.

Key Website

www.bbcbitesize.com

The English department encourages the use of the LRC and public libraries for research rather than over-reliance on websites.

French

Modules of Study

Autumn

- Greetings
- Name
- Age
- Numbers 1 – 31
- Months
- Birthdays

Back to School

- Talking about brothers and sisters (using the verb 'avoir')
- Talking about the classroom (using the definitive article)
- Talking about likes and dislikes
- Describing yourself and others (using adjective agreements)
- Saying what you do (regular 'er' verbs)

School

- Colours (adjective agreement)
- Telling the time
- Saying what you think of school and why
- Talking about what you wear to school
- Talking about your school day ('er' verbs)
- Learning about a typical French school
- Describing your school

Spring - Free Time

- Talking about the weather and seasons
- Talking about what sports you play ('jouer à')
- Talking about activities you do (using the verb 'faire')
- Sport in France
- Talking about what you like doing ('aimer' + infinitive)

Summer - Family Life

- Talking about animals
- Numbers 20 – 100
- Describing your family (possessive adjectives)
- Describing where you live
- Talking about breakfast ('du/dela/des')
- Festivals

Assessment/Exam

- Regular end of unit tests after language choice is made.
- End of Year 7 exam

Key Texts

French dictionary Workbooks for homework

Key Website

https://www.languagesonline.org.uk/

Geography

Modules of Study

Autumn - What is Geography? & Geography in the News
Students explore the scope of Geography and develop a range of geographical skills and competencies, using rivers to apply knowledge.

Students look at worldwide geographical issues relating to recent geographical events

Spring – Resources & Economy
Students explore the concept of resources and human use the planet as a source of resources. Investigation of the resource potential of the hydrosphere, biosphere and lithosphere and why humans are so dependent on oil. Students investigate sustainable use of natural resources.

Students learn what is meant by an economy and consider examples from local to global scale. They will learn about trade and globalisation and the manufacturing cycle - from resource to final retail sale of products.
The study will include how economies have changed and what processes are driving further change.

Summer – Glaciation & Weather and Climate (including fieldwork)
Study of ice ages, glaciers and the landforms of glaciated areas.

Students will understand the differences between weather and climate and be introduced to techniques for the measurement, monitoring and prediction of weather. They will study the factors influencing weather in the UK and understand how and why climates vary globally.

Assessment/Exam

Assessments will take place in lessons, at the end of the units studied or through mid-uni recall assessments. Homework will include online tests, examination style questions, reports and extended tasks for investigation.

Key Texts

Progress in Geography, Hodder

Key Websites

https://my.dynamic-learning.co.uk/
https://timeforgeography.co.uk/
https://www.bbc.co.uk/bitesize/subjects/zrw76sg
https://senecalearning.com/en-GB/

German

Modules of Study

Autumn

- Greetings
- Name
- Age
- Numbers 1 – 20
- Months
- Birthdays
- Alphabet and pronunciation
- Countries (use of the verb 'to live')

Spring

- Describing your character and favourite things
- Talking about your belongings
- Family and pets
- Describing people
- Talking about birthdays

Summer - Family Life

- Free time
- Saying how often you do activities
- Talking about the use of technology
- Talking about your friends

Assessment/Exam

- Regular end of unit tests after language choice is made.
- regular small vocabulary tests

Key Texts

Stimmt 1 textbooks used in school. Pupils purchase a dictionary and a Stimmt 1 workbook after they have made their language choice, these must be brought to every lesson after purchase in November

Key Website

Quizlet: www.quizlet.com
Languages online: https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html
Active Learn: Stimmt 1 German: https://www.pearsonactivelearn.com/app/library

History

Modules of Study

Autumn
The Anglo Saxons and Vikings

- Who were they?
- What was life like?
- Why were the Vikings such feared warriors?

Spring
The Middle Ages

- How dark were the Dark Ages?

The Norman Invasion

- The Norman Conquest
- King Henry
- King John and the Magna Carta
- Peasant Life
- Black Death
- The Peasants Revolt

Summer
Continuation of The Middle Ages

- Peasant life
- Black Death
- Peasants Revolt
- The Wars of the Roses
- Who were the Princes in the Tower?
- Was Richard III overly cruel?
- Case study on the Battle of Bosworth
- The rise of the Tudors

Assessment/Exam

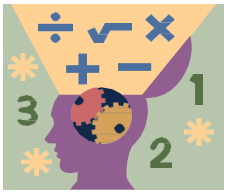
Extended written tasks alongside source analysis skills are examined at the end of each unit. At the conclusion of the year, students are examined on all historical skills taught throughout the year

Key Texts

Contrast and Connections by Colin Shephard, Mike Corbishley, Alan Large and Richard Tames
Rediscovering Medieval Realms in Britain 1066 – 1500 by Colin Shephard and Alan Large
SHP History Year 7 by Iain Dawson

Key Websites

https://spartacus-educational.com/
https://www.historylearningsite.co.uk/
https://schoolhistory.co.uk/
https://www.historyonthenet.com/



Mathematics

Modules of Study

Autumn, Spring and Summer - Set 1

- Calculate with roots and with integer indices
- Calculate with standard for $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- Use inequality notation to specify simple error intervals due to truncation or rounding
- Apply and interpret limits of accuracy
- Use and interpret algebraic notation, including a^2b, instead of $a \times a \times b$, coefficients written as fractions, rather than as decimals
- Understand and use the concepts and vocabulary of factors
- Simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the law of indices
- Use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line
- Substitute numerical values into scientific formulae
- Rearrange formulae to change the subject
- Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to be given line from/at a given point, bisecting a given angle)
- Construct plans and elevations of 3D shapes
- Understand and use the concepts and vocabulary of identities
- Know the difference between an equation and an identity
- Simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$
- Argue mathematically to show algebraic expressions are equivalent and use algebra to support and construct arguments
- Translate simple situations or procedures into algebraic expressions or formulae
- Solve problems involving direct and inverse proportion including graphical and algebraic representations
- Apply the concepts of congruence and similarity, including the relationships between lengths in similar figures
- Change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts
- Use compound units such as density and pressure
- Generate terms of a sequence from either a term-to-term or a position-to-term rule
- Deduce expressions to calculate the n^{th} term of linear sequences
- Identify and apply circle definitions and properties, including tangent, arc, sector and segment
- Calculate arc lengths, angles and areas of sectors of circles
- Calculate surface area of right prisms (including cylinders)
- Calculate exactly with multiples of π
- Know the formulae for Pythagoras' theorem, $a^2 + b^2 = c^2$, apply it to find lengths in right-angled triangles in 2D figures
- Plot graphs of equations that correspond to straight-line graphs in the coordinate plane
- Identify and interpret gradients and intercepts of linear functions graphically
- Recognise, sketch and interpret graph of linear functions and simple quadratic functions
- Plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed

Set 2a/2b

- Use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem
- Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
- Interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper) and mixed numbers – all both positive and negative
- Use conventional notation for priority of operations, including brackets, powers, roots and reciprocals
- Generate terms of a sequence from a term-to-term rule
- Understand and use the concepts and vocabulary of expressions, equations, formulae and terms
- Use and interpret algebraic notation, including ab in place of $a \times b$, 3y in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, $\frac{a}{b}$ in place of $a \div b$, brackets
- Simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket
- Where appropriate, interpret simple expressions as functions with inputs and outputs
- Substitute numerical values into formulae and expressions
- Use conventional notation for priority of operations, including brackets
- Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 or $\frac{3}{8}$
- Understand and use alternate and corresponding angles on parallel lines
- Derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon and to derive properties of regular polygons)
- Interpret fractions and percentages as operators
- Work with percentages greater than 100%
- Solve problems involving percentage change, including original value problems and simple interest including in financial mathematics
- Calculate exactly with fractions
- Express the division a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing and concentrations)
- Identify and work with fractions in ratio problems
- Understand and use proportion as equality of ratios
- Express a multiplicative relationship between two quantities as a ratio or fraction
- Use compound units (such as speed, rates of pay, unit pricing)
- Change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts
- Relate ratios to fractions and to linear functions
- Generate terms of a sequence from either a term-to-term or a position-to-term rule
- Deduce expressions to calculate the n^{th} term of linear sequences
- Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Solve linear equations in one unknown algebraically

Set 3

- Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple
- Use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4 and 5
- Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions
- Order positive and negative integers, decimals and fractions
- Use the symbols =, ≠, <, >, ≤ and ≥
- Understand and use place value (e.g. when working with very large or very small numbers and when calculating with decimals)
- Apply the four operations, including formal written methods, to integers and decimals
- Use conventional notation for priority of operations, including brackets
- Recognise and use relationships between operation, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries
- Use the standard conventions for labelling and referring to the sides and angles of triangles
- Draw diagrams from written description
- Identify properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
- Derive and apply the properties and definitions of special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus and triangles and other plane figures using appropriate language
- Understand and use the concepts and vocabulary of expressions, equations, formulae and terms
- Use and interpret algebraic notation, including ab in place of a × b, 3y in place of y + y + y and 3 × y, a^2 in place of a × a, a^3 in place of a × a × a, ^{a} in place of a ÷ b, brackets
- Simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket
- Where appropriate, interpret simple expressions as functions with inputs and outputs
- Substitute numerical values into formulae and expressions
- Use conventional notation for priority of operations, including brackets
- Use simple formulae
- Convert between miles and kilometres
- Express one quantity as a fraction of another, where the fraction is less than 1, or greater than 1
- Define percentage as ‘number of parts per hundred’
- Express one quantity as a percentage of another
- Use ration notation, including reduction to simplest form
- Divide a given quantity into two parts in a given part: part or part: whole ratio
- Generate terms of a sequence from a term-to-term rule
- Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money etc)
- Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate
- Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical geometric figures

UP

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Use negative numbers in context and calculate intervals across zero
- Identify common factors, common multiples and prime numbers
- Perform mental calculations, including with mixed operations and large numbers
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; Multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication & solve problems involving addition, subtraction and multiplication
- Use their knowledge of the order of operations to carry out calculations
- Divide numbers up to four digits by a two-digit whole number using the formal written method of long division; interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate; interpreting remainders according to the context
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems involving division
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Use simple formulae & convert between miles and kilometres & draw 2D shapes using given dimensions and angles
- Recognise, describe and build simple 3D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius & count forwards/backwards in steps of powers of 10 for any given number up to 1 000 000
- Generate and describe linear number sequences & Solve problems involving converting between units of time
- Complete, read and interpret information in tables, including timetables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Use, read, write and convert between standard using, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to up to three decimal places
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles

Assessment/Exam

Students will take two different types of assessment throughout the year:

- Students are given an 'open book' assessment at the end of each unit of work and will receive written feedback and specific questions based on their feedback which will give them the opportunity to improve. For this assessment, students will be asked to produce an A4 revision poster for homework which they will be allowed to use as an aid during the assessment.
- Twice a year, there will be a more formal assessment based on the topics covered up to that point. Revision lists with attached MathsWatch clips will be handed out to students and glued into Maths books. Preparation for these assessments, with classwork, homework, effort and progress over time are also considered. Set changes will occur twice each academic year. Students will receive written feedback and will select targets based on the areas they need to improve on which they are expected to work on at home using MathsWatch.

Key Texts

Students who wish to practice their work at home may benefit from a Target Grade workbook. These can be bought from the Maths Shop (based in school) at Grades 3, 5, 7 and 9. There are two books at each level and they cost £3 each. The Grade 3 books are suitable for Year 7 students and are called 'Algebra and Shape' and 'Number and Statistics'.

Key Website

https://vle.mathswatch.co.uk/vle/ - Students will have their own login details

Music

Modules of Study

Autumn - Music of Africa
Students explore the history, features and influence of music of Africa before composing and performing an ensemble and creating their own afrobeats using Charanga Yumu studio.

Spring - Classical Period and Instruments of the Orchestra
Students analyse the historical background and influence of classical composers. Students will develop their musical notation and keyboard skills by learning and performing a classical piece. Students explore the different families and instruments of the orchestra and develop their listening skills in recognising and distinguishing the sonority/roles of instrumentation. Students develop their ensemble and conducting skills by participating in a 'class orchestra.'

Summer - Elements of Music & Music for Video Games
Students develop their understanding of elements of music (melody, harmony, rhythm, tempo, texture, timbre/sonority, structure) through a range of group and individual performance and composition tasks. Students analyse a variety of video game themes including the use of musical elements and sound FX, while composing their own video game theme using GarageBand.

Assessment/Exam

Music of Africa - Performance of group compositions
Classical Period - Keyboard skills performance
Instruments of the Orchestra - Listening and appraising
Elements of Music - Listening and appraising
Music for Video games - Garageband composition

Key Resources

Keyboard/Piano Djembles
Glockenspiels
Voice
Garageband/Sibelius

Key Websites

https://www.bbc.co.uk/sounds
https://www.musicroom.com/
https://www.youtube.com/
https://www.bbc.co.uk/bitesize

Physical Education

Modules of Study

Football – develop skills of passing, receiving, dribbling, shooting and tackling.

Rugby – to perform basic fundamental skills of rugby union passing, receiving, tackling, scrummaging and beating an opponent.

Netball – basic fundamental skills, passing, receiving, pivoting, stopping, moving and shooting.

Basketball – developing dribbling, passing techniques, understanding simple rules and refereeing.

Gymnastics – demonstrate good body tension and posture in various travelling movements.

Dance – introduction to sequence building.

Health Related Fitness – to be able to plan and lead effective warm ups, stretching exercises and cool downs. To build up knowledge and understanding of methods of training.

Cricket – be able to perform the basic skills of throwing, catching, fielding, batting and bowling.

Athletics - learn the basic running style, sprinting, throwing and jumping using a variety of simple athletic equipment.

Cross Country – build endurance, pacing and running style/technique.

Rounders – be able to perform the basic skills of throwing, catching, fielding, batting and bowling.

Assessment/Exam

Students are assessed throughout the year based on a series of skills and knowledge and understanding of the activity, including tactics and their ability to analyse and comment on performances. Knowledge and exercise and health and the benefits of regular exercise is also assessed.

Key Texts

'Know the Game', A & C Black London
'Netball Steps to Success', Human Kinetics

Key Website

https://www.bbc.co.uk/bitesize/subjects/zxf3cdm

PSHCE (Personal, Social, Health and Citizenship Education)

Modules of Study

Relationships and Sex Education (RSE)

- Personal identity and emotions
- New, healthy relationships and friendships
- Bullying, including cyber bullying
- Puberty

Social Awareness

- Social values and culture
- Local communities, diversity and stereotypes
- Human rights
- Refugees and Asylum seekers

Health Awareness

- Making good choices
- Healthy lifestyles
- Puberty and personal hygiene
- Female Genital Mutilation (FGM)

Drugs Awareness

- Legal and illegal drugs
- Cigarettes
- Alcohol
- Shisha

Elements of the RSE curriculum are a statutory requirement in schools.

We regularly review the content of our curriculum to ensure it is inline with government guidance.

Each year, all students also have access to sessions on Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)in line with statutory guidelines.

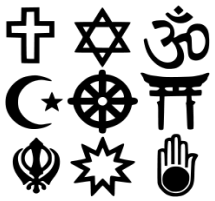
Assessment/Exam

There is no formal exam for PSHCE. However, across the course, students use teacher, self and peer assessments to ensure they are continually striving towards a deeper understanding of themselves and the world around them. These could include written work or individual and group presentations.

Key Websites

https://www.bbc.co.uk/bitesize/subjects/ztvg9j6
https://www.pshe-association.org.uk/

Religious Studies



Modules of Study

Autumn	Spring	Summer
U1 - What is God? ● What is truth? ● The nature of God ● Can we prove God? **U2 - Hindu beliefs and practises** ● Hindu gods ● Hindu scripture and stories ● The history of Hinduism	**U3 - World of Buddhism** ● The life of the Buddha ● Buddhist teachings ● The life of a buddhist **U4 - Sikh beliefs and practises** ● The Gurus ● Sihk beliefs ● Selfless service and equality	**U5 - Atheism in the modern world** ● Why do people reject the existence of God/ gods ● The four horsemen of atheism ● non-religiosity in Britain **U6 - How did we get here?** ● How does science explain the universe? ● How does religion explain the universe?

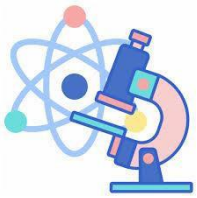
Assessment

Students will be assessed regularly through their participation in class discussions and debates, their own self assessment of work, and teacher assessed end of unit tests. End of unit tests will focus on content knowledge, with a mix of multiple choice and short answer questions.

Key Websites

https://www.bbc.co.uk/bitesize/subjects/zh3rkqt
https://www.reonline.org.uk/
http://www.religiouseducation.co.uk/
https://senecalearning.com/en-G

Science



Modules of Study

Autumn - Introduction to Science: Mixtures & Separation, Cells, Tissues & Organ Systems, Reproduction, The Particle Model

The first term introduces students to the methods of working in a laboratory, which will differ from the science learning experience that most students will have had previously. Mixtures & Separation builds upon student's learning in Key Stage 2 of materials, focussing on mixtures, solutions and separation techniques in the context of providing clean drinking water. In the Cells, Tissues & Organ Systems topic, students will look at the features of organisms, before focussing in on organs, tissues and cells. They will develop skills using microscopes, before returning to organs and organ systems. The Reproduction topic explores sexual reproduction in animals, with a central focus on the human reproductive system and sexual reproduction in humans. In the Particle Model, students will develop their understanding of the particle nature of matter, introducing the scientific method with a focus on hypothesis, theory and observation.

Spring – Key Concepts in Chemistry and Physics: Acids & Alkalis, Forces, Energy, Atoms, Elements & Molecules

The second term builds upon Students' prior learning with the introduction of a number of key concepts in Chemistry and Physics. Acids & Alkalis focuses on identifying and handling hazardous substances in the context of acids and bases, and looks in detail at neutralisation reactions and their uses. Forces builds upon student's prior knowledge from Key Stage 2 and extends students' knowledge of friction, gravity and springs; using outdoor sports to explain concepts such as friction and pressure. In the Energy topic, energy stores and transfers are introduced, with a focus on food, and energy resources such as renewable and non-renewable foods. In the Atoms, Elements & Molecules topic we will expand upon the Particle model and introduce the differences between atoms, molecules, elements and compounds. Chemical reactions, naming compounds and chemical word equations will all be introduced.

Summer – Key Concepts in Biology and Physics: Ecosystems, Food & Digestion, Muscles & Bones, Sound

The Summer term continues to introduce key concepts in Biology and Physics. In the Ecosystems topic, students will look at ecosystems and the factors that affect them, including the importance of biodiversity and the impact of human activity. In the Food and Digestion topic students will investigate the main components of human diets, and why each is necessary. The digestive system and the role of enzymes will be looked at in detail. In Muscles and Bones, students will investigate the gas exchange, circulatory and locomotor systems in the context of fitness. The various effects of drugs will be considered, together with their effects on the nervous system. The Sound topic will investigate how sounds are made, transmitted and detected, along with how sounds can be used beyond hearing, and the properties of waves.

Assessment/Exam

Topics will be assessed individually throughout the year via short assessment activities. A major assessment covering all of the Autumn term topics will occur in December and a second major assessment covering Spring and Summer term topics will happen in June.

Key Texts

Exploring Science – Year 7, 8 and 9
Activate Biology, Chemistry and Physics books Lonsdale Key Stage 3 Revision Guides

Key Websites

All students have access to the textbook as an e-book, interactive tutorials and activities through the following:
https://www.pearsonactivelearn.com/app/Home
https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Spanish

Modules of Study

Autumn

- Greetings
- Name
- Age
- Numbers 1 – 31
- Months
- Birthdays
- Simple use of the verbs 'to be', 'to have' and 'to be called'
- Introducing yourself and talking about your personality
- Describing your pets and siblings
- Adjective endings, adjectival agreement and the verb 'tener'

Spring

¡Viva! 1 – Module 2: Mi Tiempo Libre (My Spare Time)

- Describing what you like to do, including sports
- Talking about the weather
- Using 'me gusta' + infinitive -ar, verbs in the present tense using 'cuando', 'hacer' and 'jugar'

¡Viva! 1 – Module 3: Mi Instituto (My School)

- Talking about subjects you study and your opinions about the subjects
- Describing the school
- Using -ar, -er and -ir verbs, using 'me gusta(n)' + 'el/la/los/las'

Summer

¡Viva! 1 – Module 3: Mi Instituto (My School)

- Describing what you do at break
- Using -ar, -er and -ir verbs, using 'me gusta(n)' + 'el/la/los/las'

¡Viva! 1 – Module 4: Mi Familia Y Mis Amigos (My Family and My Friends)

- Describing your family

Assessment/Exam

- Regular end of unit tests, assessing the four skills – listening, speaking, reading and writing
- Regular vocabulary test and translation tasks
- End of Year 7 exam on all content from the year at the end of the summer term

Key Texts

¡Viva! 1
Spanish dictionary
Workbooks (containing word lists) for homework and consolidation

Key Websites

https://www.pearsonactivelearn.com/app/Home - Students have their own username and passwords
https://quizlet.com/en-gb
https://classroom.google.com/h
http://oye.languageskills.co.uk/index.html