

# **Curriculum Outline**

**Year 7  
2023 – 2024**

## **Our Intent**

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

## **Underpinning Principles**

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Parents

We believe the strong partnership built between school and home is a major reason for students' success at Bishop Stopford. This Curriculum Booklet is a key document to help you to support your child in his/her first year. It explains what Year 7 will be like in terms of lessons and other activities. We want students, of course, to learn far more than what is listed in this booklet: social skills, positive attitudes and other qualities are as important as developing subject knowledge. The wide range of extra-curricular activities complements the timetable in developing these qualities.

<b>Designated Curriculum</b>	<b>Number of lessons per fortnight (Lessons are 1 hour long)</b>	<b>Organisation</b>
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	4*	mixed ability
Drama*		
English	6	mixed ability
Foundation Learning	1	mixed ability
Geography	3	mixed ability
GRIT	1	mixed ability
History	3	mixed ability
Library	1	mixed ability
Mathematics	6	setting from early in the first term
Modern Languages	5	mixed ability
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	mixed ability
Religious Education	2	mixed ability
Science	6	mixed ability
Tutorial	1	mixed ability
STEM Days	1 x 1 day	mixed

(Tutor groups consist of approximately 27 students)

\*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have 1 block of drama and 4 blocks of DT throughout the year.

In the spring term, students are set end of year targets, using the Bishop Stopford Assessment system.

We will be pleased to respond to any concerns you may have about life in Year 7. Building on the good foundations laid at primary school, we look forward to making the year happy, successful and fulfilling.

Miss J Silverthorne

**Headteacher**

## Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

### Minimum entitlement (what every student will receive)

	How long should homework take?	Typical tasks
Key Stage 3 (Years 7,8,9)	Approximately 2.5 hours per week	Creative or research-based tasks Reading Revision and preparation for assessments Consolidation of knowledge Use of digital platforms for any of the above

### Key Information

- Homework will be set on **Edulink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
  - 1) The school library is open at lunchtimes and students can complete homework there.
  - 2) There is an after-school Homework Club, available every day.
  - 3) To allow students time to settle into school, homework will not be set in the first four weeks of term.

### Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mr Darby)
- Your child's Key Stage Lead (Mr Stevenson)

## Year 7 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 7. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	Foundation Learning	English	Geography	History
<b>Art</b>								
<b>Computer Science</b>	Using Media				Digital Literacy		Networks	Development of Technology
<b>Design/Food</b>	Drawing styles						Raw material extraction (woods)	
<b>Drama</b>	Design of Greek Masks		Construction of Greek Masks			Darkwood Manor article	The Argonauts – journey & survival	Theatre and culture in Ancient Greece
<b>Foundation Learning</b>		Power Point, Mail Merge, Spreadsheets				Bedrock – academic vocabulary	Bedrock – academic vocabulary	Bedrock – academic vocabulary
<b>English</b>	Visual representation linked to texts	Digital literacy		Characterisation			Exploring other worlds	Scientific discovery - Frankenstein
<b>Geography</b>			Sustainable Settlements			Flooding Report		
<b>History</b>						Anglo-Saxon/Vikings words		
<b>Maths</b>			Ratio and Proportion (Recipes)			Maths vocabulary	Maps, scales and Bearings	Pythagoras
<b>MFL</b>			Technology Unit	Role play scenarios			Study Town and Local Area	Festivals and their history
<b>Music</b>							Music of Africa (Bungoma)	
<b>PSHE</b>		Digital safety	Healthy Eating			Topic Vocabulary	Multi-Cultural Britain	
<b>PE</b>						Disciplinary Literacy		
<b>RE</b>	Islamic Calligraphy					Interpreting religious texts	World Religions	History of Christianity
<b>Science</b>								

Subject where the topic is taught

## Year 7 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 7. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Subject where the topic is taught

	Maths	MFL	Music	PSHE	PE	RE	Science
<b>Art</b>	Tessellation Symmetry		Composition				
<b>Computer Science</b>	Computational Thinking		Cultural Issues	Digital Safety			Modelling Data
<b>Design/Food</b>	Area and circles	Culinary Terms					Bacterial Growth
<b>Drama</b>			Greek Chorus	Community		Metaphors	
<b>Foundation Learning</b>	Formulas and functions in Spreadsheets						Formulas & functions in spreadsheets
<b>English</b>				Growing up			Scientific discovery - Frankenstein
<b>Geography</b>	Scale & Grid references					Bedouin People / Islam	Water cycle & Biomes Animal adaptations
<b>History</b>						Medieval religion and the Crusades	Black Death
<b>Maths</b>							Metric Measures
<b>MFL</b>	Numbers				Sports		
<b>Music</b>							
<b>PSHE</b>	Financial Education				Healthy lifestyles	Multi-Cultural Britain	Puberty
<b>PE</b>	Measuring / scoring			Positive mental health			Heart rate. Types of fitness
<b>RE</b>			Worship				Science vs religion
<b>Science</b>			Sound		Muscles and bones		

## Year 7: Key Dates

Month	Item	Date
August / September	School opens Govilon Parents Evening School Photos	31 August 2023 12 September 2023 14 September 2023
October	Govilon Camp 1 Govilon Camp 2	9-13 October 2023 16-20 October 2023
November	Govilon Camp 3 Govilon Camp 4	6-10 November 2023 13-17 November 2023
December	Reports issued	15 December 2023
January		
February		
March		
April		
May	Reports issued Progress Review	3 May 2024 8 May 2024
June		
July		



## **Faculty: Expressive Arts**

### **Department: Art**

#### **Faculty Introduction:**

The aim of the Year 7 scheme of work is to establish key skills, focusing on the formal elements within art – line/tone/texture/composition/scale/colour. A variety of different media and techniques will be explored, supported by observational drawing and artist research.

#### **Modules to be covered in the year:**

- Drawing techniques: introduction to the formal elements
- Colour theory
- Analogous colour painting
- Landscape
- Critical studies: in depth artist research
- Exploration with a variety of media eg paint, pastels, collage, ICT, print

#### **Assessment:**

All projects assessed and recorded in individual student assessment booklets.

Verbal targets for improvement set throughout and formal assessments at the end of each project.

#### **Homework:**

Homework may not be set on a weekly basis but will usually amount to three hours per term.

Consolidation/extension tasks maybe set over several weeks to complement classwork. Tasks include experimental work/drawing/research/planning. No homework will be set until autumn half-term.

#### **Enhancement Activities:**

Art Club

Extended Learning Task: Independent study task

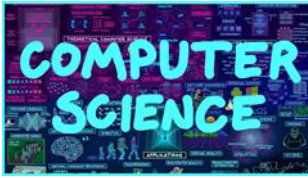
Opportunity to have work displayed around school

#### **Resources to be issued**

Students are required to have the following items which can be purchased through the school:

- B pencil
- Blendable coloured pencils





## Faculty: Technologies

### Subject: Computer Science

#### Faculty Introduction:

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

#### Topics to be covered in the year will include:

- Unit 1 – Digital Licence
- Unit 2 – Edublocks
- Unit 3 – Using Media
- Unit 4 – Modelling Data

#### Assessment:

- Students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.

#### Enhancement Activities:

- Coding Club
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.



## **Faculty: Technologies**

### **Subject: Design Technology**

#### **Faculty Introduction:**

Within Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Year 7 initial activities focus on introducing the subject and emphasising the importance of Health and Safety. Activities are designed to develop and enhance new and existing skills and abilities. Students will complete all modules of work on a carousel basis.

#### **Topics/Modules to be covered in the year:**

- Health & Safety awareness
- Product Design – introduction to working with wood & plastics
- Textiles– using the sewing machine and decorative techniques
- Food Preparation and Nutrition – food hygiene and early practical skills

#### **Assessment:**

All work will be assessed according to the Bishop Stopford Assessment system.

#### **Homework:**

Within Year 7 homework comprises one set piece for each project designed to both test and broaden a student's knowledge.

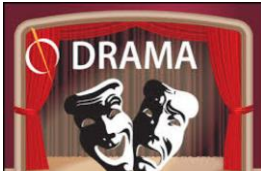
#### **Enhancement Activities:**

All students are actively encouraged to enhance the presentation of their work by the use of ICT. ICT facilities are available within the school at lunchtimes for this purpose.

There is also a STEM Club.

#### **Texts to be issued:**

Texts are not issued to students but are used during lesson time to support specific learning objectives, as and when required.



## **Faculty: Expressive Arts**

### **Subject: Drama**

#### **Faculty Introduction**

Drama in Year 7 is taught as part of a carousel. Students start their block of Drama by drawing upon a stimulus of which they will have some knowledge from Primary School: Traditional Stories. From this point we broaden students' storytelling skills by considering characterisation, body as prop and mood and atmosphere through the Darkwood Manor project.

In the second part of the block, we introduce students to Greek Theatre (as the earliest recorded theatrical performance). This is crucial in establishing a foundation of theatrical history in order to understand how theatre has evolved and continues to evolve. Students learn about and experience the conventions of Greek Theatre.

#### **Topics/Modules to be covered in the year:**

- Traditional Stories into Darkwood Manor
- Greek Theatre – Amycus and the Argonauts

#### **Assessment:**

- Group Work
- Vocal and Physical Skills
- Characterisation
- Use of Terminology
- Delivery
- Style, Genre, Conventions
- Analysis and Evaluation

#### **Enhancement Activities:**

- Involvement in Drama Club and School Production
- Theatre visits

#### **Homework**

Students are set weekly knowledge and understanding tests. They will be given six drama terms and tested on the spelling and definition of these in the next lesson.



**Faculty: English**

**Subject: English**

**Faculty Introduction:**

All students follow a range of units of work covering the key skills of reading, writing, grammar and vocabulary and spoken English. A wide range of literature is at the heart of our work. In addition, students complete a reading record and have a library lesson once a fortnight, introducing research and information gathering skills.

**Topics/Modules to be covered in the year:**

- Poetry: a study of a range of poems with the aim of developing close language analysis.
- Everyone A Writer: a study of different stories and extracts leading to the production of an exciting story opening.
- Non-Fiction Texts: a study of a range of literary non-fiction leading to analysis of a viewpoint text and the creation of a viewpoint piece of writing.
- *Animal Farm*: a study of the characterisation and themes in Orwell's classic story.
- *Frankenstein*: an analytical study of a play adapted from Shelley's original text.

**Assessment:**

Each unit has a summative assessment point.

- These assessments receive a level, and 'What Works Well/Even Better If' comments. They require a 'My Response Is' from the student.

**Homework**

Students will follow a programme of homework that aims to develop literacy skills and consolidate learning and skills developed in lessons.

**Enhancement Activities:**

- A variety of competitions
- Book Week, including visits by writers
- Theatre visits are arranged, where appropriate



## Faculty: Wider Curriculum

### Department: Foundation Learning

#### Faculty Introduction:

We aim to develop highly literate, numerate and knowledgeable students. The Foundation Learning programme is a critical way of us achieving this aim. It helps students to make an effective transition from primary to secondary school and into more challenging learning. It develops essential skills, and very importantly literacy for learning. These fortnightly lessons for Year 7 and 8 students have the following components:

- Vocabulary Building - Using Bedrock (an online vocabulary platform), students extend and expand their vocabulary.
- IT Skills – Students will become familiar with the IT systems and skills that they will use as they progress through school.

#### IT Modules to be covered in the year:

- Firefly and Edulink – the school's VLE and the school's communication platform
- Folders and Sub-folders
- School email
- Use a search engine
- Create a PowerPoint
- Create a business letter
- Create a spreadsheet
- Create an A4 newsletter

#### Assessment:

There is a short digital assessment at the end of each Foundation Learning lesson.

Year 7 students will also have their progress on the Bishop Award monitored during the Foundation Learning lessons.

#### Homework:

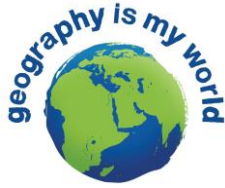
Bedrock is set as homework during Foundation Learning lessons – Year 7 students are expected to complete 20 Bedrock points each week and also to acquire evidence for their Bishop Award.

#### Enhancement Activities:

The Bishop Award is designed as an enhancement activity.

#### Resources to be issued:

All resources are available on Firefly. Students will be provided with headphones each lesson but are encouraged to bring their own if possible.



**Faculty: Humanities**

**Subject: Geography**

**Faculty Introduction:**

**'Geography is the subject which holds the key to our future'.**

Our year 7 curriculum is designed to introduce students to key geographical concepts including sustainability, interdependency and cultural diversity so that they are able to understand and appreciate the world in which we live. Embedded within lessons, students will be taught geographical skills such as the use of maps and grid references. The first term allows students to learn about the integral skills and analytical language needed to study geography. Students examine the issue of flooding by comparing examples the UK and Bangladesh. Students then explore the human processes of urbanisation and their impacts on shaping our local settlements. This allows students to study our local housing development and investigate the impact on Kettering. The final topic for the year is deserts and extreme environments, examining the human and physical aspects of arid environments.

Students are taught in mixed ability tutor groups for 3 sessions a fortnight.

**Topics/Units to be covered in the year:**

- Cathedral cities
- Map skills
- Flooding
- Settlements
- Deserts

**Assessment:**

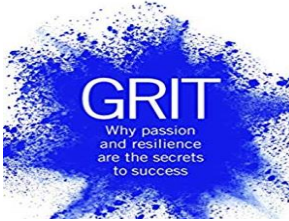
- End of topic assessments using BSS levels.
- WWW/EBI mid-assessment tasks.
- End of year assessment.

**Homework:**

Homework tasks will include research prior to learning, independent tasks, planning for presentations or developing revision skills. This will take approximately 30 minutes per fortnight although sometimes homework will be set less frequently but will require more time.

**Enhancement Activities:**

- Humanities House Challenge competition
- Challenge tasks within lessons
- Fieldwork in school
- Fieldtrip to Woburn Safari Park
- Research and project-based work



# GRIT

## **Introduction:**

Building resilience and developing character in line with our Core Values are two significant elements of Bishop Stopford's intent. We believe if students build resilient habits of mind from Year 7 and experience the benefits of teamwork, this will pay dividends as they move through school.

Our GRIT lessons for one hour a fortnight in Year 7 enable us to achieve this part of our intent. Lessons are active and students are encouraged to solve problems, face up to challenges and support each other in doing so. The programme is complemented by our Year 7 residential trip to Govilon (South Wales), where the knowledge, skills and attitudes are put to the test in unfamiliar surroundings and activities.

## **Topics covered include:**

- **Term 1: Emotional Literacy, When Things Go Wrong and Building Resilience**

How to handle our emotions

Aims: How can I learn about the good life from my emotions?

- **Term 2: Core Values matter: Faith, Justice, Truth, Responsibility and Compassion**

How the school's core values influence our lives and relationships every day

Aims: How can I build trust, friendship and express kindness – without being untruthful or unfair?

- **Term 3: Teamwork, Identity and Emotional Literacy**

How to work as a member of a team

Aims: What are the benefits of working with others who are not like me?

By the end of Year 7 students will be more resilient and have skills to be able to bounce back in the face of new challenges as they enter Year 8.



## **Faculty: Humanities**

### **Subject: History**

#### **Faculty Introduction:**

Students are taught in mixed ability groups in Year 7. The focus in Year 7 is on conquest and invasion in the British Isles and Medieval history.

#### **Topics/Modules to be covered in the year:**

- Conquest and Invasion: Celts, Romans, Saxons and Vikings
- Medieval Realms: including 1066 events and consequences; castles; religion, the Crusades, monarchs and the Black Death

#### **Assessment:**

- Specific assessments are given using the Bishop Stopford assessment system
- Targets for improvement

#### **Homework:**

Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments. Students will receive approximately 30 minutes of Homework per fortnight, although sometimes Homework will be set less frequently but will require more time to complete (e.g in preparation for formally marked work and assessments).

#### **Texts to be issued:**

Exploring History textbooks are kept and used at school.





## Library

### **Introduction:**

Fortnightly Library lessons give all students the chance to become familiar with the operation of the library and the resources it contains. Library lessons develop independent learning and effective research skills. Students are also encouraged to read for pleasure, given the opportunity to borrow books and have some time for private reading.

### **Topics to be covered in the year will include:**

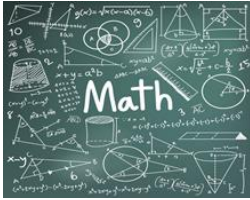
- Library orientation – The skills needed to use the library independently and effectively.
- How fiction and non-fiction resources are organised, including familiarisation with the Dewey decimal classification system
- Research and Study Skills
- Information Literacy
- Fiction genres – how to choose fiction and reflect and review what they have read
- The opportunity to be introduced to new authors and titles and the time to enjoy choosing and reading books themselves.

### **Enhancement Activities:**

- A variety of enrichment resources available, such as games and art materials.
- Book Week
- Author visits.
- Reading groups and literary activities.
- Shadowing the shortlisted Carnegie Award books.
- The opportunity to use the library after school for homework, research and private reading.

### **Texts to be issued:**

- Items are loaned for four weeks and can be renewed free of charge.
- A replacement charge is made for lost, damaged or unreturned resources.



## Faculty: Mathematics

### Subject: Maths

#### Faculty Introduction:

Early in Year 7, students are placed into ability groups, covering topics to differing depths. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons. We recommend all students use the same calculator which can be bought from the finance office for approximately £8.50.

Students will follow the KS3 National Curriculum Scheme of Work with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge.

#### Subject Content:

##### **Number:**

Negative numbers, powers and roots, order of operations, using a calculator, rounding, using the four rules of fractions, mixed numbers and decimals

##### **Algebra:**

Simplifying algebraic expressions, expanding brackets, factorising, substitution, drawing straight line graphs, solving equations

##### **Geometry and Measures:**

Understanding angle facts and solving angle problems, including parallel lines and polygons, reflecting in the lines of a graph, rotating shapes using a coordinate grid, areas of 2D shapes (not circles)

**Probability and Statistics:** including averages and bar charts, pie charts and pictograms

#### Homework and Assessment:

- Students will be issued with a Maths Curriculum Booklet which includes details of the topics to be studied that year, as well as assessment records and glossaries.
- Students will have up to four formal assessments each year which could influence group changes. Students will be given reflection time and targets to improve.
- Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a starter book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 20-30 minutes per week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

#### Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch and Maths Help.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Junior Mathematical Challenge.



## Faculty: Expressive Arts

### Subject: Music

#### Faculty Introduction:

Students develop their musical skills through a series of topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition and listening and appraising.

#### Topics/Modules to be covered:

- Bridging Unit – understanding the elements of music (rhythm, pitch, tempo, timbre, structure, texture and dynamics) vocal work
- Keyboard skills – 5 finger technique, adding bass notes and chords
- Ensemble performing – the lion sleeps
- African Music – rhythm and drumming, intro notation & improvisation
- AABA Structure – how music is organised, repetition and contrast, using music software
- Minor Key, composition – using the musical elements to create mood
- Short 'set works', listening, performing, keywords and context

#### Assessment:

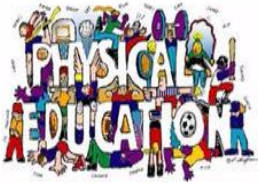
- Continual assessment using the Bishop Stopford Assessment system.
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback.

#### Homework

No homework is set in Year 7 though students are encouraged to practise at home, wherever possible. Music is available for optional practice between lessons.

#### Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Bungoma Eucharist
- Carol Service
- End of term concerts
- NMPAT recital team visit
- Professional Workshops
- Showtime, open to all
- Ukulele magic – open to all
- Live performances by BSS students, in assembly
- Worship group – open to all



## **Faculty: Physical Education**

## **Subject: Physical Education**

### **Faculty Introduction:**

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being, to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills;
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

### **Topics/Modules to be covered in the year:**

- Body Management: health related fitness and dance
- Games Activities: hockey, football, rugby, netball, rounders, cricket, basketball, handball, badminton, tennis and softball
- Athletics Activities: athletics

### **Assessment:**

- Three assessment strands within PE; Physical (Body), Cognitive (Brain), Personal (Behaviours) which are assessed at the end of each block, based on aggregated end of block assessments
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons

### **Homework:**

No homework is set but students are encouraged to attend at least one PE club per week.

### **Enhancement Activities:**

- All Year 7 students have the opportunity to attend a five day residential course where they experience a variety of outdoor and adventure activities
- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities
- School teams are organised in all the major games and activities, with practices mainly at lunchtimes and matches after school
- Teams are entered in the district cross-country and athletic championships. Talented students are put forward to selection at district/county level



## Faculty: Personal, Social and Health Education

### Subject: PSHE

#### Faculty Introduction:

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor.
- Personal, Social and Health Education lessons, taught by a member of the Personal, Social and Health Education team.

#### Topics/Modules to be covered this year:

##### Personal, Social and Health Education

- **Relationships and Sex Education**: Consent and boundaries. Respect and Relationships. What makes a good friend? Managing friendships. Being positive. Dealing with pressure
- **Staying Safe Online and Offline**: Avoiding gangs. Staying safe online. Grooming online. What is alcohol? Smoking and vaping. Energy Drinks and Caffeine. Knife crime and safety.
- **Health and Wellbeing**: Puberty in girls and boys. Personal hygiene. Growing up and FGM

##### Tutorial

- **Life Beyond School**: Getting to know people. What is community? Careers and your future. Sleep and relaxation. Financial education. Transition points in your life.
- **Rights, Responsibilities and British Values**: How is our country run? Elections and campaigning. Political debates. Creating a political party.
- **Celebrating Diversity and Equality**: Multi-cultural Britain. What is your identity? Equality Act 2010. Breaking down stereotypes. Prejudice and discrimination.

#### Homework:

There is no homework set for PSHE

#### Enhancement Activities:

- Visiting speakers
- Anti-Bullying Week activities
- Children's Mental Health Awareness Week activities

#### Withdrawal:

Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study.

The request for withdrawal from these lessons should be made in writing to [pwilson@bishopstopford.com](mailto:pwilson@bishopstopford.com) at the start of the academic year.



## Faculty: Humanities

### Subject: Religious Education

#### Faculty Introduction:

In Religious Education, students are encouraged to reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of worldviews which highlight the complexity of the world they live in today. Our aims are aligned with the Diocese of Peterborough Syllabus for Religious Education. The focus of Year 7 are the Abrahamic Religions.

#### Topics/Modules to be covered in the year:

##### Enquiry Question – Who is God?

- A creator? (Christianity)
- A saviour? (Christianity)
- A promise keeper? (Judaism)
- Is neither begotten nor made? (Islam)
- Is three parts or persons? (Christianity)

#### Assessment:

- Specific assessments are given using the Bishop Stopford assessment system
- Knowledge Tests
- Evaluative Essays

#### Homework:

In Year 7, students will receive approximately 30 minutes of homework a fortnight. In some instances this could be more or less frequent due to preparation for assessments / completion of assessments. It will typically take the form of research, planning, assessment or consolidation.

#### Enhancement Activities:

- Analysing and interpreting sources of authority eg the Bible
- Souster Youth sessions
- The use of artefacts

#### Texts to be issued:

Textbooks are available for lessons but are not taken home. An Electronic version is available through Kerboodle.



**Faculty: Science**

**Subject: Science**

### **Faculty Introduction:**

In Year 7 there is an emphasis on applications and experimentation, which leads to a deeper knowledge and understanding of science. Students are not set in Year 7 but will be in Year 8. We review the data across the year group, ranking students against our key assessments. Sets are determined according to accumulated assessment scores for each student.

### **Topics/Modules to be covered in the year:**

- Cells
- Particle Model
- Energy
- Ecosystems
- Mixtures
- Muscles and bones
- Forces
- Current electricity
- Atoms and elements
- Sound
- Acids and alkalis
- Reproduction

### **Assessment:**

- End of topic tick tests
- End of term tests (3 per year), using the Bishop Stopford Assessment system
- Targets for improvement identified.
- Required practical investigation work.

### **Homework:**

In line with Bishop Stopford School Homework guidelines. Tasks include creative or research-based activities, reading, revision, preparation for assessments, consolidation of knowledge and use of digital platforms for any of the previously mentioned tasks. In addition, students are expected to use time at home to formally assess key work and assessments.

### **Enhancement Activities:**

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) activities

### **Texts to be issued:**

A Key Stage 3 revision guide can be purchased from the Science Faculty. Additional workbooks are also available.



## **Faculty: Modern Languages**

### **Subject: Spanish Year 7**

#### **Faculty Introduction:**

Students follow four modules. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for independent reading and ICT skills.

#### **Topics/Modules to be covered in the year:**

- Introducing yourself and others
- School subjects, opinions and the school day.
- Freetime activities and technology.
- Home and local area

#### **Assessment:**

- 3 common assessments per year, one of which is an end of year exam
- 3 end of module pieces of formally marked work.
- Targets for improvement identified.

#### **Homework:**

Homework is set for 20 minutes once a week.

There is an emphasis on vocabulary learning, followed by vocabulary tests.

Students will be using the on-line websites Quizlet, Linguascope and Languagenut

#### **Texts to be issued:**

Viva 1 used in class, where appropriate to do so. Students will need to bring their own bi-lingual dictionary to lessons.

Students also have access to online resources.



# Careers Education, Information, Advice and Guidance (CEIAG) Year 7

## Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 7 is delivered within the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

## Topics:

In Year 7, students are introduced to careers education:

- **Introduction to Careers** - students are introduced to sources of help and support in school, different types of qualifications, skills and careers.
- **Skills for work** – Students start to explore personal strengths, likes and dislikes and areas to develop. Recognise the skills and qualities needed for the world of work. Look at different jobs/careers and the skills that they need.

These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning.

## Enrichment Activities:

- **Careers Talks** – Year 7 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: [careers@bishopstopford.com](mailto:careers@bishopstopford.com)

## Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard.

## **STEM Days**

Students take part in one technology day to 'join up' their learning in the technology subjects (Design and Technology, Maths and Science).

On each of the days, students take part in a variety of activities which enables them to make links between the subjects and enhance their own learning.

Learning takes place in teams and will be themed.

## **Office Runner**

Each student in Year 7 spends one day working within the main office, supporting reception duties. This is a service to the school and is very much part of our community ethos. Students practically demonstrate one of our core values by taking responsibility in wider school life.

During the day, students are likely to go to areas of the school they have not visited before (eg Sixth Form, Reprographics), meet members of staff they do not already know and gain a wider understanding of how different areas of school work together to provide their education.

Through the activity, we aim to develop students' confidence, resilience and communication by:

- Enabling them to undertake activities which they would not normally do
- Placing them in situations where they are individually responsible for tasks which are an essential part of school life.

## **Enhancement Activities**

### **Trips and Visits: Voluntary Contributions**

The viability of trips and visits is entirely dependent of parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution.

However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead.

Consideration for students facing financial hardship will be detailed in any information issued.

## Notes