

# **Curriculum Outline**

**Year 7  
2022 – 2023**

## **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, though 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.

Homework is an extension of the curriculum offered at school. It nurtures self-reliance, as well as giving opportunities to consolidate what has been learnt in lessons. You are required to sign the planner once a fortnight. You can also use it to record any messages you wish to pass to the form tutor. More information regarding homework can be found via this link:

<https://bishopstopford.fireflycloud.net/parent-information/homework>

To allow students time to settle into school, homework will not be set in the first four weeks of term. 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**

## 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>						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>	Mindful colouring	Digital safety				Private Reading		
<b>PE</b>								
<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

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	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		Greek Gods		
<b>Subject where the topic is taught</b>	<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					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>					Healthy lifestyles	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			

## Important Dates Year 7

Month	Item	Date
September	School opens School photos	1 <sup>st</sup> September 2022 8 <sup>th</sup> September 2022
October	Govilon Camp 1 Govilon Camp 2	10 <sup>th</sup> October 2022 17 <sup>th</sup> October 2022
November	Govilon Camp 3 Govilon Camp 4	7 <sup>th</sup> November 2022 14 <sup>th</sup> November 2022
December	Reports issued	16 <sup>th</sup> December 2022
January		
February		
March		
April		
May	Reports issued Progress Review	5 <sup>th</sup> May 2023 9 <sup>th</sup> May 2023
June		
July		

You have the right to withdraw your son/daughter from Sex and Relationships Education, Religious Education and Collective Worship.

Please contact Mr G Kirke (Assistant Head – Curriculum and Intervention) if you wish to discuss this further.



## **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. No homework will be set until autumn half-term.

#### **Enhancement Activities:**

Art Club

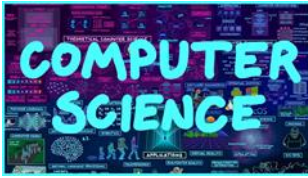
Extended Learning Task: Independent study task

Opportunity to have work displayed around school

#### **Resources to be issued and arrangements for return:**

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 – Modelling Data (Spreadsheets)
- Unit 3 – Programming essentials in Scratch (Part 1)
- Unit 4 – Programming essentials in Scratch (Part 2)

#### **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.

#### **Texts to be issued and arrangements for return:**

No textbooks are issued for Computing. All resources (including the course textbook) are available on-line using a Dynamic Learning login that is issued to every student in September.





## **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:**

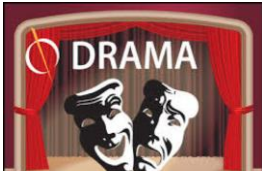
Within Year 7 homework comprises two set pieces for each project designed to both test and broaden a student's knowledge.

#### **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.

#### **Texts to be issued and arrangements for return:**

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

#### **Texts to be issued and arrangements for return:**

n/a



## **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 to develop close language analysis and comparison.
- Everyone A Writer: A study of different stories and extracts leading to the production of an exciting story opening.
- The Novel: A detailed study of a modern novel.
- Non-Fiction Texts: A study of a range of non-fiction forms leading to analysis of a viewpoint text and the creation of a viewpoint piece of writing.
- Drama: A study of a play.

### **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.
- All students complete an end of year test to check overall progress.

### **Homework**

Students will follow a programme of homework that aims to develop literacy skills and consolidate learning and skills developed in lessons. Students in Year 7 are expected to spend about 30 minutes per piece on their English homework.

### **Enhancement Activities:**

- A variety of competitions
- Book Week, including visits by writers
- Carnegie shadowing
- 'Chapter One' reading club
- Theatre visits are arranged where practical

### **Texts to be issued and arrangements for return:**

The 'class reader' will be loaned. Students will be required to pay for a replacement if it is lost. Students are required to have a green pen for correction work. A dictionary is recommended.



## 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 – the school's VLE
- 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.

#### Resource to be issued and arrangements for return:

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



## **Faculty: Modern Languages**

### **Subject: French 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 and identifying likes and dislikes.
- School subjects, opinions and the school day.
- Freetime activities and technology.
- Home and local area
- Extension reading and cultural topics.

#### **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:**

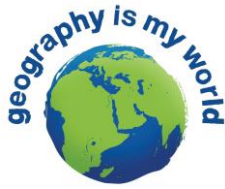
Homework is set for 20 minutes once a week.

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 used:**

“Studio 1” used in class on a needs basis. Students will need to bring their own bi-lingual dictionary to lessons.



**Faculty: Humanities**

**Subject: Geography**

**Faculty Introduction:**

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

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

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

- Map skills
- Flooding
- Deserts
- Settlements

**Assessment:**

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

**Homework:**

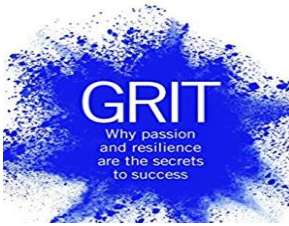
Homework tasks will include a variety of mediums. These will include research prior to learning, independent research tasks, planning for presentations or developing revision skills. There will also be extended writing pieces or completion of questions.

**Enhancement Activities:**

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

**Texts to be used in class:**

'Foundations', 'Geography Matters' 1, 2 and 3" and "Progress in Geography Key Stage 3" All textbooks utilised are kept and used at school.



## 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
- Term 2: Why Core Values matter: Faith, Justice, Truth, Responsibility and Compassion
- Term 3: Teamwork, Identity and Emotional Literacy

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.

#### **Texts**

Exploring History textbooks are kept and used at school.





## Library

### **Introduction:**

Library lessons give all students the chance to become familiar with the operation of the library and the resources it contains. Accelerated Reader is introduced and supported. Fortnightly 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:**

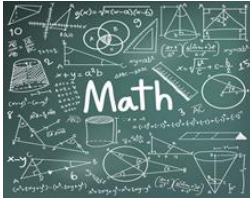
- Library orientation – using the fiction and non-fiction resources including familiarisation with the Dewey decimal classification system, library catalogue and printer.
- The skills needed to use the library independently and effectively.
- Resources in the library and how to use them, including research skills.
- Different genres of fiction, 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.
- Accelerated Reader
- Book events, including 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:**

- 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

##### **Ratio, Proportion and Rates of Change:**

Simplifying ratios, sharing in a ratio and converting a ratio to a fraction

##### **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, pie charts and scatter graphs

#### Homework and Assessment:

- 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:

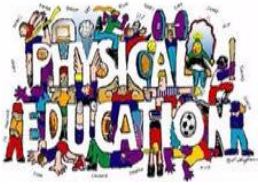
- Continual assessment using the Bishop Stopford Assessment system.
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback.

#### Homework

No homework is set in Year 7. 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 - Jambo
- Carol Service
- End of term concerts
- Junior choir – open to all
- NMPAT recital team
- Professional Workshops
- Song for Peace
- Ukulele magic – open to all
- Weekly live performances by BSS students, in assembly



## **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 link into whole school assessment system
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons

### **Homework:**

No homework is set for Year 7 PE.

### **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**

- Personal safety
- Citizenship (Community Challenge)
- Health Issues
- Puberty

##### **Tutorial**

- Personal and school organisation
- Getting on with others
  - Friendship and feelings
  - Bullying
  - Bungoma
- Discussions on progress
- Everyone reading in class (ERIC)
- Assembly preparation
- Careers, coping with change
- Making effective transitions
- Decision making
- Self-Awareness
- Healthy Living

#### **Homework:**

Students complete a Community Challenge as homework from Feb to May. They will be required to complete a service to a community of their choice during this time. How much time the students spend will vary, but it is hoped that they will give up at least two hours of their own time during this period.

#### **Enhancement Activities:**

- Visiting speakers



## 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:

- Philosophy of Religion
- Christianity – Incarnation and Trinity
- Judaism – Identity
- Islam – The Five Pillars

#### Assessment:

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

#### Homework:

In Year 7, students have 1 hour of RE a week. Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments.

#### Enhancement Activities:

- Analysing and interpreting sources of authority eg the Bible
- ICT used to create project work
- Souster Youth sessions
- The use of artefacts

#### Texts to be issued and arrangements for return:

Text books are available for lessons but are not taken home. Electronic version 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.

**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
- Weekly homework

**Homework:**

Homework is set for 20 minutes per week. It is generally further practice/consolidation of the topic covered in class. 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 and arrangements for return:**

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

# 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