

Curriculum Content

Vocabulary and grammar-

- Introduction to Spanish- including numbers and alphabet.
- Self and family.
- School and subjects.
- Your house.
- Use of present tense.

Linguistic competence-

- Is able to transcribe and translate phrases.
- Shows understanding and appreciation of the language and culture.
- Uses a wide variety of authentic texts.
- Can initiate and develop conversations, speaking confidently.
- Is able to express and develop ideas both orally and in writing.

Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Pupils will receive 3 Spanish Home Learning booklets during the year. They may also be asked to learn words for vocabulary tests or prepare for assessments.

Groupings

Pupils will be grouped based on their Primary School language learning.

Curriculum Content

Vocabulary and grammar-

- Freetime, hobbies and sports.
- Food and eating out and healthy living.
- What you wear.
- Talking about where you live.
- Use of both present and future tenses.

Linguistic competence-

- Is able to transcribe and translate phrases.
- Shows understanding and appreciation of the language and culture.
- Uses a wide variety of authentic texts.
- Can initiate and develop conversations, speaking confidently.
- Is able to express and develop ideas both orally and in writing.

Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Pupils will receive 3 Spanish Home Learning booklets during the year. They may also be asked to learn words for vocabulary tests or prepare for assessments.

Groupings

Pupils are taught in mixed ability groups.

Curriculum Content

Vocabulary and grammar-

- Holidays.
- Body, illness and health.
- Films, media and going out.
- Use of both present, past and future tenses.

Linguistic competence-

- Is able to transcribe and translate phrases.
- Shows understanding and appreciation of the language and culture.
- Uses a wide variety of authentic texts.
- Can initiate and develop conversations, speaking confidently.
- Is able to express and develop ideas both orally and in writing.

Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Students will receive home learning tasks on a regular basis to complement the learning in lessons. This may be in the form of learning vocabulary, preparing for assessments or completing reading tasks

Groupings

Pupils are taught in mixed ability groups.

Curriculum Content

Vocabulary and grammar-

- Introduction to French - including numbers and alphabet.
- Your school and subjects.
- Self and family.
- Use of present tense.

Linguistic competence-

- Is able to transcribe and translate phrases.
- Shows understanding and appreciation of the language and culture.
- Uses a wide variety of authentic texts.
- Can initiate and develop conversations, speaking confidently.
- Is able to express and develop ideas both orally and in writing

Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Pupils will receive 3 French Home Learning booklets during the year. They may also be asked to learn words for vocabulary tests or prepare for assessments.

Groupings

Pupils are taught in mixed ability groups.

Curriculum Content

Vocabulary and grammar-

- Your house and town.
- Food, eating out and healthy living.
- Free time, sports and hobbies.
- Clothes and shopping.
- Use of both present and future tenses.

Linguistic competence-

- Is able to transcribe and translate phrases.
- Shows understanding and appreciation of the language and culture.
- Uses a wide variety of authentic texts.
- Can initiate and develop conversations, speaking confidently.
- Is able to express and develop ideas both orally and in writing.

Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Pupils will receive 3 French Home Learning booklets during the year. They may also be asked to learn words for vocabulary tests or prepare for assessments.

Groupings

Pupils are taught in mixed ability groups.

Curriculum Content

Vocabulary and grammar-

- Holidays.
- Body, illness and health.
- Films, media and going out.
- Use of both present, past and future tenses.

Linguistic competence-

- Is able to transcribe and translate phrases.
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Assessment

At the end of a unit of learning, the pupils will be assessed on the vocabulary and grammar from the unit. This will be in the form of listening, speaking, reading and writing.

Home Learning

Students will receive home learning tasks on a regular basis to complement the learning in lessons. This may be in the form of learning vocabulary, preparing for assessments or completing reading tasks

Groupings

Pupils are taught in mixed ability groups.

Curriculum Content

- Number, Calculations & BIDMAS
- Negative Numbers
- Expressions & Substitution
- Balancing & Equations
- **Autumn Half Term**
- Fractions
- Decimals & Approximation
- Percentages
- Ratio
- Probability
- **Christmas Holidays**
- Angles
- 2D Shapes, Area & Perimeter
- Multiples, Factors, Powers & Roots
- Patterns & Sequences
- **February Half Term**
- Coordinates & Constructions
- Functions & Graphs
- Symmetry & Transformations
- Using a Calculator
- **Easter Holidays**
- Volume and 3D Shapes
- Collecting & Processing Data
- Averages

Assessment

All assessment is used to inform teaching and learning. We identify children's understanding and then swiftly focus interventions to overcome misconceptions. Within the Maths department we assess children in four main ways:

- Assessment for learning: continuous
- Marking: Half termly
- Termly Assessing Pupil Progress (APP)
- End of Year transitional Assessments: annually

Towards the end of the school year we assess and review pupils' overall progress and attainment by drawing upon APP, their class record of attainment against key objectives and supplementary notes and knowledge about children to produce a summative record.

Home Learning

Homework will be set on a weekly basis and should take approximately 30 minutes to complete. The majority of tasks will be set online using Mymaths. There will occasionally be a need to set homework via worksheets which the students should complete in their exercise books.

Groupings

Classes are set based on prior attainment, with class size varying between 15 - 32 students per class. Following each termly assessment a few students may change group if this is deemed to be in the best interests of the student.

Curriculum Content

Angles & Polygons
Pie Charts & Scatter Graphs
Inequalities
Investigation and Problem Solving
Expansion & Factorisation
Forming & Solving Equations
Autumn Half Term
Percentages & Fractions
Probability & Venn Diagrams
Ratio, Proportion & Scaling
Speed & Real Life Graphs
Circles
Volume, Surface Area & Density
Christmas Holidays
Distributions
Standard Form
Transformations
Loci & Bearings
Pythagoras' Theorem
February Half Term
Straight-Line Graphs
Algebraic Graphs
Simultaneous Equations
Rearranging Formulae
Trigonometry
Easter Holidays
Error in Measurement
Rational & Real Numbers
Congruence & Similarity
Geometry & Measure Proof

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Curriculum Content

Basic Number
Factors & Multiples
Basic Fractions
Basic Algebra
Angles
Basic Decimals
Rounding
Half Term
Basic Percentages
Rollover Review & Revision
Ratio & Proportion
Equations & Formulae
Scale Diagrams & Bearings
Christmas Holidays
Scatter Graphs
Perimeter & Area
Circles
Coordinates & Linear Graphs
Collecting and Representing Data
Half Term
Sequences
Basic Probability
Basic Indices
Standard Form
Real Life Graphs
Easter Holidays
Transformations
Calculating with Percentages
Pythagoras' Theorem
Exam & Revision

Assessment

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Groupings

Classes are set based on prior attainment, with class size varying between 15 - 32 students per class. Following each termly assessment a few students may change group if this is deemed to be in the best interests of the student.

Curriculum Content

Six units are covered; two in each of Biology Chemistry and Physics. Some of the topics covered include Cells; Nutrition: Environment: States of Matter; Chemical reactions; Forces; Space and Energy.

Scientific methodology, 'How science works', is incorporated into all units.

Assessment

Assessment occurs over the year, in the form of 6 formal end of topic assessments.

Graded assessed tasks are also given at intervals, students are given the opportunity to improve on these pieces of work following teacher feedback.

Home Learning

Three homework booklets are issued during the year. It is expected that these will take in the region of 4 hours to complete thoroughly. Students are also expected to revise prior to assessments.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30

Curriculum Content

Six units are covered; two in each of Biology Chemistry and Physics. Some of the topics covered include Health; Adaptations; Plant Biology: Metals and Reactivity; Rock Cycle; Electricity and Magnetism.

Scientific methodology, 'How science works', is incorporated into all units.

Assessment

Assessment occurs over the year, in the form of 6 formal end of topic assessments.

Graded assessed tasks are also given at intervals, students are given the opportunity to improve on these pieces of work following teacher feedback.

Home Learning

Three homework booklets are issued during the year. It is expected that these will take in the region of 4 hours to complete thoroughly. Students are also expected to revise prior to assessments.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30

Curriculum Content

G.C.S.E. Science (AQA) is taught, the units covered include, Cells; Bioenergetics; Health and Disease; Ecology; Identifying Chemicals; Metals and Reactions; Elements and Compounds; Forces and Motion; Waves and Energy. Numeracy and literacy skills are built into all units, as is Scientific methodology.

This program of study can lead to both 'Double Science' G.C.S.E covering units of Biology Chemistry and Physics and to the Triple science option.

Assessment

In addition to the online forms used for home learning formal written assessments occur at the end of each unit. These questions will cover unit content, applications of concepts, numeracy, literacy and scientific methodology. They will have the same structure as GCSE exam questions. Revision for these assessments will be an expected part of home learning and will be monitored and evaluated by staff and students.

Home Learning

On line Google forms are used at regular intervals of between one and three weeks dependent on topic covered, which test knowledge and recall.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30

Curriculum Content

Students have two hours a fortnight of History lessons. In year 7, students will begin with introductory lessons on history and the skills they will require to be a good historian. In the following lessons, they will cover aspects of history from the Medieval Period. These will include: The Battle of Hastings and William the Conqueror's control of England, Medieval life, The Black Death, The Peasants' Revolt, The Medieval Monarchy and the Medieval Church.

Assessment

Students will be assessed after each unit. There will be an initial baseline test. This will be followed by development of technique for answering GCSE style questions. Further assessments will be similar to the style of GCSE questions. Tests will also be made of their knowledge as the course progresses.

Home Learning

Students will have Home Learning booklets which are issued during the year. These should take approximately four hours to complete thoroughly. Topics covered are: Castles and The Princes in the Tower.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

Students have two hours a fortnight of History lessons. The classes study three units throughout the year. These are: The Reign of Elizabeth I, The English Civil Wars and the Industrial Revolution. They will also gain an overview of change and continuity throughout this period.

Assessment

Students will be assessed after each unit. We will develop the technique needed for answering GCSE style questions. Assessments will be similar to the style of GCSE questions. Tests will also be made of their knowledge as the course progresses.

Home Learning

Students will have Home Learning booklets which are issued during the year. These should take approximately four hours to complete thoroughly. Topics covered are: Civil War Medicine and The British Empire

Groupings

All the students will be in mixed ability classes.

Curriculum Content

Students have two hours a fortnight of History lessons. The classes study three units throughout the year: Britain and the Slave Trade, World War One (the impact of war on Britain) and further aspects of history in the 20th Century. This unit will include an overview of change and continuity (from 1918 to 9/11) plus a study of Nazi Germany, the Causes of World War Two and the Holocaust.

Assessment

Students will be assessed after each unit. We will develop the technique needed for answering GCSE style questions. Assessments will be similar to the style of GCSE questions. Tests will also be made of their knowledge as the course progresses.

Home Learning

Tasks are set regularly and include revision for assessments, research plus work on a specified home learning booklet. Topics covered are Slavery and World War One.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

In Year 7 students will:

- Be encouraged to question the world around them and look at it from a geographical perspective; identifying natural and human features and considering how they interact with each other.
- Develop their ability to use OS maps and atlases
- Extend their locational knowledge and deepen their spatial awareness of the world's countries.
- Study river processes and landscapes
- Consider the sustainability of a new housing development in Yeovil

Assessment

In the Autumn term students will complete a baseline assessment involving the analysis of a geographical image. There are then formal written assessments at the end of each topic; these provide an opportunity for students to demonstrate their geographical understanding and also develop key literacy skills.

Students are encouraged to peer/self-mark these assessment tasks prior to detailed analysis by their teacher. This helps them to identify the 'stepping stones' which enable progression from basic to detailed answers.

Home Learning

Students complete home learning booklets. Each booklet will focus on a particular theme and encourage the students to develop a broad range of skills; this includes data analysis and Internet-based research.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

In Year 8 students will:

- Deepen their understanding of the interaction between physical and human processes by investigating the issue of flooding on the Somerset Levels.
- Focus upon sustainable development by considering the question; 'Is Dubai an 'impossible' city?'
- Investigate the causes and consequences of tropical storms.
- Understand that we live in a world with vastly different levels of economic development and consider how this 'development gap' might be closed.

Assessment

There are formal written assessments at the end of each topic; these provide an opportunity for students to demonstrate their geographical understanding and also develop key literacy skills.

Students are encouraged to peer/self-mark these assessment tasks prior to detailed analysis by their teacher. This helps them to identify the 'stepping stones' which enable progression from basic to detailed answers.

Home Learning

Students complete home learning booklets. Each booklet will focus on a particular theme and encourage the students to develop a broad range of skills; this includes data analysis and Internet-based research.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

In Year 9 students will:

- Investigate the causes and consequences of tectonic hazards.
- Study the natural processes and landforms found in coastal environments.
- Recognise the key features of tropical rainforest ecosystems and understand why these environments are under threat in the 21st Century.
- Investigate the causes of rapid urbanisation in poorer parts of the world and understand the challenges/opportunities which result from this.
- Consider the challenges associated with meeting the UK's energy demands in the 21st century.

Assessment

There are a number of formal written assessments at the end of each topic.

These provide an opportunity for students to demonstrate the depth of their geographical understanding and also develop key literacy skills.

Most assessments are based around a key question or hypothesis and require students to evaluate a broad range of evidence in order to reach an informed decision.

Home Learning

Weekly homework tasks are set on Google Classroom.

These are designed to promote the use of internet-based research, data analysis and report writing; skills which are fundamentally important to success at GCSE.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

- Spiritual, moral, social and cultural development
- Personal development and well-being
- Community cohesion

Religious Education:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.

Encourages pupils to explore their own beliefs
Enables pupils to build their sense of identity and belonging

Teaches pupils to develop respect for others

Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Assessment

A baseline assessment is carried out within the first half term. Students are also assessed on an extended writing task at the end of each half term.

Students are assessed for understanding throughout each lesson.

Home Learning

Home learning is set in booklet format at least once a term

Groupings

Classes are set based on Modern Foreign Language groupings.

Classes can range from 22 – 32 pupils. Movement between groups continues to take place throughout the year

Curriculum Content

- Spiritual, moral, social and cultural development
- Personal development and well-being
- Community cohesion

Religious Education:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.

Encourages pupils to explore their own beliefs

Enables pupils to build their sense of identity and belonging

Teaches pupils to develop respect for others

Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Assessment

Students are assessed for understanding throughout each lesson.

Home Learning

Home learning is set in booklet format at least once a term

Groupings

Classes are set based on Science groupings.

Classes can range from 22 – 32 pupils. Movement between groups continues to take place throughout the year

Curriculum Content

Assessment

Students are assessed for understanding throughout each lesson.

Home Learning

Groupings

Curriculum Content

Students will cover a range of writing skills including descriptive, narrative and discursive.

Both a play and novel will be studied where students will be introduced to analytical writing.

Texts studied include:

Free

Private Peaceful

Extracts from a range of Spy and Detective stories

A collection of nature poems.

Assessment

Assessment occurs over the year, in the form of six formal end of topic assessments.

Students are assessed in three key areas:

Reading

Writing

Speaking and Listening

Home Learning

Four homework booklets are issued during the year. These extend the students' independent learning on the topic being covered in class. Students are also expected to read on a daily basis for at least 20 minutes.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30. Class groupings are fluid throughout the year according to attainment.

Curriculum Content

Students will develop their skills for a range of writing styles including descriptive, narrative, discursive and non-fiction.

Both a play and novel will be studied where students will develop their analytical writing.

Texts studied include:

White Poppies
Much Ado About Nothing
Extracts from a range of gothic stories
Stormbreaker
A collection of war poems.

Assessment

Assessment occurs over the year, in the form of six formal end of topic assessments.

Students are assessed in three key areas:

Reading
Writing
Speaking and Listening

Home Learning

Four homework booklets are issued during the year. These extend the students' independent learning on the topic being covered in class. Students are also expected to read on a daily basis for at least 20 minutes.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30. Class groupings are fluid throughout the year according to attainment.

Curriculum Content

Students will begin to learn and develop the skills required for GCSE. Both creative and analytical writing will be covered continuously throughout the year, using GCSE texts, extracts and questions.

Texts studied include:

Of Mice and Men
Romeo and Juliet
A range of 19th century fiction and nonfiction extracts
GCSE anthology Love and Relationships poetry

Assessment

Assessment occurs over the year, in the form of six formal end of topic assessments.

Students are assessed in three key areas:

Reading

Writing

Speaking and Listening

All assessments are based around the GCSE criteria, markschemes and questioning style.

Home Learning

Homework is set on google classroom by the class teacher each term. Tasks will extend the skills they are working on in class.

Groupings

Students are broadly grouped by prior attainment. Classes ranging in size from approximately 23 to 30. Class groupings are fluid throughout the year according to attainment.

Curriculum Content

Students have two hours per fortnight of Performing Arts lessons. In Year 7, students are introduced to the term GEMS (Gesture, Expression, Movement & Speech) and develop these skills through the exploration of various topics. These include: Story Telling, Animal Rights, Bullying and Melodrama. Students also study one unit of Dance, where they develop skills in learning and creating choreography.

Assessment

The first term will focus on an initial baseline performance assessment. This will be followed by the development of improvisational skills, group work, independent rehearsal skills and self and peer reviewing. Students will then be assessed after each topic in the form of a practical (usually group) performance.

Home Learning

Home learning booklets are distributed throughout the year. These are designed to extend the students' independent learning on the topic being covered in class.

Groupings

All students will be in mixed ability classes of 25-30 students.

Curriculum Content

Students have three hours per fortnight of Performing Arts lessons. In Year 8, students further develop their knowledge of GEMS (Gesture, Expression, Movement & Speech) and explore these skills through various topics. These include: Myths & Legends, Diversity, Comedy, Tension & Script Skills. Students also study one unit of Physical Theatre/Dance, where they use West Side Story as a stimulus.

Assessment

Students continue to develop the use of improvisational skills, group work, independent rehearsal skills and self and peer reviewing. They will then be assessed after each topic in the form of a practical (usually group) performance.

Home Learning

Home learning booklets are distributed throughout the year. These are designed to extend the students' independent learning on the topic being covered in class.

Groupings

All students will be in mixed ability classes of 25-30 students.

Curriculum Content

Students have two hours per fortnight of Performing Arts lessons. In Year 9, students are encouraged to demonstrate a creative and original use of GEMS (Gesture, Expression, Movement & Speech) within their performances. In order to do this they focus on two extended projects; Greek Theatre and Script Work, which will introduce some of the techniques required for GCSE Theatre Studies.

Assessment

Students continue to develop the use of creative improvisational skills, commitment to group work, independent rehearsal skills, and reflective self and peer reviewing. They will then be assessed after each topic in the form of a practical (usually group) performance.

Home Learning

During the Script Work project, students are expected to carry out ongoing research and preparation for their final performance.

Groupings

All students will be in mixed ability classes of 25-30 students.

Curriculum Content

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making. They will work in a range of domestic and local contexts, such as the home, health, leisure and culture.

Students will be taught to;

- identify user needs.
- solve design problems.
- develop and communicate ideas
- develop innovative, functional and appealing products.
- work with a range of materials
- learn how to reuse and repurpose materials to benefit the environment.

Assessment

A baseline design task is carried out within the first half term. Students are also assessed on four further projects through the year and three homework tasks.

Ongoing assessment and feedback is given in every lesson to support literacy and the understanding and knowledge of each material area.

Assessment

- 2 x Resistant Materials
- 1 x Food & Nutrition
- 1 x Textiles

Home Learning

Home learning is set in booklet form and is linked to the classwork. It is normally an independent research task which forms a necessary and very valuable skill for all material areas within Design & Technology. Students may also be tasked to bring appropriate materials for some lessons such as textiles or food.

Groupings

Classes are set based on Language groupings.

Classes can range from 24 – 30 pupils. Movement between groups continues to take place throughout the year

Curriculum Content

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Groupings

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Curriculum Content

Students will follow the same format as Year 8, however they will also experience a Taster Project for each material area in order to be able to make an informed decision about GCSE options later in the academic year.

Students will be taught to;

- work with a greater precision and accuracy in order to achieve high quality finishes to their products.
- to design for a wider audience.
- critically analyse their own outcomes.
- explain in details decisions made.
- suggest and justify improvements to their designs in detail.

Assessment

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Curriculum Content

We aim to develop students' abilities in a broad range of physical activities whilst ensuring they are physically active for sustained periods of time. We encourage them to engage in competitive sports and activities and lead healthy, active lives.

Students will be taught to:

- use a range of tactics and strategies to overcome opponents for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports for example, athletics and gymnastics
- take part in outdoor and adventurous activities and be encouraged to work in a team, building on trust and developing skills to solve problems
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Assessment

Students will be thoroughly assessed at the start of year 7 through a number of baseline tests which then inform future groupings.

Ongoing assessment and feedback is given in every lesson to support each students' development.

Students will be assessed in each sport/activity they cover.

Home Learning

Students should:

- take part in competitive sports and activities outside school through community links or sports clubs
- Complete tasks set either on google classroom or in Home Learning Booklets

Groupings

All students will be in mixed ability groupings of between 20 -30 students. Where timetabling allows there may be movement between groups depending on student progress.

Curriculum Content

We aim to build on experiences in Year 7.

Students continue to be taught to:

- use a range of tactics and strategies to overcome opponents for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports for example, athletics and gymnastics
- take part in outdoor and adventurous activities and be encouraged to work in a team, building on trust and developing skills to solve problems
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All students will be in mixed ability groupings of between 20 -30 students. Where timetabling allows there may be movement between groups depending on student progress.

Curriculum Content

PSHEE - Personal, Social, Health and Economic Education aims to allow our students to:

- Develop personal, learning and thinking skills
- Develop confidence and self esteem
- Make informed decisions about aspects of health and well being; including relationships and sex education
- Appreciate the need for financial planning and money management
- Develop interpersonal skills
- Explore skills and qualities required for the world of work

Assessment

Students are assessed by various individual and group activities throughout the year and by pieces of written work/projects.

Personal Development: Year 7

Home Learning

- Home learning booklets in are set in line with classwork activities through the year

Groupings

Linear groups

Curriculum Content
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and Economic Education aims to
allow our students to:

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Personal Development: Year

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- Home learning booklets in are set in line with classwork activities through the year

Groupings

Linear groups

Curriculum Content

PSHEE - Personal, Social, Health and Economic Education aims to allow our students to:

- Develop personal, learning and thinking skills
- Develop confidence and self esteem
- Make informed decisions about aspects of health and well being; including relationships and sex education
- Appreciate the need for financial planning and money management
- Develop interpersonal skills
- Explore skills and qualities required for the world of work
- Make informed decisions about option choices

Assessment

Students are assessed by various individual and group activities throughout the year and by pieces of written work/projects.

Personal Development: Year 9

- Home Learning
- Preparation for option choices using Kudos to inform discussion and decisions

Groupings

Linear groups

Curriculum Content

Computing aims to allow our learners to understand:

- How the hardware and software combine to produce working computer systems.
- How computational thinking can be used effectively to solve problems.
- The roles and responsibilities of groups and individuals to make sure that computing technology is used effectively and safely.

To do this learners cover a variety of material each year which is split in several units. *In year 7 these units are:*

- **Using the Google Drive and Google Classroom**
- **Esafety** - passwords, using the Chromebook safely and effectively, staying safe online, Cyber Bullying.
- **Introduction to Programming** - using booklet to produce successful algorithms, producing flowcharts.
- **How a computer works** - including the components of a computer system, binary and logic gates, How the CPU works, application software and utility software.

Assessment

Work in each unit of Computing is assessed by:

- **Short Answer and multiple choice assessments:** These are marked instantly by computer and the results breakdown emailed to the student. Should the student not attain the 70% pass mark then he or she revises the material once again and retakes the test.
- **Assessed Tasks:** These are criteria based and each criterion is traffic lighted green, amber or red based on success.

In addition, the students will complete an end of year test during lessons in July. This mixes short answer, multiple choice and GCSE style questions. It is marked over the summer holidays and us with a value learning baseline.

Computing: Year 7

Home Learning

Students complete “online” booklets via google drive. These consist primary of three elements:

- **Online learning** - using web links and video.
- **Online testing** - using computer marked short tests.
- **Final task** - Success at this is criteria based. Each criterion is traffic lighted green, amber or red. The student is given an opportunity to improve their work and resubmit. The intention is that every student will produce eventually produce a final product which represents the best work of which they are capable..

Groupings

Computing is taught in mixed ability groups of between 25-30 students.

Curriculum Content

Computing aims to allow our learners to understand:

- How the hardware and software combine to produce working computer systems.
- How computational thinking can be used effectively to solve problems.
- The roles and responsibilities of groups and individuals to make sure that computing technology is used effectively and safely.

To do this learners cover a variety of material each year which is split in several units. *In year 8 these units are:*

- **Programming in Javascript:** - learning local and global variables, loops, conditions, functions and arrays.
- **Networks and the Internet** - how networks, email and the internet work; How to use html and css; design a webpage featuring what we have learned.
- **Data types, data modelling and Spreadsheets** - using spreadsheets to learn how to use datatypes, logical functions and data validation.
- **E Safety 2** - Computer Security threats, security software, digital footprints.

Assessment

Work in each unit of Computing is assessed by:

- **Short Answer and multiple choice assessments:** These are marked instantly by computer and the results breakdown emailed to the student. Should the student not attain the 70% pass mark then he or she revises the material once again and retakes the test.
- **Assessed Tasks:** These are criteria based and each criterion is traffic lighted green, amber or red based on success.

In addition, the students will complete an end of year test during lessons in July. This mixes short answer, multiple choice and GCSE style questions. It is marked over the summer holidays and us with a value learning baseline.

Computing: Year 8

Home Learning

Students complete “online” booklets via google drive. These consist primary of three elements:

- **Online learning** - using web links and video.
- **Online testing** - using computer marked short tests.
- **Final task** - Success at this is criteria based. Each criterion is traffic lighted green, amber or red. The student is given an opportunity to improve their work and resubmit. The intention is that every student will produce eventually produce a final product which represents the best work of which they are capable..

Groupings

Computing is taught in mixed ability groups of between 25-30 students.

Curriculum Content

Computing aims to allow our learners to understand:

- How the hardware and software combine to produce working computer systems.
- How computational thinking can be used effectively to solve problems.
- The roles and responsibilities of groups and individuals to make sure that computing technology is used effectively and safely.

To do this learners cover a variety of material each year which is split in several units. *In year 9 these units are:*

- **From Design to Testing** - The Software development Lifecycle.
- **Organising and Query data using SQL** - What is a database, types of databases, how do they work, and a practical use of databases using Small SQL
- **E Safety Part 3** - Digital Reputation; protecting yours and assessing that of other people.
- **Advanced Programing Techniques** -

Assessment

Work in each unit of Computing is assessed by:

- **Short Answer and multiple choice assessments:** These are marked instantly by computer and the results breakdown emailed to the student. Should the student not attain the 70% pass mark then he or she revises the material once again and retakes the test.
- **Assessed Tasks:** These are criteria based and each criterion is traffic lighted green, amber or red based on success.

In addition, the students will complete an end of year test during lessons in December.

This mixes short answer, multiple choice and GCSE style questions. It is marked over the Christmas holidays and provide anyone with useful information in order to make options choices

Computing: Year 9

Home Learning

Students complete "online" booklets via google drive. These consist primary of three elements:

- **Online learning** - using web links and video.
- **Online testing** - using computer marked short tests.
- **Final task** - Success at this is criteria based. Each criterion is traffic lighted green, amber or red. The student is given an opportunity to improve their work and resubmit. The intention is that every student will produce eventually produce a final product which represents the best work of which they are capable..

Groupings

Computing is taught in mixed ability groups of between 25-30 students.

Curriculum Content

Through the creative use of a sketchbook students are taught the process for creating a piece of artwork. This includes:

- Understanding and using the work of other Artists and cultures to develop their own
- Exploring a wide variety of materials, techniques and processes
- Developing skills in drawing and independent research

The 3 units covered enable students to create pieces of artwork in each of the following areas :

- Painting
- Sculpture
- Printing.

The themes used throughout the year are COLOUR, EXPRESSIONS and the DIA DE MUERTOS FESTIVAL

Assessment

Students are assessed on all three units and two homework tasks.

The same criteria as for GCSE is used in marking the sketchbooks and finished pieces.

Assessment and feedback is given in each lesson to allow students to effectively develop both their skills and their understanding of the creative process

Home Learning

- Students will have Home Learning booklets which are issued during the year. These support and consolidate class work. They should take approximately four hours to complete thoroughly. Themes covered are: COLOUR and MASKS.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

Through the creative use of a sketchbook students are taught the process for creating a piece of artwork. This includes:

- Understanding and using the work of other Artists and cultures to develop their own
- Exploring a wide variety of materials, techniques and processes
- Developing skills in drawing and independent research

The 3 units covered enable students to create pieces of artwork in each of the following areas :

- Painting
- Sculpture
- Printing

The themes used throughout the year are PATTERN, OP ART and NATURAL FORMS.

Assessment

Students are assessed on all three units and two homework tasks.

The same criteria as for GCSE is used in marking the sketchbooks and finished pieces.

Assessment and feedback is given in each lesson to allow students to effectively develop both their skills and their understanding of the creative process

Home Learning

- Students will have Home Learning booklets which are issued during the year. These support and consolidate class work. They should take approximately four hours to complete thoroughly. Themes covered are: EVERYDAY OBJECTS and ILLUSIONS..

Groupings

All the students will be in mixed ability classes.

Curriculum Content

Through the creative use of a sketchbook students are encouraged to use their experience in developing artwork in a much more independent and personal way. This includes:

- Understanding and using the work of other Artists and cultures to develop their own
- Exploring a wide variety of materials, techniques and processes
- Developing skills in drawing and independent research

The 3 units covered enable students to create pieces of artwork in each of the following areas :

- Painting
- Sculpture
- Printing

The themes used throughout the year are ABSTRACT ART and ICONS

Assessment

Students are assessed on all three units and two homework tasks.

The same criteria as for GCSE is used in marking the sketchbooks and finished pieces.

Assessment and feedback is given in each lesson to allow students to effectively develop both their skills and their understanding of the creative process

Home Learning

- Weekly homework of one hour is set to allow students to develop their ability to work and research independently. This results in much more personal artwork reflecting very individual ideas.

Groupings

All the students will be in mixed ability classes.

Curriculum Content

Music is taught in a practical way at Westfield through Musical Futures. This is an approach to promote independent learning through performing, composing, listening and appraising. As well as learning how to read music using traditional notation and tab, students have the fantastic opportunity of learning how to play the guitar, bass guitar, keyboard and drum kit. There are also plenty of opportunities to perform vocally and on the students' own instrument, both in and outside of lessons.

Assessment

Formal assessments are completed at the end of each unit (half term) where a mark for the skill of performing/composing is given.

Mini assessments take place throughout each unit with a great emphasis on verbal feedback being given, which students can immediately act upon.

Peer and self assessment is also an important part within each lesson.

Music: Year 7

Home Learning

- Home learning booklets are distributed throughout the year. Students also have the opportunity to practise for their performance assessments if they have the instrument at home.

Groupings

Music is taught in a mixed ability setting

Curriculum Content

Curriculum Content

Music is taught in a practical way at Westfield through Musical Futures.

Music in Year 8 concentrates on developing the students' ensemble skills whilst building upon their skills learnt in Year 7.

Students have the opportunity to choose to perform vocally or on a chosen instrument (guitar, bass guitar, keyboard, drum kit and own instrument).

We cover all genres of music from classical to pop music.

Assessment

Formal assessments are completed at the end of each unit (half term) where a mark for the students' ensemble playing is given. Some units are assessed where students perform in a small group and some are assessed where students perform as a whole class. Each assessment is recorded so students can listen back and evaluate their own and each other's performances. Verbal feedback, peer and self assessment is also important in Year 8.

Music: Year 8

Home Learning

- Home learning booklets are distributed throughout the year. Students also have the opportunity to practise for their performance assessments if they have the instrument at home

Groupings

Music is taught in a mixed ability setting

Curriculum Content

Topics in Year 9 are based around the 4 main areas of Music:

- Performing
- Composing
- Listening
- Appraising

These skills are extremely important in GCSE Music and therefore, give the students a good introduction to further study of music.

We cover all genres of music throughout the year.

Assessment

Formal assessments are completed at the end of each unit.

Verbal feedback, peer and self assessment are also very important in Year 9

Home Learning

Students are able to practise for their performance assessments if they have an instrument at home. There are also opportunities for research when studying the pop music unit.

Groupings

Music is taught in a mixed ability setting