



Parkstone Grammar School for Girls

CURRICULUM BOOKLET
YEAR 7
2020 -2021

Name:.....

Tutor Group:



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your child enjoys their learning and thrives at Parkstone. It is very important to us that you are fully involved in your child's education and progress while they are with us.

A cornerstone of a strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 7.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your child's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Hallsworth', with a long horizontal line extending from the end of the signature.

David Hallsworth
Head Teacher

WELCOME TO YEAR 7

Dear Student

Welcome to Year 7 and to Parkstone Grammar School. We are very excited by the prospect of working with you and helping you to enjoy all of the learning opportunities that are available, so that you are happy and successful in all that you do. In Year 7 one of our priorities is to ensure that you settle into school as quickly as possible and adjust to with the move from your previous school.

Your Form Tutor will be the most important person to you. You will have daily contact with them and they will be the member of staff who will probably get to know you best. Moving to a new school is exciting but there may be some aspects of this change that take some getting used to. It is important that you speak to your Form Tutor about any concerns or queries that you have as you settle into Parkstone. They will know how to help if you need it.

Try to be organised in the way that you approach your studies. Forward planning is essential to make sure that you have the correct books and materials with you for each lesson. Your teachers should tell you what you need to bring to each of their lessons, but if you are not sure, please ask.

You may get more homework than in your previous school once you are settled in. You will need to ensure that you always record your homework in your planner, including the deadlines. Check your planner each evening when you get home and prioritise the tasks so that you do not miss any of these deadlines. If you are unsure of how to do a particular piece of homework, ask your teacher for some assistance - before the deadline!

We want you to be able to enjoy all aspects of life at Parkstone. There will be many clubs and activities taking place at lunchtimes and after school. Come along and try out something new – seize every opportunity you can. It is an ideal way to meet new friends and to get the most out of your first year at Parkstone.

Finally, we are certain you will enjoy your first year with us at Parkstone. Don't forget to ask if there is anything you are unsure of. You will find everyone is really helpful.

Yours sincerely



Mr J Scopes
Assistant Headteacher

FORM TUTORS

Head of Year	~ Mrs Henderson	
Form Tutors	~ Ms S McHugh	~ 7P
	~ Mrs R Price	~ 7A
	~ Mrs H Pannell & Miss A Burton	~ 7R
	~ Miss C Benson	~ 7K
	~ Miss A Sweet & Mrs L Farbridge	~ 7S
	~ Mrs N Peace	~ 7T

SUBJECT REPORTS

ART & DESIGN

Departmental Teachers: Miss Batley and Miss Sturdy

Intent

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. To encourage students to challenge themselves with their ideas, use of materials, develop an independent approach, develop resilience, self-motivation, and an inquisitive mind. To encourage risk taking and problem solving, life skills to help them beyond Parkstone.

Details of teaching scheme to be followed and timing:

In Year 7 students follow a broad based course building on the skills they have acquired from their previous schools. The course covers the formal elements of drawing: drawing from observation; mark-making; developing compositional awareness; perspective; symbolism; and tone. We also explore colour theory and practical painting & colour mixing skills. We explore a variety of techniques and materials and students will develop their own work and ideas, using other artists' work as inspiration.

The outcomes could include drawing, painting, printing and sculpture.

Assessment will be ongoing throughout the year. There is no end of year Art practical exam.

Students are expected to have basic art materials: 2B pencil, sharpener, rubber, glue stick (Pritt Stick recommended), watercolour set, fine liner, colouring pencils (to allow for work at home), an overall for all lessons (a long-sleeved, old shirt is recommended) and an A3 portfolio or file to transport work to and from School when needed.

Hints on how to be successful in the course:

- Listen carefully to instructions and always ask for clarification if unsure about anything
- Be prepared to experiment with new materials and ideas.....really challenge yourself!
- Aim for a high standard in both your artwork and presentation
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Devise a work schedule and keep on task to meet deadlines
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Always keep a backup of all material stored on computer, in case of any problems with software/hardware
- Name/label all work

COMPUTER SCIENCE

Departmental Teachers: Mr Mortell and Mr White

Intent

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. It provides insights into both natural and artificial systems. At Parkstone students will learn to analyse problems in computational terms, design solutions and have repeated practical experience of writing computer programs to create and test their solutions. Students will also become digitally literate with ability to use, express themselves and develop their ideas through information and communication technology.

Details of teaching scheme to be following and timing:

AUTUMN TERM

The Power of Social Media and Digital Footprints. Upstander or Bystander
Bebras Computational Thinking Challenge

SPRING TERM

SCRATCH computer programming
Small BASIC computer programming

SUMMER TERM

Microbit computer programming
Cryptography and Encryption

Skills which we aim to develop include:

- How to understand and apply the fundamental principles of computer science, including abstraction, logic and algorithms
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- An appreciation of the power of on-line platforms and media
- Becoming responsible, competent, confident, creative users of ICT
- Develop and knowledge and understanding of cryptography and an ability to apply encryption techniques

Resources used:

- Wide variety of on-line materials that will aid students in their learning
- Students will use books for the planning and evaluation of their work
- Several computer programs used all of which can be downloaded for free
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

Homework and Assessments:

- Any homework given will be able to be completed without the use of computers
- The homework time for computer science is the same as all other subjects
- At the end of each topic students complete an assessment, the forms of assessment vary over the year

Hints on how to be successful in the course:

- A passion for learning how to use and how to get the most from computers and other digital devices
- Keep up to date on changes that will impact you and how to keep yourself safe online
- An interest in using the computer for more than just typing up essays or producing presentations

DRAMA

Departmental Teachers: Mr Graves, Ms Peace and Ms Whelan

Intent

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

'Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That's where creativity comes in; it's one of the three central pillars to a high-quality education.

Details of teaching scheme to be followed and timing:

Term 1

Storytelling

This project looks at how to tell a story in a variety of different ways. At the end of the project, students perform an improvised drama to the rest of the class based on a story introduced in the project, using a narrator and sound effects.

Mime

This project aims to develop students' understanding of mime. At the end of the project, in groups of three or four, they perform a scene to the rest of the class, in mime.

Term 2

The Story of Jo

This project explores a real life scenario with an open ending. Students will explore the story from different perspectives of the character's involved, in the style of realism. By the end of the project students will have devised their own ending to the story to perform to the rest of the class.

Text

This project is about using a variety of texts as stimuli for drama. At the end of the project, students perform a scene from the script of a mini-play to the class.

Term 3

Character

In this project, students learn how a character can be developed. At the end of the project, students perform a brief scene using the characters they have created and a script which they devise.

End of year performance project

Students will have the opportunity to create a group or whole class performance based on a text or stimulus given by the teacher. Projects are designed to appeal to a specific class and could include a Street Theatre style performance, an abridged Shakespeare play or a piece of Musical Theatre. Students will have the opportunity to include costume, lighting, sound and set to create a fully integrated piece of Theatre drawing together the skills acquired on the course so far.

Resources plus any materials students need to provide:

Students need to wear their PE shorts and bring their Drama journals to every lesson

Notes on homework and assessments and end of year examinations:

Assessment takes the form of teacher observation of performance at key stages in the course and through student contribution to group work and evaluation of work in progress. These observations are recorded in the form of written comments, accompanied by levels (recommended by Arts Council and DfES). Students complete an evaluation sheet after each assessment. Students will occasionally be required to rehearse and polish work for presentation in their own time.

Hints on how to be successful in the course:

- Commit
- Cooperate
- Communicate
- Create

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Departmental Teachers: All English teachers

Intent:

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

Details of teaching scheme to be followed and timing:

The programme of study is designed to ensure that students are given opportunities to develop their core skills in reading, writing, speaking and listening throughout the year. Students read a range of challenging texts, including a novel, poetry, drama, media and non-fiction over the course of the year. The ability to analyse and think carefully about what they read encourages them to become enthusiastic, discriminating and responsive readers. They are encouraged to read for pleasure, referring to the department-suggested booklist for guidance and completing a Reading Challenge, which involves reading a range of genres.

Speaking and listening form an integral part of English lessons with students being given opportunities to speak in a wide variety of contexts. Students are taught to develop confidence and skills to improve and develop their own writing for different purposes and audiences (such as letters, diaries, articles, reports, narrative or discursive essays). Building on work done at KS2, they are taught to comment on the effects of grammatical structures of language (such as sentence constructions, tenses and word classes) and also stylistic features (such as alliteration, metaphor, personification and so on). Using other writers as models and through workshop activities in class, students are encouraged to identify strategies to improve their expression, presentation and accuracy.

Skills that students need to acquire:

READING

- To show understanding of the ways in which meaning and information are conveyed in a range of texts
- To articulate personal and critical responses to what they read, showing awareness of thematic, structural and linguistic features
- To select and synthesise a range of information from different sources

WRITING

- To write in an appropriate style, in a range of forms
- To use grammatical features and vocabulary accurately and effectively
- To structure work clearly and meaningfully with varied and accurate paragraphing and punctuation
- To present work legibly and accurately with correct spelling

SPEAKING AND LISTENING

- To match their talk to the demands of different situations
- To make a range of confident contributions, using appropriate structures, vocabulary, tone and emphasis
- To listen sensitively and perceptively in order to respond to other people's ideas

Resources plus any materials students need to provide:

- Individual copies of set texts (novel, play, short story etc.) are loaned to students over a period of weeks as appropriate
- Source books and stimulus materials are available to students, individually, for use as appropriate during lessons.
- Classrooms are equipped with reference books for use during workshop sessions (dictionary, thesaurus etc.)
- Various booklets and guidelines are provided during the year to support independent learning, including a suggested booklist for wider independent reading and a booklet identifying strategies to improve spelling
- The department will supply students with a set of dividers in order to keep their work ordered and tidy, however students will need to supply their own A4 ring binder folder.
- Students are timetabled to have one lesson every two-week cycle in the school Library. The aim of the Library lesson is for students to develop not only a love of reading, but also to challenge their reading choices. This is supported by the reading challenge that each student undertakes throughout the year – pushing the boundaries of their literary choices.

Notes on homework and assessments:

Homework assignments will include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing in different formats for different purposes and audiences, as well as writing essays using critical analysis and evaluation skills.

Work is assessed and students are given regular feedback. When marked work is returned, students are encouraged to self-assess and respond to feedback, enabling them to monitor their own progress and identify specific targets for future improvement or development.

The formally assessed tasks in Year 7 are:

- Creature and non-fiction writing assignments
- Reading assignment on a Shakespeare play
- Reading assignment on a class novel
- A language investigation project
- A media project
- A poetry module

Hints on how to be successful in the course:

Students should ensure that they:

- Actively contribute to lessons, in both class discussions and group work
- Complete all tasks set to the best of their ability
- Meet deadlines
- Know exactly what is required when an assignment is set – writing down carefully the wording of a question and any instructions given about how the piece will be marked
- Listen carefully to any feedback when work is returned – adding notes, if appropriate, at the end of the assignment
- Think carefully, having noted the teacher's written and oral comments about what target to set for next time
- Organise work carefully and logically in folders, learning to recognise the different types of skills and work required
- Read widely, independently and regularly, seeking the advice of library staff and their teachers, as well as peers, in choosing more challenging texts

FRENCH – Year 7

Departmental Teachers:

Miss Brasselet, Mrs Child, Mrs Cottage and Miss Lethbridge

Curriculum Intent

To give students:

- a love of the French language and interest in Francophone cultures
- an understanding of basic commands and questions, texts and recordings, both factual and literary
- a sound phonetic basis in the language, allowing them to pronounce the language clearly
- confidence to interact spontaneously at a basic level, whether to make conversation or express needs/wishes
- the ability to use French to perform essential functions they may need while travelling
- the ability to express and justify opinions
- the ability to speak about future plans as well as present realities
- a foundation of high-frequency vocabulary and basic grammatical understanding

Details of teaching scheme to be followed:

Topics to be covered:

- Classroom instructions and phrases
- The Alphabet and phonics
- Saying how you are
- Ages and birthdays
- Nationalities
- Places in the town
- Arranging to meet friends
- Weather
- Shopping
- At the Pharmacy
- School Subjects
- Telling the Time
-

Events and trips

All pupils are given the opportunity to take part in the National French Spelling Bee competition. Students also have the chance to see a fun production by a touring French theatre company. An immersion activity trip takes place in Normandy at the end of the summer term.

Skills that students need to acquire:

- Interaction in the foreign language
- Use of paper and online dictionaries as language learning tools
- Strategies for efficient learning of vocabulary and grammar structures
- Building up a toolkit of phrases for spoken and written work
- Understanding of the pronunciation of French sounds

Resources:

- In class we will make use of the Dynamo 1 online textbook and Studio 1 textbook.
- Subscription to www.linguascope.com

Notes on homework, assessments and end of year examinations:

Extension/consolidation work is given according to the homework timetable to reinforce and extend work in class. The end-of-module tests and end of year examination tests listening, reading, speaking and writing.

Hints on how to be successful in the course:

- Do not worry if you have not done much French before - no prior knowledge is assumed.
- Do not worry if you don't understand every word! You will gradually pick up more and more!
- Participate as much as possible and do not worry about making mistakes - that is how we learn!
- Refer to your class notes and textbook when completing homework (not Google Translate, please!)
- Ask your teacher for help if you are finding something difficult.

GEOGRAPHY

Departmental Teachers: Miss Forster, Mrs Pannell, Miss Saunders and Mr Hallsworth

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

Details of teaching scheme to be followed and timing:

AUTUMN TERM

My place

Earth structure and volcanoes

SPRING TERM

Geography of food

SUMMER TERM

Environmental issues

Skills which we aim to develop include:

- Geographical vocabulary
- Atlas and map work
- Diagram and sketch mapping
- Enquiry skills
- Communication
- Independent and group work
- Practical fieldwork skills
- Appreciation and empathy for other people's circumstances
- Debating

Resources Used:

- Wide variety of text books and visual stimulus
- Laptop and desktop computers for ICT tasks and Internet research
- Fieldwork equipment for practical work is also available

Homework and Assessments:

- The homework time for Geography is the same as all other subjects and is set weekly when necessary
- At the end of each topic students complete an assessment, the forms of assessment vary over the year

Hints on how to be successful in this course:

- Take an interest in the world around you!
- Organise your written work and homework carefully
- Try and develop the clarity and depth of your written work

HISTORY

Departmental Teachers: Ms Puckett, Miss Saunders, Mr Cleak

Intent

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. Within our areas of study, we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards.

Details of teaching scheme to be followed and timing:

This year will be focussed on British history and how the country has become the country that we live in today. The topics picked are for students to understand some of the key turning points in our history prior to studying history in a more global context in year 8. Each unit will be underpinned by a key historical concept, in order to become familiar with what underpins all history, this concept will then form part of their assessed work for the unit.

Autumn Term

1. Why did William win at Hastings? (Developing PEE paragraphs)

- Anglo-Saxon England at the time of the invasion
- The rival claimants to the throne and Battle of Hastings
- Factors why William won the Battle of Hastings
- Impact of the Norman invasion on the face of Britain

2. Causes and Effects of the Religious Reformation under Henry VIII (Primary source analysis)

- What was the state of the Catholic Church in 1500?
- Reasons for Henry VIII's Break with Rome
- Religious changes in the early modern period
- Impacts of these changes on different groups in England

Spring Term

3. Why was there a Civil War? (Causation)

- Context of the 17th Century and religious/ social changes since the Tudors
- Long Term and Short Term causes of Civil War
- The nature of the fighting during the English Civil War, 1642 – 1646
- The change in Britain's Monarchy
- Oliver Cromwell's impact on Britain

4. Was the British Empire a Good Thing? (Historical debate)

- What the British Empire was
- How the British see/ saw their empire
- How the empire was built
- The importance of war/ trade/ individuals/ the navy

Summer Term

5. What can Jack the Ripper tell us about Victorian London? (Significance)

- Jack and crime
- Jack and policing
- Jack and the impact of urbanisation
- Jack and social problems

Skills that students need to acquire include:**Key concepts:**

- Chronological understanding
- An appreciation of the importance of diverse cultural, ethnic and religious ideas, beliefs and attitudes that have shaped the world
- An understanding of change and continuity and cause and consequence in History.
- An appreciation of the significance of events, people and developments in their historical context
- The ability to evaluate different interpretations of the past

Key processes:

- Historical enquiry – the identification, selection, evaluation and use of a range of historical sources
- Communicating about the past – the recall, selection and development of relevant information using appropriate terminology and a range of techniques including ICT

All resources for the lessons will be provided

Students need to provide their own writing materials, pens, pencils. A range of felt tips, coloured pencils, scissors and glue would be useful.

Students are expected to complete one homework a week. This may take the form of learning, reading, research or writing. There will be a range of methods of assessment depending on topic skills required.

Hints on how to be successful in the course:

- Keep up with homework and classwork and keep to deadlines.
- Listen carefully to instructions and follow them.
- Ensure written work is set out clearly and understandably. Written work should adhere to the rules of good English.
- Look after your history exercise book and keep work in the correct order.
- Develop an enquiring mind and be prepared to ask questions.
- Read around the subject. There are many excellent historical novels and works of non-fiction which are recommended
- Keep an eye on current affairs. The present is created from the past.
- Look out for documentaries, dramas and films about the past.
- Visit sites of historical interest.

MATHEMATICS – Year 7

Departmental Teachers: Mr Burgan, Miss Beattie, Mr Capel, Mrs Fooks, Mrs Huggins, Miss Mitchell, Mr Perriam, Mr Russling and Mrs Woods.

Intent

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations.

As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

Skills that students need to acquire:

Year 7 is very much a foundation year and students must work hard to consolidate and extend concepts and techniques learnt in their previous school. Students are taught in their forms. As most students have been taught in top groups in their previous schools, we consider all of these classes to be top sets. Students will cover a broad range of topics. This will include work which consolidates and extends year 5 and 6 work as well as new topics. We aim for all students to meet some new topics in year 7 but our focus is on mastery of the lower grade GCSE work. There is a great emphasis on non-calculator proficiency in Year 7, with calculators being introduced more towards the latter half of the year. Individuals who have already mastered some of the more difficult topics will generally be extended with more challenging questions rather than by being taught additional topics as this will better prepare them for the challenges of working in a top set in Year 8. They must also be willing to develop their intuition and imagination by tackling unfamiliar problem-solving situations. The National Junior Mathematical Challenge provides an ideal chance to expand horizons and all students will be given the opportunity to take part.

Resources plus any materials students need to provide:

Students will need a scientific calculator. The models recommended are the Casio FX-83 GT Plus, FX-85 GT Plus or the FX-991ES Plus; these can be widely purchased at any major supermarket/stationers. A set of geometry instruments is also required: compasses, protractor and ruler. This equipment should be brought to all lessons.

Notes on homework and assessments and end of year examinations:

Homework is set and marked in accordance with school policy. Two cross year tests are given in the Autumn Term, one in Spring Term, and the scores combined with the end of year examination results on which setting decisions are made for Year 8. The June examination consists of two written papers (one calculator and one non-calculator). The emphasis for the end of year assessment is on understanding, application and lateral thinking, rather than on complex manipulation.

Assessment:

The National Curriculum no longer allows for formal SATs assessment at the end of Key Stage 3. As a result, your daughter will be continually assessed throughout the course of Year 7 and 8 by means of the departmental cross year tests and exams. For cross year tests we award one of the descriptors Excellent, Secure, Developing, Core. The following table gives students an idea of their level of work based on national expectations, for the end of Year 7.

Descriptor	
Excellent	Well above age related expectations
Secure	Above age related expectations
Developing	At or just above age related expectations
Core	Just at, or below age related expectations

There may well be some variation between tests. In particular, each test examines different topics which can mean that the descriptor awarded in successive tests may go down as well as up.

Hints on how to be successful in the course:

The secret of success is to combine enthusiasm and a natural sense of enquiry with a more structured and formalised approach to problem solving. Mathematics should be fun but solutions need to be explained and working set out properly. It is important not to be over-reliant on a calculator; basic number relationships need to be known, as do a wide range of strategies for numerical manipulation.

MUSIC

Departmental Teachers: Mr Block and Mrs Farbridge

Intent

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

Details of teaching scheme to be followed and timing:

Using “open mind-set” teaching and a creative approach to learning, students will Perform, Compose and Appraise and Listen to a variety of music in the following modules:

Autumn Term

‘Find your voice’

- Students will explore singing as a class, in small groups and as a soloist
- They will sing a variety of music in a variety of styles

‘The Passenger’

- A chance for students to explore instrumental music
- They will learn to play ‘The Passenger’ as a class using their own instruments and/or class instruments

Spring Term

‘Samba’

- Students will learn the features of the samba style
- They will learn to play a piece as a class
- They will write their own piece of Samba music in small groups

‘Baroque Music’

- Students will learn about Baroque music and composers
- They will perform Pachelbel’s Canon in D in small groups

Summer Term

‘Classical Music’

- Students will learning about Classical music and composers
- They will composer their own extension to Beethoven’s Fur Elise

‘Musical Theatre’

- Students will sing and play music from musicals
- They will perform a song from a musical in small groups

Skills that students will acquire:

- Performing
- Composing
- Research & Appraising
- Listening

Hints on how to be successful in the course:

Students are encouraged to think creatively, approaching each piece of work with an open mind-set and learning notes of the piano keyboard, practising singing skills etc. as appropriate, making a positive contribution to group work

PHYSICAL EDUCATION

Departmental Teachers: Mrs McAllister, Mrs Greening, Miss Henderson, Miss Benson and Mrs Pope

Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Details of teaching scheme to be followed and timing:

Time allocation: 4 hours per fortnight.

1. Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will develop their understanding of what makes a performance effective and learn how to apply these principles to their own and others work. Students understand and apply the long-term health benefits of physical activity.
2. Students will be taught:
 - To use a range of tactics and strategies to outwit opponents in direct competition through team and individual games (e.g. netball, volleyball, football, badminton, rounder and tennis)
 - Basic and more complex techniques in order to improve their overall performance in a range of aesthetic activities (e.g. athletics, dance and gymnastics)
 - To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best based around the ESDC criteria.

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of activities.

For example:

- **Outwitting opponents - making and applying decision** - as in games activities (rugby, football, netball, volleyball, badminton, tennis and rounders)
- **Accurate replication of actions, phrases and sequences - developing skills** - (gymnastics and dance)
- **Exploring and communicating ideas, concepts and emotions - evaluating and improving** - (gymnastics and dance)
- **Performing at maximum levels in relation to speed, height, distance, strength or accuracy - developing physical and mental capacity** - (athletics)
- **Exercising safely and effectively to improve health and wellbeing - making informed decisions about healthy lifestyles** - (HRF)

A full range of activities are offered eg: netball, football, rugby, tennis, volleyball, cricket, rounders, dance, gymnastics, athletics, health and fitness, cross country, outdoor and adventurous activity, sports leadership.

In all activities students are encouraged to improve their overall performance by rehearsing and refining their skills in isolation as well as in a performance or competitive situation. This is undertaken through planning, performing and evaluating their own and others' work. Activities are organised to accommodate all levels of ability and tasks are differentiated to provide challenge and progress.

The Physical Education programme encourages the development of social skills such as teamwork, co-operation, leadership and communication. Students are made aware of safe working practices.

Students will also have the opportunity to take part in competitive sports and activities as part of an extensive extra-curricular programme. Extra-curricular clubs take place at lunchtime and also afterschool. Students also have the opportunity to represent Parkstone Grammar School if selected for one of the many teams.

Resources plus any materials students need to provide:

PE kit as stated in school handbook.

Assessment details:

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Students are provided with formative assessments throughout each activity area that they partake in. The ESDC policy is used in line with whole school assessment guidelines. Summative assessments on effort, attitude and progress are also monitored again in line with whole school policy.

Hints on how to be successful in the course:

Approach each activity with a spirit of adventure, enjoyment and enthusiasm.

Have a determined and hardworking attitude

Have a love for learning

RELIGION AND PHILOSOPHY

Departmental Teachers: Mrs Atwal, Mr Collins, and Mr Collis

Allocated time: Three hours per fortnight

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

Topics to be covered:

1. How to live a good life

An existential and philosophical approach to the nature and purpose of human life viewed through a theistic and non-theistic perspective. The course includes: Egoism, Hedonism, Utilitarianism and Christian ethics.

2. Hinduism

Origins of Hinduism: Aryans and the Indus Valley, Hinduism: Monotheistic or Polytheistic? The Hindu gods: 1-330 million, The Caste System, The Morality of Arranged Marriages, The Cycle of Samsara and Moksha.

3. Pilgrimage

A thematic unit, examining of the importance of pilgrimage to people who hold a theistic and non-theistic worldview.

4. Spirited Arts

A scheme of learning based around the Spirited Arts competition run by NATRE. This unit enables students to connect to spiritual issues through a variety of artistic mediums.

Skills that students will acquire:

- Be able to ask and understand questions about matters arising from the study of religion
- To understand why and how people reach certain decisions on religious and moral issues, and how these decisions affect their lives
- Improve religious and philosophical vocabulary through the use of a glossary
- Develop analytical and evaluative skills - through the use of Cognitive Flow Charts, Spider-diagrams
- Selection of relevant material in order to express moral and philosophical ideas in a coherent manner
- Justification of opinions in an informed and thoughtful manner
- Ability to assess historical implications for the development of ideas
- Appreciation of how the environment impacts upon and influence the development of the self
- Prepare students for the opportunities, responsibilities and experiences of adult life in a multi-faith society
- ICT skills with regards to accessing information from the web and presenting PowerPoint
- Communication skills – art of listening and asking pertinent, penetrating questions
- Literacy – written expression of ideas in a coherent structure

Notes on homework, assessments and end of year examination:

- Students will be expected to highlight their books to demonstrate their achievement of the Six Keys of success
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, poetry, art, independent research, PowerPoint presentations, student led class presentations

Hints on how to be successful in the course:

- Learn new religious, ethical and philosophical words - recorded in students' glossaries
- Be willing to listen carefully to the opinions of others and respect their right to express their opinions
- A willingness to share ideas with others and support fellow students in their learning
- Readiness to accept that answers are not always easily available and that at times it is more difficult and challenging to know the right question to ask than it is to discover a response

SCIENCE

Departmental Teachers: All Staff from Science Department

Intent

Our whole approach to the teaching and learning of science and the reason we invest such importance in what we do and why we do it, can be summarised by the famous words of Marie Curie:

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less”

Details of teaching scheme to be followed and timing:

A rigorous introduction to science skills. Modules covering all relevant aspects of Chemistry, Physics and Biology, broadly following the EdExcel 5 year KS3 → GCSE progression plan.

An emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry or ‘How Science Works’.

Skills that students need to acquire:

- Safe Laboratory Practise
- Precise and accurate reporting of experiments and other written tasks
- Experimental planning, analysis and evaluation
- Personal organisation, especially with regards to equipment, keeping notes and folder organised, punctuality and deadlines

Resources plus any materials students need to provide:

- Science folder

Essential equipment:

Students need to bring to lessons

- Lab coat
- Writing and drawing equipment
- Calculator

Also useful, but not essential:

- A concise, pocket dictionary
- Coloured pens/pencils
- Glue stick

Notes on homework and assessments and end of year examinations:

- Typically experimental write ups, questions from text/workbook
- Learning tasks for short ‘spot tests’ in class
- Practical Investigations
- Writing accounts of investigatory skills e.g. planning experiments, obtaining and recording evidence, analysis and evaluating evidence
- End of year Science Fair Project

Hints on how to be successful in the course:

- Read and sign the ‘expectations and safety code’ pages in your Student Planner
- Turn up on time, with the right equipment
- Listen carefully
- Think about your work
- Keep your notes up to date and well organised
- Make full use of feedback from your teacher during “Response Time” lessons.
- If in doubt, ask your teacher

What you will do ...

Objectives:

1. To enthuse students arriving into Year 7 at Parkstone Grammar School.
2. To build on students’ previous experiences and build a bridge between those experiences and their new experiences at Parkstone.
3. Develop the students’ PTS skills.
4. To develop the skills needed in Science and to build confidence in using these skills to solve problems.
5. To develop students’ skills in using scientific equipment.
6. To stop students feeling they cannot do Science and seeing themselves at the bottom of the group.

Outline of Year:

Term	Content and Activities	Who Involved	Recording
Autumn	Biology, Chemistry and Physics teaching.	Class Teacher	

Spring	Biology, Chemistry and Physics teaching	Class Teacher	Record practical skills achieved and General Science skills achieved.
Summer	Research project in groups of 6 to include presentation, written document and a stand at a Science Fair for parents to attend. Have to plan a trip to a place on Earth to answer one scientific question.	Science Department	Record all skills used in presentation including all Science and general skills used.

Skills to be covered:

1. Practical skills. Identifying equipment, drawing diagrams, use of the equipment including ICT and data logging. Observation, measuring, recording tables/spreadsheets, writing up practical's, practical's with no relationships, risk awareness and assessment.
2. General skills. Numeracy, graph drawing, literacy, internet search skills.
3. Analytical skills. Describing graphs, explaining graphs, use of the correct terms (eg variables), links, what has been found out, link to aim/hypothesis.
4. Organisational skills. Including keeping folders, bringing correct equipment. Working alone/team/global.
5. Thinking skills. Questioning. Why? What's happening? Does it mean anything? Have I answered the hypothesis? Problem solving. Evaluating. Could this be improved?

Content:

Biology: Cells, Reproduction and Healthy Lifestyle

Chemistry: Particle Theory, Separation Techniques and Earth and Atmosphere

Physics: Energy, Heat Transfer, Forces and Motion

TECHNOLOGY – Year 7

Departmental Teachers: Miss Mackonochie, Mrs Burton, Mr Bichard, Miss Lehman

Four Key Subject Areas: Food Preparation and Nutrition
Textile Technology
Graphics and Product Design
Systems and Control Technology

Intent: Technology Department

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

Through our Technology curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

Details of teaching scheme to be followed and timing:

Students join the school in Year 7 with very different experiences in Design and Technology, and therefore emphasis is placed on providing a common approach to the design process and key skills for making. At the outset of the course, students can access in its learning a Technology handbook explaining the structure and organisation of the programmes of study in Year 7, staffing/room details, safety practices, together with work expectations and assessment details. In addition, each subject area gives students course programmes with aims and objectives, weekly programme of activities, homework and assessment details. This not only provides clarity to the nature of the work and expectations, but also prepares the students with the planning and organisation required during the course, particularly in relation to the requirements for practical sessions.

The course is structured in a carousel arrangement, with students spending a block of time in the different subject areas of Design and Technology, including Textiles and Graphics. Students will also rotate Food Preparation and Nutrition. Each block has 4 hours of lessons per fortnight over a 12 week period. In addition students will learn about systems and control. This is combined with 1 hour homework per fortnight after the first half term.

Key skills and knowledge particularly in relation to handling tools, equipment and materials, and sound practices in safety and hygiene, will be incorporated into resource-based tasks, product disassembly and engaging design and make activities.

The design and make activities place the role of Design and Technology in today's society into perspective, and provide opportunities to work with a range of materials, e.g. wood, plastic, metal, textiles and food, as well as using a range of techniques. Projects are designed to offer students the opportunity to develop from their own knowledge base and capability, apply creative and imaginative flair to design problems while working within the rigours of a demanding design process, and thus providing differentiation to the learning.

Students will produce both a design folder and a combination of development and/or practical outcome/s within Graphics and Textiles and produce a range of dishes and products in Food.

Skills that students need to acquire:

- Management and organisation of time and resources
- Original designing and creativity
- Graphical techniques in a variety of media
- Making – cutting, forming, shaping, manipulation, joining and combining of materials, assembly accuracy and finishing
- Competency in handling and using a range of tools, equipment and machinery
- Safe and hygienic handling of tools, equipment and materials
- Development skills, resilience and problem solving
- Analysis and evaluation, including appropriate material selection
- Communication – written, verbal and visual
- ICT, CAD and CAM

Resources plus any materials students need to provide:

Reference books and computer programmes will be provided by the department and this is supported by reference and lending books in the library. Students may wish to use other resources when researching topics.

Information sheets and linked handouts to programmes of study are usually provided. On occasion homework sheets may need to be printed by the students. Students will be required to provide food materials for their practical sessions and textile materials for the Textiles projects (lists of requirements are given in the briefing document and recipe book). A black fineliner pen is recommended for adding definition to design work.

A recipe book will be provided at the start of the Food rotation and can also be found on its learning

Notes on homework and assessments:

Work expectations and assessment details are given in the Year 7 project introductions and student technology booklets which are also available on the Its Learning platform. The grading system is in line with the whole school policy and structure on assessment. Homework details are given in advance with weekly reminders.

Homework time: 1 hour per fortnight

The main assessment is based on the levels of performance achieved in designing and making projects. These combine to form the TA (Teacher Assessment) in Technology. There is no end of year examination but students will sit end of project tests towards the end of each subject block.

Hints on how to be successful in the course:

- Read all documentation carefully to identify what is required to successfully complete the rotation
- Note homework details and transfer relevant details to student planner
- Devise a work schedule and keep on task to meet deadlines
- Listen carefully to instructions and always ask for clarification if unsure about anything
- Plan ahead to arrive well prepared for practical sessions i.e. do not shop at the last minute
- Name/label your practical work and design/folder sheets
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Aim for a high standard of presentation for both design and written work and an organised approach
- Look at exemplar material to appreciate quality and presentation of work
- Ensure all food ingredients are weighed in advance and labelled

THE WELLBEING PROGRAMME - Year 7

Teachers: Form Tutors and key teaching staff

Intent

At Parkstone we believe that students should be aware that good health and wellbeing is central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop: -

- employability skills so that they are well prepared for the next stage of education, employment or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society.

On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor. The focus of these sessions is coaching, resilience, relaxation and emotional support. Students will have either one to one discussion for 10 minutes or be involved in small group sessions. **There will also be specific sessions on -working with the anti - bullying ambassadors, career pilot, mental health and sleep. Students will also have a timetabled lesson on Wellbeing and Personal Development, this will be once per cycle with a specific member of staff.**

Details of the proposed teaching scheme to be followed and timing: - Please note there could be variations due to Covid – 19 restrictions.

Session	Focus
Autumn Term	7C's of Resilience <ul style="list-style-type: none">• Focusing on coping, character, control, competence, confidence, connection, contribution
Spring Term	Belonging – a wider context <ul style="list-style-type: none">• Cyber safety - Using social media – think you know• Discrimination – looking at different types• Britishness
Summer Term	Taking care of me <ul style="list-style-type: none">• Positive self-image and Puberty• Smoking• Alcohol• Sugar and healthy lifestyle• Tooth decay

Skills that students will acquire:

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks and producing display work and written work. They will develop the self-awareness and confidence required for adult life, further learning and work.

Resources plus any materials students need to provide:

Normal stationery items, plus coloured pens, highlighters, glue stick

Notes on homework and assessments and end of year examinations:

Students are not set homework and are not formally assessed.

Hints on how to be successful in the course:

In order to be successful, it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.