An Introduction to Year Seven/Eight (Age 11-13)

In the school year 2016-2017 this is a composite class consisting of pupils from Year 7 and some pupils from Year 8. Children in Year 7/8 have transitioned into the secondary school setting. Expectations are high both academically and socially. The aim is for the child to work to the best of his/her ability and to develop social skills including tolerance, good behaviour, respect, responsibility and understanding of the needs of others. All these also form a basis for lasting friendships. In this class children are also encouraged to take on more responsibility both for themselves and around the school. Development of particular roles of responsibility will be discussed during the course of the year and a plan of action will be devised.

Students are separated into their year group for their core subjects: English, Maths, Science and Humanities. These classes take place mostly in the mornings. The class is together for subjects such as Design Technology, Physical Education, French, Music and PSHE. They are split based on ability for their German lessons which take place three times per week. Each subject is taught independently by specialist secondary trained teachers.

At all times the work is set at an appropriate level for the individual child so that children's knowledge and skills develop accordingly. As the year progresses the children are expected to learn more independently and to take responsibility for staying organised and to meet the requirements set forth by their different teachers. Some of the teaching of the different subjects may be integrated to allow children to undertake small group or individual research on any of the topics currently under investigation. Some of this research takes place at school but research assignments will also be set as part of the homework requirements. The children are expected to present their work in a variety of ways.

During the course of a week children in Year 7/8 experience a variety of learning opportunities. At all times they are expected and encouraged to listen and observe with full attention and to formulate ideas and express themselves articulately. In any one week they may, for example, read out loud to the class, play act, take part in a debate, engage in a question and answer session, work in a small group on a problem in Mathematics and so on. Children who are non-English speakers are catered for by specialist teachers. The general assessment of the children's work is carried out continuously by the teachers but there is more formal testing in Mathematics and English during the course of the school year.

Each of the subjects is taught to the class and/or separate year groups by specialist teachers and can be taught in different areas of the school e.g. Music. The use of computers, where appropriate, is fully integrated into the curriculum

and the laptops are brought into class. All our computers are networked and connected to the Internet.

The curriculum this year is a brand new curriculum, following the Cambridge International Curriculum and the National Curriculum for England. The Cambridge approach supports schools to develop learners who are:
Confident in working with information and ideas - their own and those of others
Responsible for themselves, responsible for and respectful of others
Reflective as learners, developing their ability to learn
Innovative and equipped for new and future challenges
Engaged intellectually and socially, ready to make a difference
(Information taken from www.cie.org.uk)

There is a regular homework requirement. Homework plays an important part in the curriculum and should be treated accordingly. It is recommended that the children have a quiet place to complete their homework free from unnecessary distractions and a set time to do it wherever possible. Any difficulties with homework can be discussed with the teacher of each of the subjects. Parents are encouraged to help their children with their understanding of their homework tasks but not, of course, to do it for them!

There are opportunities for parents to talk to teachers throughout the year to discuss how their child is performing with regards to the objectives.

The following sections show the teaching objectives for each of the subjects.

Attainment Targets for Children in Year 7/8

Learning Objectives – Year 7 Mathematics

Number and Calculation

- Consolidate the rapid recall of number facts, including positive integer compliments to 100, multiplication facts to 10 x 10 and associated division facts.
- Interpret decimal notation and place value; multiply and divide whole numbers and decimals by 10, 100 or 1000.
- Order decimal including measurements, changing these to the same units.
- Round whole numbers to the nearest 10, 100 or 1000 and decimals including measurements to the nearest whole number or 1 decimal place.
- Use known facts and place value to multiply and divide two-digit numbers by a single digit number, e.g. 45 x 6, 96 ÷ 6.
- Know and apply tests of divisibility by 2, 3, 5, 6, 8, 9, 10 and 100.
- Use known facts, place value to multiply simple decimals by one-digit numbers e.g. 0.8 x 6.
- Recognise the equivalence of simple fractions, decimals and percentages.
- Simplify fractions by cancelling common factors and identify equivalent fractions; change an improper fraction to a mixed number and vice versa; convert terminating decimals to fractions e.g. 0.23 = 23 ÷100.
- Compare two fractions by using diagrams or by using a calculator to convert the fractions to decimals, e.g. $\frac{3}{5}$ and $\frac{13}{20}$.
- Recognise negative numbers as positions on a number line and order, add and subtract positive and negative numbers in context.
- Know the relationships between units of time; understand and use the 12-hour and 24-hour clock systems; interpret timetables; calculate time intervals.
- Recognise multiples, factors, common factors, primes (all less than 100) making use of simple tests of divisibility; find the lowest common multiple in simple cases; use the "sieve" for generating primes developed by Eratosthenes.
- Recognise squares of whole numbers to at least 20 x 20 and the corresponding square roots; use the notation 72 and □49.
- Add and subtract two simple fractions e.g. $\frac{1}{8}+\frac{9}{8}$, $\frac{11}{12}-\frac{5}{6}$.
- Find fractions of quantities (whole number answers); multiply a fraction by an integer.

- Understand percentages as the number of parts in every 100; use fractions and percentages to describe parts of shapes, quantities and measures.
- Calculate simple fractions and percentages of quantities, e.g. one quarter of 64, 20% of 50kg.
- Use the laws of Arithmetic and inverse operations to simplify calculations with whole numbers and decimals.
- Know when to round up or down after division, when context requires a whole number answer.
- Read the scales on a range of analogue and digital measuring instruments.
- Know the abbreviations for and relationships between square metres (m^2), centimetres (cm^2) and millimetres (mm^2).
- Use the order of operations, including brackets, to work out simple calculations.
- Add and subtract integers and decimals, including numbers with different numbers of decimal places.
- Multiply and divide decimals with one and/or two places by single digit numbers, e.g. 13.7 x 8, 4.35 ÷ 5.
- Know that in any division where the dividend is not a multiple of the divisor, there will be a remainder, e.g. 157 ÷ 25 = 6 remainder 7. The remainder can be expressed as a fraction of the divisor e.g. 157 ÷ 25 = $6\frac{7}{25}$
- Calculate simple percentages of quantities (whole number answers) and express a smaller quantity as a fraction or percentage of a larger one.
- Use percentages to represent and compare different quantities.
- Use ratio notation, simplify ratios and divide a quantity into two parts in a given ratio.
- Recognise the relationship between ratio and proportion.
- Use direct proportion in context; solve simple problems involving ratio and direct proportion.

Algebra and Measures

- Choose suitable units of measurement to estimate, measure, calculate and solve problems in everyday contexts.
- Use letters to represent unknown numbers or variables; know the meanings of the words term, expression and equation.
- Know that algebraic operations follow the same order as arithmetic operations.

- Construct simple algebraic expressions by using letters to represent numbers.
- Simplify linear expressions e.g. collect like terms; multiply a constant over a bracket.
- Generate terms of an integer sequence and find a term given its position in the sequence; find simple term-to-term rules.
- Generate sequences from spatial patterns and describe the general term in simple cases.
- Derive and use simple formulae e.g. to change hours to minutes.
- Substitute positive integers into simple linear expressions/formulae.
- Represent simple functions using words, symbols and mappings.
- Generate coordinate pairs that satisfy a linear equation, where y is given explicitly in terms of x, plot the corresponding graphs; recognise straight-line graphs parallel to the x- or y- axis.
- Derive and use formulae for the area and perimeter of a rectangle; calculate the perimeter and area of compound shapes made from rectangles.
- Know and use abbreviations for and relationships between metric units; Kilo-centi-milli-; convert between:
- Kilometres (km), metres (m), centimetres (cm) and millimetres (mm)
- Tonnes (t), kilograms (kg) and grams (g)
- Litres (l) and millilitres (ml)
- Compare two fractions by using diagrams or by using a calculator to convert the fractions to decimals, e.g. $\frac{3}{5}$ and $\frac{13}{20}$.
- Derive and use formulae for the volume of a cuboid; calculate volumes of cuboids.
- Calculate the area of cubes and cuboids from their nets.
- Draw and interpret graphs in real life context involving more than one stage e.g. travel graphs.

Handling Data and Geometry

- Identify, describe, visualise and draw 2D shapes in different orientations.
- Use the notation and labelling conventions for points, lines, angles and shapes.
- Name and identify side, angle and symmetry properties of special quadrilaterals and triangles and regular polygons with 5, 6 and 8 sides.
- Estimate the size of acute, obtuse and reflex angles to the nearest 10 degrees.

- Decide which date would be relevant to an inquiry and collect and organise the data.
- Design and use a data collection sheet or questionnaire for a simple survey.
- Use the language of probability to describe and interpret results involving likelihood and chance.
- Understand and use the probability scale from 0 to 1.
- Find probabilities based on equally likely outcomes in simple contexts.
- Start to recognise the angular connections between parallel lines, perpendicular lines and transversals.
- Calculate the sum of angles at a point, on a straight line and in a triangle and prove that vertically opposite angles are equal; derive and use the property that the angle sum of a quadrilateral is 360°.
- Recognise line and rotation symmetry in two-dimensional shapes and patterns; draw lines of symmetry and complete patterns with two lines of symmetry; identify the order of rotational symmetry.
- Find the mode (or modal class for grouped data), median and range.
- Calculate the mean from a simple frequency table.
- Draw and interpret bar line graphs and bar charts, frequency diagrams for grouped discrete data, simple pie charts and pictograms.
- Identify all the possible mutually exclusive outcomes of a single event.
- Use experimental data to estimate probabilities.
- Compare experimental and theoretical probabilities in simple contexts.
- Construct and use frequency tables to gather discrete data, grouped where appropriate in equal class intervals.
- Draw conclusions based on the shape of graphs and simple statistics.
- Compare two simple distributions using the range and the mode, median or mean.
- Read and plot coordinates of points determined by geometrical information in all four quadrants.
- Transform two-dimensional shapes by:
    - reflection in a given line
    - rotation about a given point
    - translation

  Know that shapes remain congruent after these transformations.
- Solve simple geometrical problems by using side and angle properties to identify equal lengths or calculate unknown angles and explain reasoning.
- Recognise and describe common solids and some of their properties, e.g.

the number of faces, edges and vertices.
- Use a ruler, setsquare and protractor to:
- Measure and draw straight lines to the nearest millimetre.
- Measure and draw acute, obtuse and reflex angles to the nearest degree.
- Draw parallel and perpendicular lines.
- Construct a triangle given two sides and the included angle (SAS).
- Construct squares and rectangles.
- Construct regular polygons, given a side and internal angle.

Learning Objectives – Year 8 Mathematics

Number and Calculation

- Add, subtract, multiply and divide integers.
- Read and write positive integer powers of 10; multiply and divide integers and decimals by 0.1, 0.01.
- Order decimals, including measurements, making use of the =, ≠, > and < signs.
- Round whole numbers to a positive integer power of 10, e.g. 10, 100, 1000 or decimals to the nearest whole number or one or two decimal places.
- Find equivalent fractions, decimals and percentages by converting between them.
- Convert a fraction to a decimal using division; know that a recurring decimal is a fraction.
- Order fractions by writing with common denominators or dividing and converting to decimals.
- Use known facts to derive new facts, e.g. given 20 × 38 = 760, work out 21 × 38.
- Recall simple equivalent fractions, decimals and percentages.
- Recall relationships between units of measurement.
- Identify and use multiples, factors, common factors, highest common factors, lowest common multiples and primes; write a number in terms of its prime factors, e.g. 500 = 22 × 53.
- Add and subtract fractions and mixed numbers; calculate fractions of quantities (fraction answers); multiply and divide an integer by a fraction.
- Calculate and solve problems involving percentages of quantities and percentage increases or decreases; express one given number as a fraction or percentage of another.
- Use equivalent fractions, decimals and percentages to compare different quantities.
- Recall squares to 20 × 20, cubes to 5 × 5 × 5 and corresponding roots.

- Use known facts and place value to multiply and divide simple decimals, e.g. 0.07 × 9, 2.4 ÷ 3.
- Use known facts and place value to calculate simple fractions and percentages of quantities.
- Solve simple word problems including direct proportion problems.
- Consolidate adding and subtracting integers and decimals, including numbers with differing numbers of decimal places.
- Divide integers and decimals by a single-digit number, continuing the division to a specified number of decimal places, e.g. 68 ÷ 7.
- Calculate squares, positive and negative square roots, cubes and cube roots; use the notation $\sqrt{49}$ and $\sqrt[3]{64}$ and index notation for positive integer powers.
- Simplify ratios, including those expressed in different units; divide a quantity into more than two parts in a given ratio.
- Use the unitary method to solve simple problems involving ratio and direct proportion.
- Use known facts and place value to multiply and divide simple fractions.
- Use the laws of Arithmetic and inverse operations to simplify calculations with integers and fractions.
- Use the order of operations, including brackets, with more complex calculations.
- Multiply and divide integers and decimals by decimals such as 0.6 or 0.06, understanding where to place the decimal point by considering equivalent calculations, e.g. 4.37 × 0.3 = (4.37 × 3) ÷ 10, 92.4 ÷ 0.06 = (92.4 × 100) ÷ 6.

Algebra and Geometry

- Know that letters play different roles in equations, formulae and functions; know the meanings of formula and function.
- Know that algebraic operations, including brackets, follow the same order as arithmetic operations; use index notation for small positive integer powers.
- Construct linear expressions.
- Simplify or transform linear expressions with integer coefficients; collect like terms; multiply a single term over a bracket.
- Generate terms of a linear sequence using term-to-term and position-to-term rules; find term-to-term and position-to-term rules of sequences, including spatial patterns.
- Express simple functions algebraically and represent them in mappings.
- Know that if two 2D shapes are congruent, corresponding sides and angles are equal.
- Classify quadrilaterals according to their properties, including diagonal properties.

- Know that the longest side of a right-angled triangle is called the hypotenuse.
- Identify alternate angles and corresponding angles.
- Find the midpoint of the line segment AB, given the coordinates of points A and B.
- Derive and use simple formulae, e.g. to convert degrees Celsius (°C) to degrees Fahrenheit (°F).
- Substitute positive and negative integers into formulae, linear expressions and expressions involving small powers, e.g. 3x2 + 4 or 2x3, including examples that lead to an equation to solve.
- Construct tables of values and use all four quadrants to plot the graphs of linear functions where y is given explicitly in terms of x; recognise that equations of the form y = mx + c correspond to straight-line graphs.
- Draw simple nets of solids, e.g. cuboid, regular tetrahedron, square based pyramid, triangular prism.
- Identify all the symmetries of 2D shapes.
- Use a straight edge and compasses to construct:
  - the midpoint and perpendicular bisector of a line segment
  - the bisector of an angle
- Transform 2D shapes by rotation, reflection and translation and simple combinations of these transformations.
- Construct and solve linear equations with integer coefficients (unknown on either or both sides, without or with brackets).
- Use a linear expression to describe the nth term of a simple arithmetic sequence, justifying its form by referring to the activity or practical context from which it was generated.
- Understand a proof that
  - the angle sum of a triangle is 180° and that of a quadrilateral is 360°
  - the exterior angle of a triangle is equal to the sum of the two interior opposite angles
- Solve geometrical problems using properties of angles, of parallel and intersecting lines and of triangles and special quadrilaterals, explaining reasoning with diagrams and text.

Handling Data and Measures

- Interpret and make simple scale drawings.
- Choose suitable units of measurement to estimate, measure, calculate and solve problems in a range of contexts, including units of mass, length, area, volume or capacity.
- Identify and collect data to answer a question; select the method of collection, sample size and degree of accuracy needed for measurements.

- Know the difference between discrete and continuous data.
- Construct and use:
  - frequency tables with given equal class intervals to gather continuous data
  - two-way tables to record discrete data
- Calculate statistics for sets of discrete and continuous data; recognise when to use the range, mean, median and mode and, for grouped data, the modal class.
- Interpret tables, graphs and diagrams for discrete and continuous data and draw conclusions, relating statistics and findings to the original question.
- Know that if the probability of an event occurring is p, then the probability of it not occurring is 1 – p.
- Find probabilities based on equally likely outcomes in practical contexts.
- Know that distances in the USA, the UK and some other countries are measured in miles and that one kilometre is about 5/8 of a mile.
- Derive and use formulae for the area of a triangle, parallelogram and trapezium; calculate areas of compound 2D shapes, lengths, surface areas and volumes of cuboids.
- Use simple nets of solids to work out their surface areas.
- Draw and interpret:
  - frequency diagrams for discrete and continuous data
  - pie charts
  - simple line graphs for time series
  - stem-and-leaf diagrams
- Compare two distributions using the range and one or more of the mode, median and mean.
- Find and list systematically all possible mutually exclusive outcomes for single events and for two successive events.
- Use a ruler and compasses to construct:
  - circles and arcs
  - a triangle, given three sides (SSS)
  - a triangle, given a right angle
  - hypotenuse and one side (RHS)
- Understand and use the language and notation associated with enlargement; enlarge 2D shapes, given a centre of enlargement and a positive integer scale factor.
- Draw and interpret graphs in real life contexts involving more than one component, e.g. travel graphs with more than one person.
- Know the definition of a circle and the names of its parts; know and use formulae for the circumference and area of a circle.

- Compare proportions in two pie charts that represent different totals.
- Compare estimated experimental probabilities with theoretical probabilities, recognising that:
  - when experiments are repeated different outcomes may result
  - increasing the number of times an experiment is repeated generally leads to better estimates of probability

Key Objectives - Year 7/8 English

Reading

Pupils are taught to:

- *develop an appreciation and love of reading and read increasingly challenging material independently through:*
  - reading a wide range of fiction and non-fiction
  - choosing and reading books independently for challenge, interest and enjoyment
  - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- *understand increasingly challenging texts through:*
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  - checking their understanding to make sure that what they have read makes sense
- *read critically through:*
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot and characterisation and the effects of these
  - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Writing

Pupils are taught to:

- *write accurately, fluently, effectively and at length for pleasure and information through:*
  - writing for a wide range of purposes and audiences
  - summarising and organising material and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

- *plan, draft, edit and proof-read through:*
  - considering how their writing reflects the audiences and purposes for which it was intended
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the Key Stage 1 and 2 programmes of study for English.

Grammar and Vocabulary

Pupils are taught to:

- *consolidate and build on their knowledge of grammar and vocabulary through:*
  - extending and applying the grammatical knowledge learnt in KS2
  - drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech

Spoken English

Pupils are taught to:

- *speak confidently and effectively, including through:*
  - using Standard English confidently in a range of formal and informal contexts including classroom discussion
  - giving short speeches and presentations, expressing their own ideas and keeping to the point
  - participating in formal debates and structured discussions, summarising and/or building on what has been said
  - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning

German as a Foreign Language

At the end of Year 7/8 your child should be able to:

1 Listening

Understand and respond to longer, detailed instructions, messages and complex dialogues.

Identify and understand specific details in familiar and unfamiliar language.

Have an increasing range of comprehension.
Express an opinion and compare it with others' opinions.

2 Speaking

Initiate conversation on familiar and new topics.
Give a short presentation on everyday activities and interests in past tense.
Speak confidently and effortlessly using a broad range of vocabulary.
Use conjunctions in more complex sentences.
Participate orally in class, showing good ability to discuss a variety of subjects.
Use grammatically correct speaking patterns according to the level of experience.

3 Reading

Read long, demanding texts fluently and relate to their own experience.
Read with accurate pronunciation and intonation.
Read with good expression.
Deal with longer passages with complex sentence structure.
Understand texts in simple past.

4 Writing

Write familiar sentences and short texts from memory.
Complete exercises independently and creatively in the allotted time.
Write using correct spellings and more complex vocabulary.
Use vocabulary appropriate to topic.
Use grammatically correct writing patterns according to the level of experience.

Deutsch als Muttersprache

Am Ende von Year 7/8 sollte Ihr Kind in der Lage sein:

1 Sprechen und Zuhören

- bewusst zu sprechen (z.B. sich sach- und situationsangemessen zu äußern; sich konstruktiv an einem Gespräch zu beteiligen; kriterienorientiert das eigene Gesprächsverhalten und das anderer zu beobachten, reflektieren und bewerten; Aufmerksamkeit für verbale und nonverbale Äußerungen zu entwickeln)
- sich argumentationsfähig in Gesprächen und Diskussionen zu äußern

2 Schreiben

- argumentative Texte zu verfassen
- das Analyse- und Interpretationsverfahren bei literarischen Texten sowie Sachtexten anzuwenden

3 Lesen – Umgang mit Texten und Medien

- literarischen Texte und ihre Gattungsmerkmale zu kennen und zu benennen
- mit Sachtexten und medialen Texten umzugehen

4 Reflexion über Sprache

- elementare Fachbegriffe der Wort- und Satzgrammatik zu verwenden
- mit Hilfe einfacher Sprach- und Kommunikationsmodelle Texte zu beschreiben und zu analysieren
- die Grundprobleme der Sprachnorm, der Sprachvarietät und des Sprachwandels an geeigneten Beispielen zu erklären

Key Objectives - Year 7 History

The prescribed skills will be taught but the content may be adjusted.

Historiography

- Understand the difference between events and written accounts.
- Understand that history requires critical engagement.
- Understand the nature of bias and begin to work towards compensating for bias.

The 19th Century

- The changes in science and technology referred to as the Industrial Revolution.
- The changes in society brought about through the Industrial Revolution.
- The growth of Unionisation and development of legal protections for workers.
- The development of key ideologies and the dominance of Imperialism.
- The Unifications of Germany and Italy.

World War I

- Causes of World War I.
- The conditions of World War I.
- General course of World War I.
- End of World War I and the Treaty of Versailles.

1917 and the Interbellum

- Basic understanding of the political spectrum as applying to the early mid-20th Century.
- Understanding of the causes and key events of the Russian Revolution.
- Understanding of the causes and key features of the rise of dictators in

interwar Europe.

- Awareness of the nature and effects of the Depression.

World War II

- Understanding the basic factors that led to the rise of the Nazi Party.
- Basic understanding of the key features of Nazi rule.
- The events leading up to World War II.
- General course of World War II.
- The ending of World War II – D-Day and the atomic attacks on Japan.

The Cold War

- Basic understanding of the ideological split.
- Understanding the significance of Mutually Assured Destruction.
- The partition of Europe – the Berlin Airlift and the Berlin Wall.
- The creation and key functions of the UN.
- Knowledge of key events in the creation of the People's Republic of China.
- Knowledge of the significance and key events of the Korean War.
- Knowledge of the significance and key events of the Vietnam War.
- The end of the Cold War – The Velvet Revolution and the fall of the Berlin Wall.

Recent History

Key Aim – to develop an awareness of history as a continual process and to connect the previously studied subjects to current events.

- Awareness of the key events of the First Gulf War.
- Awareness of the significance and key events of 11th September 2001.
- Awareness of the key features of the Afghan War.
- Awareness of the key features of the Second Gulf War.

Key Objectives - Year 8 History

The prescribed skills will be taught but the content may be adjusted.

Historiography

- Understand the difference between events and written accounts.
- Understand that history requires critical engagement.
- Understand the nature of bias and continue to develop skills of textual analysis.

Origins

- Awareness of the scale and key phases of Prehistory.
- Understanding the significance of climate, landscape and water to the

development of early urban settlements.

- Understanding the significance of the development of agriculture and writing.
- Awareness of the key features and development of Early Civilisations with particular focus on the civilisations of Mesopotamia.
- Understanding the significance and key features of religions in Early Civilisations.
- Understanding the key features of religion and society in Ancient Egypt.
- Basic knowledge of the key events in the development of civilisation in Mesopotamia and Ancient Egypt.

Ancient Greece

- Awareness of the significance of and key points in the development of Minoan Civilisation.
- Awareness of the significance of and key points in the development of Mycenaean Civilisation.
- Understanding the development of Hellenic civilisation in post-Dark Age Greece.
- Understanding the development of city-states and the key distinguishing features of Athens and Sparta; compare these to modern states.
- Awareness of the key features of the neighbouring Persian Empire.
- Understanding the significance and key events in the Persian Wars.
- Understanding the causes and course of the Peloponnesian Wars.
- Awareness of the significance of social and political development in Classical Greece.
- Understand the significance and key features of the rise of Philip II and Alexander the Great.

The Roman Republic

- Awareness of the situation in the Mediterranean circa 510 BC.
- Understanding the causes and events surrounding the founding of the Roman Republic.
- Understanding the key features of the development of the Republican Constitution.
- Understanding the significance and key features of the Punic Wars.
- Understanding the significance and key events in the careers of the Gracchi; be able to apply lessons learnt to modern contexts.
- Awareness of the significance and key events in the career of Sulla.
- Understanding the significance and key events in the life of Caesar and the Roman Civil War.
- Consider the causes of the collapse of the Republic and apply lessons learnt

to modern contexts.

The Principate and Dominate

- Awareness of the development of the Principate and the cultural significance of the Augustan Age
- Consider the features, conditions and appeal of early Christianity.
- Awareness of the Roman Crisis and the significance of Constantine.
- Consider the significance of the development of the Dominate, the division of the Empire and the adoption of Christianity and the Imperial Religion.
- Consider the legacy of Antiquity and the impact on the modern world.

The Medieval

- Understanding the key factors that led to the collapse of the Western Empire.
- Understanding the development of the Eastern Empire.
- Understanding the key features and significance of the Great Schism.
- Understanding the key features and significance of the rise of Islam.
- Awareness of the rise of the Franks and the Second Western Empire.
- Understanding the key features of the formation of early Slavic nations.
- Understanding the fall of Great Moravia and the rise of Hungary.
- Awareness of the causes and basic sequence of the Crusades and Re-conquest.

Renaissance and Reformation

- Understanding the key features and significance of the Renaissance.
- Awareness of the interrelated nature of the developments of the Renaissance.
- Understanding the key events and impact of exploration and expansion during the period.
- Understanding the causes, key features and impact of the Reformation.
- Understanding the causes, key features and basic course of the Thirty Years War.
- Consider the significance of events from this period for the world today.

Key Objectives – Year 7/8 Geography

The aim of the Geography Scheme of Work is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed active

citizens. The learning objectives are the same for both year groups because they will be building upon existing knowledge and developing their skill further. The topics we will study in Year 7 include: What is Geography, Restless Earth, Conflict and Geography, Tourism and Migration. Year 8 will build upon the topics covered in Year 7 by studying them through the geographical locations of the United States of America, Australia and Africa.

By the end of Year 7/8, students should be able to perform the following geographic skills:

- Develop skills in:
    - Acquiring, processing and communicating geographical information
    - Choosing and applying appropriate geographical tools

- Knowledge and understanding of:
    - The characteristics and spatial distribution of environments
    - How people and communities modify and are affected by the environment
    - How physical, social, cultural, economic and political factors shape communities, including the global community
    - Civics for informed and active citizenship

- Values and attitudes:
    - Ecological sustainability
    - A just society
    - Intercultural understanding
    - Informed and active citizenship
    - Lifelong learning

Learning Objectives - Year 7 ICT

Internet Safety

- Using antivirus software
- Using firewalls
- Security Patching
- Anonymity
- Identifying grooming techniques and how to report them

File Management

- Copying, pasting, moving files
- Creating folders

- Save and load files across a network

Control: Input, Process and Output

- Describe inputs that can cause an event to happen.
- Use a flow diagram to graphically model a solution to a problem.
- Write a sequence of instructions and understand that sequence is important.
- Explore the effects of changing variables in a sequence of instructions.
- Test and refine a program to achieve an intended outcome.
- Discuss the use of ICT outside school and make judgements about its use.

Multimedia Presentation – My School

- Produce a multimedia presentation with text, graphics and sound.
- Use a network and equipment correctly and efficiently.
- Present the final multimedia work.

Databases

- Designing structure, capturing and presenting data.
- Designing and setting-up a database structure.
- Understanding the variety of file types and why they are used.
- Searching a database.
- Producing an appropriate series of queries and reports.

Graphics Manipulation

- File formats and compression
- Cloning
- Filtering
- Producing image files using digital imaging and image capture.
- Demonstrating the process of image editing and manipulation.

Desktop Publishing – Year 7 Magazine

- Work individually to create a magazine based on theme.
- Understanding why reliability of content should be checked.
- Using a desktop publishing package.

Learning Objectives - Year 8 ICT

Internet Safety

- Using antivirus software
- Using firewalls
- Security Patching
- Anonymity
- Identifying grooming techniques and how to report them

Spreadsheets

- Naming cells
- Constants
- Formulas
- Selecting cells
- Chart Designing
- Replication

Relational Databases

- Creating new and opening existing databases.
- Creating a database without using a wizard.
- Tables – what they are and how they work.
- Create a table from scratch in designing view.
- Primary keys
- Entering and manipulating data.
- Tables
- Queries and reports
- Creating relationships – how to link multiple tables together.
- Forms – what they are and how they work.

Graphics Manipulation

- Layers
- Modifying selections
- Pen tool and eraser
- Using filters

Website Creation

- Students learn how to design and build a website on a subject of their choice that can be published on the worldwide web or school intranet
- Using tables
- Using CSS
- Hyper linking
- Inserting images
- Mark-up technique

Key Objectives – Year 7/8 Music

The key learning objectives for pupils in Y7/8 are to:

- continue learning the descant recorder and begin learning the treble and tenor recorder
- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen and its history.

Performing Together: Exploring Arrangements

- Discuss and listen to musical arrangements.
- Learning different parts
- Using triads and chord sequences in a song
- La Bamba

Music Technology: Using iPads

- Sampling
- Manipulating sound
- Garageband App
- Composing, recording and editing tracks

Samba: Music of Brazil

- Exploring percussion
- Building up sounds in layers
- Complex rhythms
- Performing in an ensemble

Working with Chords: The Blues

- Triads, chords, sequences. Use Jazz in the classroom.
- Create a motif and develop own 12 bar blues melody.
- Root chords in music, I, V, VI.
- Introduce chords II and VI.

Musical Hooks and Riffs: Pop Music Story Project

- Identify hooks and riffs in pop music.
- Create own melodic, rhythmic or verbal hook and riff.
- Pop song structures, play and sing.
- Write and perform a song expressing own ideas (in a group).

Musical Structures: Theme and Variations

- Pachelbel Canon in parts
- Ostinato, scales, motifs, sharps and flats
- Recurring theme
- Develop a theme and variations (using chords I, IV, V)

Learning Objectives - Year 7/8 French

Sujet	**Grammaire**

Bonjour

- Bonjour et au revoir
- Qui est-ce?
- Quel age as-tu?
- Comment t'appelles-tu?
- En classe
- Les nombres 1-20

J'habite ici

- La Rochelle -combien?
- Les villes en France -j'habite en France
- Ou habites-tu
- Vocabulaire: les objets dans la salle de classe

Notre familie

- Une famille extraordinaire -un, une
- L'arbre généalogique -le, la, les
- Les nombres 1-70 -sur, sous, dans
  -tu as des frères et des soeurs?
  -il y a……..

-les jours de la semaine

J'aime les animaux

- Grand concours National -posez des questions!
- Une histoire de chats -l'adjectif
- Vocabulaire: les animaux -les couleurs
- Les loisirs

Learning Objectives – Year 7/8 P.E.

Aims

That all pupils;

*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
*lead healthy, active lives

Objectives KS3

*Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (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)
*perform dances using advanced dance techniques within a range of dance styles and forms
*take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
*analyse their performances compared to previous ones and demonstrate improvement to achieve personal best
*take part in competitive sports and activities outside school through community links or sports clubs.

Learning Objectives – Year 7/8 PSHE (Personal, Social, Health and Economic Education)

There are no attainment targets for PSHE Education. Our PSHE programme is designed to address pupils' prior learning, experience, needs and readiness. PSHE is developed to focus on direct experiences and preparation for the future. The core themes that are addressed in Key Stage 3 and continued upon throughout Key Stage 4 are:

Health and Well Being

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to assess and manage risks to health and to stay and keep others safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- understand the role and influence of the media on lifestyle

Relationships

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

Living in the Wider World

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local, national and international economy
- how to make informed choices and be enterprising and ambitious
- how to develop team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

PSHE is a flexible subject and will address needs and topics that are specific to the Year 7/8 group of students.

Learning Objectives – Year 7 Science

Year 7 science students will build upon their previous knowledge and develop further on their science skill set. We will be studying: Living Things; Microorganisms and Disease; Habitats and Environment; Solids, Liquids and Gases; The Earth and Beyond; Acids and Bases; Energy Transformations; Putting Things into Groups; Forces and their Effects.

Across all units the following skill set will be required of Year 7 students.

Scientific Enquiry Skills:

- Carefully observing and describing living things.
- Recording accurately in a variety of ways e.g. drawing, using tabular forms.
- Communicating their ideas supported by evidence.
- Suggesting ideas that may be tested.
- Discussing the importance of questions, evidence and explanations.
- Outlining, planning and carrying out investigations, considering the variables to control, change or observe.
- Making predictions referring to previous scientific knowledge and understanding and reviewing them against evidence.
- Considering explanations for predictions using scientific knowledge and understanding and communicate these.
- Identifying appropriate evidence to collect and suitable methods of collection.
- Choosing appropriate apparatus and using it correctly.
- Carrying out an investigation.
- Making careful observations including measurements.
- Recognising results and observations that do not fit into a pattern.
- Making predictions referring to previous scientific knowledge and understanding.
- Making predictions and reviewing them against evidence.
- Presenting results appropriately.
- Presenting results in the form of tables, spreadsheets, bar charts and line graphs.
- Making conclusions from collected data.
- Presenting conclusions using different methods.
- Using information from secondary sources.

Learning Objectives – Year 8 Science

Year 8 science students will build upon their previous knowledge and develop further on their science skill set. We will be studying: Obtaining Food; Elements; Mixtures and Components; Light; Respiration and Circulation; Metals, Non-metals and Corrosion; Sound; Reproduction and Growth; Chemical Reactions; Forces and Magnets.

Across all units the following skill set will be required of Year 8 students.

Scientific Enquiry Skills:

- Controlling risks to themselves and others.
- Selecting ideas and turning them into a form that can be tested.
- Planning investigations to test ideas and identifying important variables and choosing which variables to change and measure.
- Making and testing predictions using scientific knowledge and understanding.
- Discussing and controlling risks to themselves and others.
- Discussing the importance of developing empirical questions which can be investigated, collecting evidence, developing explanations and using creative thinking.
- Identifying appropriate evidence to collect and suitable methods of collection.
- Using a range of equipment correctly.
- Taking appropriately accurate measurements.
- Presenting results as appropriate in tables and graphs.
- Making simple calculations.
- Identifying trends and patterns in results (correlations).
- Discussing explanations for results using scientific knowledge and understanding and communicating these clearly to others.
- Comparing results with predictions.
- Identifying trends and patterns and anomalous results and suggesting improvements to investigations.
- Presenting conclusions and discussing explanations to others in appropriate ways.
- Interpreting data from secondary sources.