

SENIOR BOYS

CURRICULUM STATEMENT

YEAR 7 2023/ 2024

Welcome to Year 7

This booklet accompanies the 'Parents and New Boys' Guide to the School'. It consists of a collection of curriculum statements, which outline in straight forward form for each subject, what is being taught, how it will be taught, the resources that are used, and how progress will be assessed. The overarching philosophy guiding our work is that of the '**Clares Court Essentials**', in which we focus on developing in our young pupils that variety of skills and behaviours that will maximise their strengths to become successful learners in the 21st Century.



A PROBLEM SOLVING APPROACH

Wherever possible, the curriculum is constructed around a series of questions. This allows each subject to make use of a problem solving approach to teaching and learning, although there will of course be times when skills based work is learned and practised, and things need to be committed to memory. By these means we challenge our young learners to find the necessary information, select it, decide if it will help them answer the question, and then construct a solution. This problem solving approach offers a more challenging and interesting approach to learning than simply requiring pupils to learn and regurgitate a series of facts. We have recently further enhanced our skills-based training by including the work of the 'Learning Scientists' in our programmes of study, to improve pupils' understanding of how to learn, revise and recall ideas and knowledge.

Our assessment and marking processes also reflect this approach. Marks and credit will not only be given for finding the solution or by showing that factual knowledge has been acquired, but how well they have used the various skills within the essentials approach.

MASTERY

At Claires Court School pupils acquire a deep, long term, secure and adaptable learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that pupils gain:

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

DIGITAL TECHNOLOGY SUPPORTING LEARNING

To support learning and progression we make extensive use of the Claires Court learning environment, known as the 'hub'. The 'hub' makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas, and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible to them anywhere in the world. This major initiative has been supported directly by Google and Claires Court is proud to have been one of Google's 'poster' schools from 2012 onwards.

FOOD SCIENCE AND NUTRITION

One of the stand-out features of our Sixth Form programme is the Level 3 programme (A level equivalent) in Food Science, offered by the Welsh Board. As a consequence, we now offer Food Preparation and Nutrition sitting alongside Design and Technology as GCSE subject options. This academic year sees the introduction as Food studies in the boys' Year 7 to Year 9 programme. We plan for the installation of more specialised equipment to support these studies during the current year on the Senior Boys site. Their timetable within Art, Design, Sciences and Technology will incorporate the elements shown in the curriculum statement that

follows. Additional after-school activities will also support the subject's introduction, based in the specialist facilities at our Senior Girls school.

HOMEWORK

In September a homework timetable is issued for the coming year. Homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils must check their 'To-do' lists for each subject on the relevant classroom where homework due dates will be set.

BASELINE TESTING

Early in Year 7, we undertake a series of baseline tests to help us learn more about an individual's current capabilities and aptitude for learning against a standardised national background. These are the MidYIS tests that give a measure of capabilities in vocabulary, Maths, shape manipulation, a skills test such as proof-reading, perceptual speed and accuracy and the Suffolk test which is a basic reading and comprehension test. The results produce an overall profile which gives an indication of the range of an individual's current capabilities and any factors that might impact upon progress.

What they do not do is over-ride a teacher's knowledge of your son, predetermine future success or give a limiting mind set on what any child can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your son puts into his learning, in all its facets.

ASSESSMENT AND MONITORING

To enable us to monitor the progress of a whole year group, pupils undertake a series of common tasks (CT) which are identical pieces of work for all pupils in a year (girls and boys). These are normally taken once a term in each subject, with the summer examinations being the largest. The CT will vary, some will consist of an end of unit test and others will require greater in depth study and personal research. In addition to identifying how well the whole year group is working, we will be able to identify those boys who are showing genuine scholarship potential as well as those who may be finding the work too challenging.

SUPPORTING LEARNING AT ALL LEVELS

During your child's Claires Court education, you will see references to our scholars and others identified as able, gifted and enthusiastic. We offer all of our pupils' further opportunities to be challenged and stretched in lessons and beyond the classroom by providing more complex higher level work and challenges. We believe that anyone

who shows a real enthusiasm and driving passion in school should be encouraged. Opportunity to win scholarship awards arises by specific scholarship assessment, and scholars are expected to uphold the highest standards and support the learning of others too.

We strive to make learning enjoyable, challenging and stimulating. Progress is not always even and not always linear, we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your son experiences any problems in his learning, and no matter how hard he strives, understanding and progress seem to elude him; please do not hesitate to contact his form tutor who will then pass on your concerns to the appropriate member of staff.

WORKING WITH BOYS

The 'Working with Boys' project was introduced at Senior Boys in 2022 under the title of 'The Best a Boy can Be'. It follows the successful introduction of the 'Girls on Board' initiative at Senior Girls, which is a scheme to help girls in early adolescence navigate the often troubled waters of friendship problems.

Our ISI inspection (November 2022) highlighted our key success factors as follows:

- Pupils' behaviour is consistently strong. Pupils are respectful, diligent and committed to their own learning.
- The strong moral compass shown by pupils reflects the key values of the school.
- Pupils form productive relationships with each other and with their teachers. A strong sense of a proud community allows the pupils to feel secure.

'The Best a Boy can Be' is focused on developing a culture of mutual respect which promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the promotion of online misogyny, targeting teenage boys, encouraging them to display toxic attitudes towards girls and women.

For our new boys entering secondary education the goal is to highlight the high expectations of their behaviour at school, inside and outside of the classroom; increase the level of respect between boys themselves and towards staff; and build awareness amongst our boys of the need to be respectful to females.

FINALLY...

We are passionate about learning, in all its forms and manifestations, and we know that our parents value the benefits to their sons of a broad, stimulating, and challenging education. We know that we are at our most successful when we are working in partnership together, so if you wish to know more, or have any questions at all, either general or specific to your son, our doors are open.

HIGHLIGHTS OF THE YEAR

Over the course of the year, boys in Year 7 usually enjoy many trips and experiences that open up their eyes to the wealth of opportunities around them.

Highlights of the year normally include:

- The various opportunities to work with the girls as well, through activity days spread through the year...
- .., the first being our Activity Day just before school starts, followed by our workshop day with the National Trust at Cliveden
- Participation in Drama festivals and Music concerts;
- A visit to Rushall Farm;
- Our 'English Civil War' workshop day at Dorney Court;
- National Poetry Day and author visits;
- Science, Technology, Engineering and Maths (STEM) events;
- Charity fundraising walks and events.

A full trips brochure 2023-24 is available covering the various residential opportunities throughout the year.

A handwritten signature in black ink that reads "James Wilding". The signature is written in a cursive style with a prominent flourish under the name.

James Wilding – Academic Principal and Head of Senior Boys
September 2023

The Form Tutor

Pupils will be allocated a form group and a form tutor. The form tutor is the first point of contact for you and your son regarding pastoral and academic issues. The form group will meet each morning, when registration will take place. The form tutor will get to know your son well during the course of the year, aiming to assist with any pastoral issues which arise in school, as well as helping to raise your son's attainment through monitoring of reports.

METHODOLOGY

Pupils meet at 8.40am for registration each morning (following an 8.35am reminder bell), until 9.10am. Pupils should arrive in specified school uniform with their Chromebook (fully charged), pencil case and books ready for lessons one. The form tutor will register the form, and monitor pupil's organisation and progress, sometimes delivering PSHEE work. They will check if there are any messages from parents. Notices may be read out to the form group, and each Friday the school bulletin is sent home by email.

EQUIPMENT NEEDED

- Chromebook
- Pencil case, books and equipment for lesson one.

LESSONS PER WEEK

The pastoral programme for Year 7 pupils is as follows:

Monday – registration, followed by whole school assembly

Tuesday – registration, followed by PSHEE (see academic subjects)

Wednesday – registration, followed by reading (pupils need to bring their own book)

Thursday – registration, followed by whole school assembly

Friday – registration, followed by form time activities/ Head of Year assembly

HOMEWORK

No homework is set by the form tutor. However, they may issue reminders for tasks pupils need to do. The boys are also responsible for keeping their KS3 personal pupil profile (PPP) up to date.

MARKING AND ASSESSMENT

Pupils receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When pupils receive their reports they should update their PPPs and fill out a self-assessment sheet with parents at home, on which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

REWARDS AND SANCTIONS

Commendations

Pupils can be rewarded with commendations for excellence in homework, effort, classwork, helpfulness and demonstrating key values. Earning a commendation provides a chance of winning a prize with the commendation raffle which is held during year group assemblies, and other prizes are given out for pupils with the most commendations at end of term assemblies. At KS3 if a pupil receives 25 commendations they will be awarded a Junior Certificate in the final assembly. If they receive 50 commendations, then they will be awarded a Headmaster's Certificate.

Other rewards:

There are a range of other ways in which success is rewarded. Each term academic prizes are awarded by subject heads at the end of term assemblies, and sporting colours and awards are given out at the end of term sports assembly. Prizes are also awarded annually at Speech Day.

Pupils are encouraged to recognise good behaviour in their peers, such as acts of kindness or things observed that have made the school or the life of a person within it better, and for this there is a positive peer recognition Google Form. These nominations are also reviewed when making decisions about key value awards.

KEY VALUES

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms. Pupils must apply to their Head of Year for the bronze award and can only do this once you have made certain that you have met a set of criteria.

SANCTIONS

Pupils can receive lunchtime detentions for poor behaviour. If a pupil receives three such detentions in a week or five such detentions in a term, they will be liable for a Friday night detention after school with the Deputy Head of School. Further detentions will lead to Saturday morning detentions and Inset day detentions.

Poor organisation, such as forgotten books or equipment left around the school site, is recorded in the school system. Should this happen three times, pupils will be issued with litter picking community service.

Forgotten or inadequate homework is also recorded in the school system. Should this happen four times, pupils will be expected to attend compulsory academic coaching with a member of our Senior Leadership Team (SLT) after school for a week, in place of activities or study sessions. Over eight occurrences and pupils will be expected to attend such coaching for half a term. For over 12 occurrences this coaching will take place for a whole term.

HOW PARENTS CAN HELP

There are many ways in which parents and guardians can help ensure that their son starts the day each morning positively.

Responsibility

We aim for each pupil to become independent and fully responsible for himself while at the school. Please encourage your son to become completely responsible for his Chromebook, school books, kit and personal belongings. Having every item named is essential.

Organisation

Please assist your son by asking him if he has packed everything he may need for the school day. This is best done the night before, and is a good habit for your son to get into.

Uniform

Please assist us by ensuring that your son comes to school in the specified school uniform each day, and encourage high standards of dress.

Monitoring homework

Your son receives homework on Google Classroom and you can see a summary of work pending or missed. Please encourage your son to meet deadlines and to submit assignments promptly.

Notes

If you have any concerns please contact the form tutor in the first instance.

Absences

If your son is absent, particularly through illness, please email your son's form tutor, Head of year and the school office. We can then ensure that your son is marked appropriately on the school register.

Letters

Please assist us in the collation of data by returning any reply slips (normally on a digital form) to letters promptly.

Examinations

In the summer term, all pupils will take examinations in all their academic subjects. Please encourage your son to take these exams seriously, by ensuring that they revise sufficiently for these. Dates will be provided for these exams, and details of what will be in each exam will be sent home via your son's academic teachers nearer the time.

Parent evenings

Dates for parent evenings are published in the [school calendar](#). These are an excellent opportunity to discuss progress with your son's teachers and tutor. We are sure that you will take up this opportunity, and we expect all parents to meet when invited to these meetings, whether they be digital or physical.

CONTACT

Your son's form tutor is the first point of contact:

7A - Mr Angel Perez - anp@clairescourt.net

7B - Mr Jamie Odell - jao@clairescourt.net

7C – Mr Calum Thompson - cgt@clairescourt.net

7D - Mr Richard Hogg - rih@clairescourt.net

Head of Year 7 Mrs Nalina Pitt – nmp@clairescourt.net

Art and Design

The Art and Design course in Year 7 provides a thorough grounding of key artistic skills and an understanding of artists and art movements. Each programme of study is thematic, and introduces pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present.

Pupils will become more familiar with the concept of the basic elements of art; line, shape, form, tone, texture, colour, pattern and composition through references to the natural and manmade world with an emphasis on the importance of primary observation to visual references. Pupils will be required to carry out research into artists and study examples of their work. The boys are taught how to appreciate the artistic 'journey' from the conception of an idea to the final realisation of a finished piece and will continue to use sketchbooks to document their work progressively. Pupils will increase their knowledge of artistic terms and learn how to use artistic vocabulary.

This year pupils will be studying the theme of 'identity' and exploring ideas related to the title, developing work as a creative response to the title and producing final pieces.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2023 <i>Identity - Portraiture (two - dimensional)</i></p>	<p>Learning</p> <ul style="list-style-type: none">• How can I use line, shape and colour creatively?• How can I develop my drawing and painting skills?• Can I experiment and take risks with my artwork?• Which artists have studied portraits?• How can I use photography to aid in the production of my work?• How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? <p>Sources</p> <ul style="list-style-type: none">• Direct observation• Photography• Trips to galleries. <p>Artist reference</p> <ul style="list-style-type: none">• Albrecht Dürer, Piet Mondrian, Noemi Safir, Edvard Munch, Pablo Picasso
--	---

<p>Lent term 2024 <i>Identity – Portraiture (three-dimensional)</i></p>	<p>Learning</p> <ul style="list-style-type: none"> • How can I develop my 2D design into a 3D piece? • Can I work collaboratively with a partner? • How can I be creative and work with 3D materials? • How do I follow a design through from conception to completion? • Where do I go to research artists' work and find suitable images that inspire me? • How do I communicate my ideas in a sketchbook? • What is documentation? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? <p>Sources</p> <ul style="list-style-type: none"> • Direct observation • Ethnic and tribal history • Art History <p>Artist References</p> <ul style="list-style-type: none"> • Rodin • Marc Quinn • Giacometti • Antony Gormley.
<p>Summer term 2024 <i>Personal project</i></p>	<ul style="list-style-type: none"> • How can I get ideas from artists' work? • Which are the best artists to look at? • How can I 'mind map' creatively? • What's the best way of gathering personal research? • Which media and effects can I experiment with? • Can I document the journey from the beginning of an idea to a final piece in my sketchbook? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? <p>Artist References</p> <ul style="list-style-type: none"> • Frida Kahlo, Maria Blanchard, The Singh Twins.

HOW WILL PUPILS LEARN?

- Working with assorted media such as pencil, colouring pencil, paint, fine line pen, ink, modroc and art mache
- Experimenting with different techniques such as drawing, painting and model making
- Researching artists and images using a variety of sources such as books, the internet and magazines
- Learning to appreciate how to visually analyse a piece of artwork
- Observational drawing.

MASTERY IN ART

In Year 7 students will focus on skills relating to tonal drawing, painting and 3D. They will attain and demonstrate mastery through the production of final pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme. They will also have the opportunity to demonstrate their mastery through weekly homework tasks and sketchbook challenges.

HOW WILL HOMEWORK BE ASSIGNED?

Lessons will be split into classroom work and set homework, taking 25 to 30 minutes. Homework will take the form of a selection of observational studies, research or studies from artists' work and the pupils have a week in which to complete and hand it in. Pupils are encouraged to complete the task whenever possible, however it is recognised that pupils work at different speeds and levels of thoroughness and some might struggle to complete the task in the time expected. Allowance will be made for slower workers. Every homework piece must be documented with an explanatory sentence.

WHAT RESOURCES WILL BE USED?

The school has well-resourced and equipped Art rooms and all media and equipment is available in the Art room and will be provided as necessary. However, pupils are expected to bring the basic essentials such as pencils, eraser and pencil sharpener to classes, and sketchbooks must be brought to each lesson. The school provides individual A2 sized portfolios where work can be stored.

HOW DO WE MEASURE PROGRESS?

Progress is constantly monitored and assessment is ongoing throughout the projects.

Regular feedback is given on sketchbook work, final pieces and homework. An effort grade and an attainment grade are given at the end of each half term and end of term period. Reports are written once a year.

HOW CAN PARENTS HELP?

Many parents take their children on visits to Art galleries and museums, both at home and during foreign holidays. This has proved to be of great benefit to the pupils' developing interest and understanding of the subject. It is beneficial if parents can encourage their child to talk to them about their work, especially as pupils are always told to show parents their sketchbooks at home. There are many wonderful programmes on TV about Art and artists and parents should encourage their son to sit and watch these wherever possible.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rupa Davies - srd@clairescourt.net

Design and Technology (D&T)

Design and Technology (D&T) lessons provide pupils with the opportunity to learn practical skills, foster their creativity and innovation, teach them about the design process, build confidence and self-esteem and promote sustainability.

D&T is a creative and practical subject that allows pupils to use their imagination and problem-solving skills to design and make prototype projects. They will learn about different materials, tools, and processes, and will have the opportunity to design and make a variety of projects.

From Years 7 to 9, they work with different groups of materials which include timbers (woods), polymers (plastics) and metals.

In Year 7, they will become familiar with Health and Safety rules when working with initially unfamiliar tools and machines and learn how to test for quality in aspects of their work. They will use a D&T Notebook (based on Google Slides) to record and capture their theory work and also log their practical work using pictures and text.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn Term 2023	<p>Module: Introduction to Design Technology and safety in the workshop <i>(two weeks)</i>.</p> <p>Module: Graphics and Theory <i>(six to seven weeks)</i>.</p> <ul style="list-style-type: none">• Do you know the processes involved in the Iterative design life cycle?• Can you use a range of 2D and 3D graphical techniques by hand and on the computer (Tinkercad)?• Do you understand oblique, isometric, shading and texture?• Can you present your work in a drawing?• Can you analyse a product using the acronym ACCESS FM? <p>Module: Photograph Holder Project <i>(four to five weeks)</i></p> <ul style="list-style-type: none">• Do you know the health and safety requirements when working with metals and a brazing hearth?• Are you able to design a fully functioning photo holder
-----------------------------	---

	using the machinery and resources at your disposal?
Lent Term 2024	<p>Module: Desk Tidy project <i>(nine to ten weeks)</i>.</p> <ul style="list-style-type: none"> • Do you understand the design process and materials needed? • Can you design and make a Desk Tidy using the limited materials you will be provided with? • Can you use the necessary tools and machinery to create your product? • Are you able to create a finger joint and a butt joint to create your product? <p>Module: Plastics - Key fob project <i>(five to six weeks)</i>.</p> <ul style="list-style-type: none"> • Are you able to use your previously acquired knowledge regarding the design process in order to create a functioning key fob? • Do you understand the process of laminating different coloured plastics and how the process can be used to make your product aesthetically pleasing? • Can you use the necessary tools to design, bond, cut, shape and finish your key fob?
Summer Term 2024	<p>Module: Land Yacht Project <i>(ten to eleven weeks)</i>.</p> <ul style="list-style-type: none"> • Do you understand the design process and materials needed? • Can you design and make a Land Yacht using the limited materials you will be provided with? • Can you use the necessary tools and machinery to create your product? <p>Theory work and revision for exams</p> <p>At the end of this course, pupils will revise DT topics for an end of year exam.</p>

HOW WILL PUPILS LEARN?

- To develop **inquiring** minds – through setting creative design tasks, through challenging concepts of designs and production

- To increase **knowledge** of materials and use of tools and equipment, as well as sustainability and our impact on the environment
- To explore the path of **critical thinking**, a core element of our subject. Pupils will be encouraged to produce ideas with reference to materials, process and the environment. Also analysis of their own products and designs, highlighting success and areas to improve on in the future
- To develop pupils as **communicators**, verbally, graphically and practically. Demonstrated through folder work, manufacture of products and classroom discussions. Discussions where pupils are encouraged to present and justify their ideas and concepts
- To become more confident as **risk-takers**. Design is very much a personal thing, and the boys will be shown and will research new ideas and concepts to challenge their understanding of what can be achieved, to allow them to 'think outside of the box'
- To be more **reflective**, both during and after a project. Producing evaluations, testing and listing modifications. Terms such as what went well (WWW) and even better if (EBI) will be used
- To join in **collaborative** work with group discussions on design tasks and challenges
- Our expectations are high in D&T and the **creative** elements of work will be nurtured and rewarded. Our aim is to produce **creative learners**, and the journey starts in Year 7.
- From the initial brief through to the finished product, pupils will be tested as a **problem solver**.

MASTERY

To achieve mastery in Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

HOW WILL HOMEWORK BE ASSIGNED?

This is to be set once a week and to be handed in at the next lesson. The duration of which should take approximately 20 to 30 minutes. An example of homework could

be to reflect on skills and knowledge learned from a practical lesson and to plan the next steps to take.

WHAT RESOURCES WILL BE USED?

The workshop is well equipped and includes the following facilities which are available to pupils once they have been fully trained in their use:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For theory work, in addition to Google Classroom shared resources, we may use the technologystudent.com website and Focus Education resources (link on the D&T hub page). When designing using software can use, but are not limited to, Tinkercad and Focus Designer.

HOW DO WE MEASURE PROGRESS?

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Adrian Wootton – abw@clairescourt.net

Drama

WHY DO WE STUDY DRAMA? WHY IS IT IMPORTANT?

Drama skills are at the heart of our daily lives. We use them continuously as we interact with others, to communicate and be heard, to understand the world around us and those within it. The skills we develop as we explore Drama allow us to communicate more effectively and completely - learning how to express ourselves more accurately and to notice the nuances as others communicate with us, building empathy. Exploring a range of characters and situations different to our own helps develop self-awareness and gives us an insight into the lives and problems of others.

Drama builds creative thinking, innovation and problem solving, key skills no matter what your intended career. Regularly experimenting with performance skills and sharing the results in a friendly and supportive environment help to build confidence and presentation skills. The process of creation and rehearsal develops essential life skills of collaboration, negotiation, compromise and leadership. Drama reflects and explores life in a safe and playful manner, giving Drama students a head start in navigating their futures.

WHAT WILL I GAIN FROM DOING DRAMA?

You will:

- Develop performance techniques to explore in role a variety of situations and texts or respond to stimuli
- Work collaboratively to devise and present scripted and unscripted pieces which maintain the attention of an audience
- Extend spoken repertoire by experimenting with language in different roles and dramatic contexts
- Develop performance techniques and creativity, striving for mastery
- Reflect on and evaluate your presentations and those of others.

WHAT WILL I STUDY AND LEARN?

Autumn term 2023	<i>Introduction to key Drama skills such as stage images and physicality. Introduction to improvisation and creating characters.</i> <ul style="list-style-type: none">• Why is drama important?• How will I use drama both on and off stage?• What makes a good stage picture?• How can I use my body to express myself?• How do I create a character?
-----------------------------	---

	<ul style="list-style-type: none"> • Why is teamwork so important in Drama?
Lent term 2024	<p><i>Exploring the use of vocal techniques and developing characters. Introduction to creation from stimuli.</i></p> <ul style="list-style-type: none"> • How can I use my voice to express myself? • How can I develop a character? • How can we create our own original piece of theatre?
Summer term 2024	<p><i>Creating and performing in a chosen genre and style.</i></p> <ul style="list-style-type: none"> • How do I work within a particular style? • What makes an effective performance? • Why is listening to others so important in teamwork?

HOW WILL I LEARN?

MASTERY

You will:

- Be introduced to and explore key Drama skills which shall be continually developed throughout KS3, working towards mastery of these skills - a lifelong challenge!
- Research, discuss and use performance techniques to explore character and situations.
- Create and present scripted and improvised performances in response to a range of stimuli, demonstrating an ability to investigate ideas, situations and events, and an understanding of how theatre can communicate in innovative, challenging ways
- Experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action, and use theatre technology creatively.
- Take part in an internal performance, applying the skills that have been acquired.

Most lessons will start with a warm up exercise. This will enable pupils to get used to working together in groups. It also teaches the pupils to take direction and to listen to others.

DO WE DO ANY TECHNICAL THEATRE?

Pupils are offered opportunities to use the technical equipment such as lighting and sound facilities and encouraged to use the internet for targeted research. The more committed become adept at producing digital resources, such as movie shorts', clips and projections, and sound effects that can make a scene more effective.

HOW WILL I BE TAUGHT?

You are taught in your form group, for one period a week. It is worth knowing that

some of the very best and most successful stars on and behind stage admit to finding school hard!

HOW DO WE MEASURE PROGRESS?

Assessments are made throughout the year on a pupil's ability to apply performance and/or other production skills through the creation and realisation of drama. Pupils are regularly assessed on their ability to sensitively and confidently work with others to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils are assessed in accordance with the Drama department's mark scheme: A* (Excellent); A (Very Good); B (Good); C (Reasonable) and D (Basic).

<p>Making:</p> <p>The processes and activities employed when exploring, creating, shaping and evaluating drama.</p>	<p>Performing:</p> <p>The skills and knowledge displayed when acting, presenting and producing drama, consisting of:</p> <ul style="list-style-type: none"> • Voice: accent; pitch; tone; rhythm; projection; intonation and inflection. • Movement: control; gesture; facial expression; characterisation • Timing: pace; pause; rhythm; spatial awareness; creation of mood and atmosphere; co-operation. 	<p>Responding:</p> <p>Reflecting on both emotional and intellectual reactions to the performance, consisting of:</p> <ul style="list-style-type: none"> • Discussion of themes and issues in drama and the way they were presented. • Reflection on and evaluation of their own and others' work using basic theatrical terms.
--	--	---

HOW CAN PARENTS HELP?

Family theatre trips engage, inspire and expose pupils to a wide range of theatrical experiences. When planning or preparing for Drama at school, pupils might choose to discuss with their family what ideas or resources they could bring in to enhance those ideas.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Maggie Olivier - mco@clairescourt.net

English

The English course pupils will study in Year 7 underpins the entire academic curriculum, not just that of English. Each pupil will cover all the key skills of reading, writing, speaking and listening each half term. In addition they will practise writing for a variety of purposes and in a number of registers, for example creative writing, letters, poems, leaflets, adverts and reports. Focus is also given to the traditional and essential language skills of grammar, vocabulary, punctuation and spelling. Pupils will practise comprehension of both prose and poetry, and will be exposed to texts by a range of diverse British voices. They will take part in speaking and listening activities individually as well as in groups.

We will challenge pupils through the year:

- To read fiction and reference books for pleasure, pupils should always have their own reader available during the school day
- To broaden their vocabulary; to know the meaning and spelling of new word
- To become better at arguing with, persuading, and advising others and accepting/acknowledging other points of view.

<p>Autumn term 2023</p> <p>Major theme: Introductory Skills Unit / Introduction to Poetry</p> <p><i>What are the essential elements in English? What constitutes a poem?</i></p> <p>Assessment Baseline writing assessment. One piece of writing formally assessed from one of the two units (your teacher will</p>	<p>Reading</p> <ul style="list-style-type: none">• What are the key features of a newspaper article/letter?• What makes a good short story?• What language and structural techniques do writers use to try and make their writing interesting? <p>Writing</p> <ul style="list-style-type: none">• How can we plan our writing effectively?• What factors do you need to consider in order to write effective micro-fiction? <p>Speaking and listening</p> <ul style="list-style-type: none">• What techniques can we use to make speeches interesting for listeners?• What constitutes good listening? <p>Events</p> <ul style="list-style-type: none">• Introduction to the School library and how to use it.• Departmental 'National Poetry Day' celebration.
--	--

<p>tell you which one).</p>	
<p>Lent Term 2024</p> <p>Major theme: 'Thriller'</p> <p><i>Students will study a text which explores the concept of outsiders in society.</i></p> <p>Assessment End of unit assessment based on the text source.</p>	<p>Reading</p> <ul style="list-style-type: none"> • What clues do covers and blurbs give us about the books they are from? • What is a narrative hook and why are they important? • How do writers use language for dramatic effect? <p>Writing</p> <ul style="list-style-type: none"> • What is sensory language and why is it important in writing? • What are the key things to remember when writing a diary entry? <p>Speaking and listening</p> <ul style="list-style-type: none"> • When debating something, why do you have to consider both sides of the argument? • How can we contribute effectively and positively in group discussion? • What is hot-seating? <p>Events</p> <ul style="list-style-type: none"> • World Book Day activities • World Spelling Day (bi-annual online participation).
<p>Summer Term 2024</p> <p>Major theme: 'Lost' ("The Island" - a transactional writing scheme of work).</p> <p>Assessment CT3 Assessment - Reading Comprehension and Writing Task.</p>	<p>Reading</p> <ul style="list-style-type: none"> • How does reading examples of different forms of writing (such as instructions and information sheets) help our understanding of such forms? • What differences from modern texts do you notice when looking at classic literature such as Robinson Crusoe and Treasure Island? • How do writers create effective settings? <p>Writing</p> <ul style="list-style-type: none"> • How can we vary the presentation of our writing to suit different forms? • What are the major differences between descriptive writing and writing to inform/instruct? • Why is proof-reading an essential skill? <p>Speaking and Listening</p>

- | | |
|--|---|
| | <ul style="list-style-type: none">• How can we best employ speaking aids such as google slide presentations so as not to distract the audience from our speeches?• How can we organise a group discussion to ensure that everyone's opinion is taken into account? |
|--|---|

HOW WILL YOU LEARN?

At the beginning of Year 7 each pupil will do the online 'STAR Reading Test' which will be repeated twice to assess progress over the year. Progress in writing will be assessed through internal assessments throughout the year.

Year 7 are taught in mixed ability groups initially, but may be set by ability as the year goes on. Work is completed in an exercise book or via online exercises and pupils will have regular tests focusing on spelling, vocabulary, punctuation and grammar.

If it is identified that a pupil is in need of more specialist support, to help them with overcoming dyslexic difficulties for example, they will then be referred to our special needs department where they will receive the necessary specialist support to improve these skills. Such extra English lessons do not take place during either English or Maths lessons.

MASTERY

In Year 7 students will be taught core skills and techniques that will underpin the English curriculum throughout their time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about what a good answer should look like at this key stage, so that they can begin to apply this knowledge in their own writing. A particular example of this will be the question styles for the Common Tasks, which are geared towards gradually preparing them for the eventual styles they encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?

You are set homework once per week.

WHAT RESOURCES WILL YOU USE?

The School provides textbooks, exercise books, spelling books and vocabulary books. It is the responsibility of the pupil to keep these in good condition. As well as the usual equipment, pupils are expected to have a personal reading book with them at school.

The boys have the opportunity to use ICT in most homework tasks, and indeed they are encouraged to draft and redraft work using word processing. A number of tasks

are interactive in nature, often via Google Classroom.

HOW DO WE MEASURE YOUR PROGRESS?

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. We have individual assessment criteria for the three different strands of English, reading, writing and speaking, and listening. Details of the assessment criteria will be provided, along with information about how this translates to report grading.

HOW CAN PARENTS HELP?

Parents can assist by encouraging reading on a regular basis, particularly fiction. It would help enormously if your son would read to you regularly, which allows you to see how his reading is developing. Reading of quality newspapers and magazines on a regular basis is also to be encouraged. It would be very beneficial to enter into discussions at home about topical issues, perhaps using the daily news, television and print media as a starting point for debate. Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, and help your son build an understanding about 'public performance'.

For further information please contact: Mrs J Ging - jeg@clairescourt.net

Food Studies (B7)

During the academic year 2023-24, we are introducing the study of Food as a material within our wider Art, Design & Technology curriculum, as well as include elements in wider areas of their study.

Plans for the school's physical space to include a special studio for the delivery of practical work are underway,

Chefs, authors, musicians, actors, poets, so many of us have very strong feelings about food. Why is food so emotional? Have we lost the art of preparing inspirational food? Good food evokes beautiful memories; it can be given as a gift, it celebrates special events, cooking for and feeding someone is one of the sweetest gestures in the world and food and love are undeniably connected. As much as possible of the course is taught through practical work, so that pupils will enjoy creating innovative, tasty and exciting dishes as part of their investigative work. Our vision is for our pupils to develop enthusiasm and passion for cooking as they learn to make great tasting healthy food.

WHAT WILL PUPILS STUDY AND LEARN?

During the Autumn Term 2023	Module - Kitchen basics (3 weeks) <ul style="list-style-type: none">• Why worry about food safety and hygiene?• How do we work safely and what good hygiene practices should we follow?• How do you apply the principles of the Eatwell Guide (spot the good and bad foods), what recommendations would you make for eating well?• Why should we have 5 a day?• Does it have to look good to taste good?• How will you take into consideration the aesthetics and the presentation of making high quality products?
------------------------------------	---

Lent Term 2024 OR Summer Term 2024 (on rotation)	Module - Cooking confidence (5 weeks) <ul style="list-style-type: none"> • Why do we need to cook confidently? • How competent can you become in a range of different cooking methods? • Which techniques will you use (weighing, measuring, knife skills, using utensils, using electrical equipment and applying heat in different ways)? • On the tip of your tongue ... How will you develop an awareness of taste, texture and smell and decide how to season dishes and combine ingredients? • You are what you eat... How will you apply the basic principles of nutrition to meet special dietary needs?
	Module - 'Quick & Easy' (5 weeks) <ul style="list-style-type: none"> • Simply in season - can you discover the source and seasonality of a wide range of ingredients? • How will you utilise them? • How will you demonstrate organisational skills? • How efficiently will you use your time? • Which imaginative way will you use to prepare fruit and vegetables? • 'Eggsellent' - eggs are more than just breakfast, how will you adapt and develop recipes that encourage imagination, originality and creativity?

HOW WILL PUPILS LEARN?

Our aim is to provide our pupils with a rich and varied learning experience so that they develop the ability to work skilfully and knowledgeably with food.

In the Lent term, through a wide range of practical activities we want pupils to experiment and be innovative with food, developing the confidence to learn independently. Each pupil will carry out practical tasks on their own and work together in mixed ability teams, giving them the opportunity to learn and practise skills, building their range of techniques.

MASTERY

Building a range of practical skill techniques. Developing skills in product analysis and sensory evaluation will show that pupils can critically assess their own creations and those produced by others, suggesting ideas for improvement. By taking photographs of their work pupils will be able to keep a record of what they have made to show their progress. If

a recipe is unsuccessful then we want our pupils to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again.

HOMEWORK?

When our practical activities commence in the Lent term, homework will include the preparation and weighing of ingredients and parents will be alerted to these requirements.

WHAT RESOURCES WILL BE USED?

- Named container to take home practical work
- A4 folder, subject dividers and plastic wallets (from school)
- Ingredients as required (most weeks in the Lent Term).

HOW DO WE MEASURE PROGRESS?

Progress is monitored and assessed by folder work which will include written exercises, reports of practical investigations and evaluation exercises. During practical lessons progress and attainment will be observed and marked by the teacher.

HOW CAN PARENTS HELP?

- Taking an active interest in promoting healthy eating and an active lifestyle
- Assisting with weighing out ingredients accurately but not doing it for your son
- Encouraging cooking at home
- Collecting information that might be useful for a project such as photos, magazines, recipes and books
- Organise a first-hand experience of a food related visit including museums, in- store bakeries, restaurants and specialist food markets
- Meet with a professional who works in the food industry
- Watching food related programmes such as Masterchef and Great British Bake Off.

FOR FURTHER INFORMATION ON CONTACT INFORMATION TO FOLLOW.

Geography

"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose." ~ Michael Palin

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	<p>First half of term - Where on Earth are we?</p> <ul style="list-style-type: none">• The different types of Geography and how they are interrelated.• Develop new and existing map skills, as well as learning about some of the geographical features of the world.• Learn how to describe places; where are they and what are they like? <p><i>Pupils will have a formal test at the end of this unit.</i></p> <p>Second half of term - River Landscapes:</p> <ul style="list-style-type: none">• What is a river basin?• What are the characteristics and features found along the course of a river?• How are river landforms created? <p>Pupils will build a labelled model of one element of what they study as a house competition.</p> <p><i>This content will be tested in their end of year exam.</i></p>
-----------------------------	---

<p>Lent term 2024</p>	<p>First half of term: The Changing Economy of the UK and globalisation:</p> <ul style="list-style-type: none"> • What are the different types of work in the UK and how have they changed over time? • What links does the UK industry have with the rest of the world? • How does a chocolate bar connect different sectors of the economy? A look at globalisation. <p><i>There will be a formal test at the end of this unit.</i></p> <p>Second half of term - Rushall Farm visit and follow up:</p> <ul style="list-style-type: none"> • Recap of the primary employment sector in preparation for our Rushall Farm visit. • Fieldwork at Rushall Farm will help pupils understand all about farming and recent changes. • Pupils will also recap river processes on this visit as they learn how to measure changes along the course of a river. <p><i>Pupils will complete a fieldwork project write up for the assessment for this topic.</i></p>
<p>Summer term 2024</p>	<p>First half of term - Extreme Environments</p> <ul style="list-style-type: none"> • What is the physical geography of Antarctica like? • How was Antarctica discovered and who owns it? • Can Antarctica ever be managed sustainably? • Where are the world's deserts and what are their characteristics • How have plants and animals adapted to survive here? <p><i>Preparation for the End of Year Examination</i></p> <p>Second half of term - Exploring the UK</p> <ul style="list-style-type: none"> • What is the UK like? • How does the physical and human geography vary across all four countries of the UK? <p><i>Pupils will complete a collaborative project/model to summarise this unit</i></p>

HOW WILL PUPILS LEARN?

In Year 7 pupils will study Geography in two one hour lessons each week and will be taught in form groups. Pupils will work individually, in pairs and in groups on various tasks, enabling them to develop the essentials of collaborative and creative working. They will take part in class debates and conduct presentations, developing their communication skills and have opportunities to be reflective learners through peer and self-assessment. A field trip to Rushall Farm and the River Pang will take place in the Lent term.

MASTERY

From the very beginning, the core geographical skills required for interpreting the world around us are integrated into lessons. These include asking the “5 W's” when faced with photographs, maps and other information about our planet; who, what, where, why and when? Every topic taught will have an element of this as well as essential map skills, ensuring that throughout Key Stage 3 these skills are embedded. Theory and content are carefully chosen to be the building blocks of future GCSE required knowledge and exemplars are always used to ensure pupils know what is expected to be a successful geographer.

HOW WILL HOMEWORK BE ASSIGNED?

Topics vary in their delivery of homework, some topics will require pupils to answer a number of extended questions in their exercise book whilst other tasks will be set and completed via Google Classroom. Other topics will expect pupils to be reflective learners, or undertake independent research. There will usually be one piece of homework set per week but it will be set when appropriate.

WHAT RESOURCES WILL BE USED?

Google Classroom will be used to organise lessons, homework and revision materials for Common Tasks and tests. Pupils will be provided with a “Geog.atlas” and we will use Progress in Geography in lessons. Pupils will be taught to use basic GIS software, including websites such as Digimaps and the Ordnance Survey mapzone.

HOW DO WE MEASURE PROGRESS?

Work is marked according to attainment from A to D and effort from one to four (where one is outstanding and four is poor). Pupils will receive a Common Task or assessment each half term which will comprise either a test or a piece of project

work.

HOW CAN PARENTS HELP?

Geography is everywhere; therefore all trips abroad and within the UK are of benefit. Pupils should be encouraged to look around them and identify both physical and human elements of the landscapes they visit. Pupils should watch the many documentaries available on the BBC iPlayer and other providers including Netflix and Disney+ for National Geographic. Regular reading of the newspaper and the watching of news programmes is also beneficial. Parents can test their son regularly on key words and their definitions and help them prepare for the termly tests.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Jo Andrews (Head of Department) – jea@clairescourt.net

History

How is Britain governed: from Absolute monarchy to Constitutional 'democracy:

Pupils will start the year by thinking about history and what historians do. They will also be learning some key investigative skills necessary to work out what has gone on in the past. This will help them to explore how Britain is ruled and how it has evolved from a country where one king and his barons were in charge of everybody to the way we are governed today, democratically by an elected parliament but still with a queen as head of state. Pupils will complete their year's study by an investigation into who the British people are and the different cultures from which our population has developed over time.

Autumn Term 2023	<p>1. Introduction to History and skills</p> <ul style="list-style-type: none">• Why study History?• Why is time so important to historians?• Pupils will learn lots of history skills by finding out :Who were the skeletons in the field? Why did people go to America? And Was King Richard III an evil murderer? Amongst other questions• Common Task: Skills based task <p>2. Who Rules? From absolute monarchy to constitutional democracy</p> <p>A: Middle Ages 1066-1485</p> <ul style="list-style-type: none">• Why was 1066 the year of three kings, two battles and one star? And what actually happened at the Battle of Hastings• Written assessment on Battle of Hastings• How did William take control? And why could his granddaughter not be queen?• Who was really in charge of the King of the Church? An exploration of Thomas Becket and Henry II.• Why was Parliament created? the story of Henry III and Simon de Montfort.• How did England get on with Scotland and Wales?
Lent Term 2024	<ul style="list-style-type: none">• Why did the peasants revolt? <p>2. Who held power in Early modern England?</p> <ul style="list-style-type: none">• Was Henry VII a gangster? And how was the time of Henry VII different to that of William I?

	<ul style="list-style-type: none"> ● Exploration of Henry VIII and his changes to the British church. Did this make the monarchy stronger or give more power to parliament? ● What was England like in 1558? ● Common task 2: What were the consequences of the dissolution of the monasteries? ● Who was James Stuart and why did he Stuarts take over from the Tudors? ● Why did the English go to war against each other? Who should rule king or parliament? ● What was the interregnum and why did the English ask their king to come back? ● What was the Glorious Revolution?
<p>Summer Term 2024</p>	<p>3. Modern times: how did the British people get the vote?</p> <ul style="list-style-type: none"> ● How did the Industrial Revolution nearly lead to a political Revolution? ● How did women get the vote? ● End of Year Common task on topics studied over the year. <p>4. Who are the British?</p> <p>A project on the makeup and evolution of the British from the dark ages to now!</p>

HOW WILL PUPILS LEARN?

Pupils learn individually, in pairs and through group work as appropriate. There will be two one hour lessons a week, which includes investigative tasks, re-enactments and role-play, with pupils working in their form groups.

Each pupil will be expected to use the internet and the Claires Court 'hub' when appropriate. The 'hub' provides access to tools, tasks and support materials to enable our pupils to undertake individual or collaborative work when appropriate, both in class by means of Chromebooks, and at home on their own devices.

MASTERY

In Year 7 students will be taught core skills and concepts together with the knowledge that will underpin the study of History. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on introducing source analysis and interpretation skills. Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to

understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluatively at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the wider world. We will use the question styles for the Common Tasks, which will gradually prepare them for the eventual styles they encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?

This will usually take the form of a reading or written exercise, to last approximately 20 to 30 minutes. From time to time a computer-based task may be set or a learning task if there is to be a test.

WHAT RESOURCES WILL BE USED?

Work is supported by our textbook, *Invasion Plague and Murder*. This text has an enquiry-based approach which accords well with our philosophy of how history is best learned. Each pupil will also have an exercise book and will need to be well equipped for every lesson.

HOW CAN PARENTS HELP?

To develop your sons's interest in history further, we encourage you to visit appropriate historical sites. Get him get ahead by encouraging reading books such as 'Horrible Histories', watching appropriate TV programmes and discussing what they have seen and the past in general; all of this encourages your daughter to see that history is still around us, part of what we are. You can also help to test learning homework, especially before exams.

FOR FURTHER INFORMATION PLEASE CONTACT:For further information, please contact

Ms Camilla Bullough- crb@clairescourt.net- Head of Department

Ms Catherine Tookey - cbt@Clairecourt.net (SB Subject lead)

Information and Communication Technology (ICT)

ICT is a constantly changing subject which is an essential part of the modern world. While there are a number of essential skills and key topics which are taught every year, we do introduce pupils to any emerging ICT technologies where we feel it will be most beneficial to them and this may result in an appropriate deviation from the planned curriculum.

Our aim is to develop confident users of ICT who are able to select appropriate methods of using ICT to enhance and further develop their learning. Throughout the school we use 'Google Workspaces for Education' to create, share and collaborate on projects and learning materials. Pupils can access this through a variety of different platforms at school, home or anywhere an internet connection can be achieved. This 'cloud' based way of working transformed how pupils and teachers learn and teach at Claires Court a number of years ago and we continue to be at the forefront of this.

Pupils will enjoy the 'hands on' experience of using ICT and we encourage them to challenge themselves and 'take risks' in their learning. However, while using the Internet can offer our pupils many learning possibilities, it is vital to ensure our pupils know how to stay safe online and have a responsible attitude. This is taught to every group. Access to ICT is provided via the extensive use of Chromebooks in lessons as well as a dedicated ICT suite.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Introduction <ul style="list-style-type: none">• What is Google Workspaces?• Which Google Apps will help me learn productively?• How can I use them?• What software and resources are available for me to use in school to support my studies, such as the Claires Court 'hub'? My Digital World <ul style="list-style-type: none">• Am I a safe user of the internet, if not how can I seek help?• What is Phishing and Hacking?• What is Copyright and Copywrongs?• What is my digital footprint?
-----------------------------	---

Lent term 2024	<p>Microsoft Applications</p> <ul style="list-style-type: none"> • What other commercial software might companies use to run a business? • How does using this software differ from Google Workspaces? <p>How Computers Work</p> <ul style="list-style-type: none"> • What's inside a computer and how do the components work? • How does the CPU work and manage information?
Summer term 2024	<p>Graphics Editing</p> <ul style="list-style-type: none"> • What is a digital image? • What is a Pixel and how to retouch images? • Working with layers creating your own project. <p>Python Programming</p> <ul style="list-style-type: none"> • Introduction to programming/ coding. • What is a Algorithm how can I write one? • How can strings and sequences help me write code? • How can I debug my code? • What is writing maintainable code?

HOW WILL PUPILS LEARN?

Working with computers is not just limited to PCs and laptops. We also introduce pupils to tablets and other connected hardware so that they realise the many different ways devices interact. This is particularly relevant at a time when the 'Internet of Things' and number of interconnected devices are continually growing.

From the very first lesson, pupils will enjoy working with different applications and software. Using their unique Claires Court account pupils will be able to access Google Classroom, Docs (word processor), Slides (presentations), Sheets (spreadsheets), Forms, Gmail and Maps, as well as an introduction to Google Drive (cloud based storage). The Claires Court learning 'Hub' allows pupils to further their learning by providing access to vital resources and information under the guidance of teachers.

As Internet use grows, time is set aside to look at the topic of 'Internet safety' as understanding how to stay safe online and identifying possible dangers is very important.

Rather than just be a consumer of technology, pupils will disassemble a web page, learn how code is used and create their own Android™ applications. These may be tried out on a digital device to further explore their potential.

We set out to enable pupils to discover how using ICT can benefit your studies and, rather than setting homework in this subject, we expect you to demonstrate this in other subject areas. We also encourage pupils to get involved in the extra-curricular digital activities which run across the academic year.

MASTERY

A year 7 pupil who has mastered ICT will be able to use a range of digital tools and technologies to communicate, create, and solve problems. They will be able to use word processing, spreadsheet, and presentation software effectively. They will also be able to use the Internet to research information, create presentations, and communicate with others. In addition, they will be able to use coding and programming languages to create their own digital content.

WHAT RESOURCES WILL BE USED?

The school continually revises and replaces the hardware and software used in ICT lessons. As a Google Workspaces school, we also benefit from the latest software updates provided by Google to our cloud based learning resources.

HOW DO WE MEASURE PROGRESS?

Progress is monitored and regularly reported on, in line with other subjects studied. Assessments are made using a variety of evidence such as submission onto Google Classroom and e-portfolios or 'ICT Learning Blogs'.

HOW CAN PARENTS HELP?

As much of our work is cloud based we encourage pupils to talk about and share the work they do with parents, with many pupils deciding to do further work at home in their own time.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr André Boulton - anb@clairescourt.net

Information Skills

The aim of the Information Skills lessons is to show our pupils how to find, evaluate and use information sources in the school library and beyond, to promote independent learning and to encourage and develop reading for pleasure.

WHAT WILL PUPILS STUDY AND LEARN?

Introduction: *How do I use my senior school library and the library database?*

- Library layout, collections and orientation
- Borrowing procedures and expectations
- How to search the library database 'Access-It'

Non-fiction: *How can the library support my learning?*

- How to locate, evaluate and use non-fiction resources in print and digital formats
- Online resources available through the school library: how to use them effectively for homework and research
 - How to use The Day news and media service
 - How to use Britannica School online encyclopaedia
- How to avoid plagiarism and create a bibliography

Fiction: *What shall I read?*

- How to become a reader and choose the best books to read for pleasure
- How to use the Accelerated Reader reading development programme, including using the AR Reading Range to find the perfect books and how to become a Word Millionaire
- The Book Buzz reading initiative including choosing a free book
- Reviewing annual book awards and their winners

Beyond the school library:

- Public Library enrolment and using quality online information sources
- How to find free ebooks and audiobooks
- World Book Day activities and competitions

HOW WILL PUPILS LEARN?

Information skills will be taught in subject lessons and library sessions, using practical activities, discussion and worked examples.

MASTERY

Independent learners require a mastery of information skills. Through discussion, modelling and practice, Year 7 will learn the key skills to be confident and discriminatory researchers who can safely and effectively navigate information in print and online. Year 7 pupils will also become experts in their own reading development. Regular reading level assessments and book quizzes encourage self-evaluation and reflection, both on book choices and reading habits.

WHAT RESOURCES WILL BE USED?

Pupils will access the online Accelerated Reader (AR) reading development programme and its associated resources along with school library information sources, both in print and digital formats.

HOW DO WE MEASURE PROGRESS?

Progress is monitored through the completion of class work and reading practice quizzes using Accelerated Reader. Pupils will take termly reading assessments using the AR STAR reading assessment programme to monitor reading age and development.

HOW CAN PARENTS HELP?

Please help your son make the time to read for at least 20 to 30 minutes every day, creating a regular, daily reading habit. On at least a once a week basis please listen to your child reading out loud, ideally for 20 minutes. Our advice on 'Radio Reading' can be found [here](#).

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Paula Copeman, Head Librarian: pac@clairescourt.net

Dr Sarah Dunstan, Senior Boys Librarian: shd@clairescourt.net

Mathematics

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils should build on the knowledge from previous years and establish links across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

In Year 7, the boys will consolidate the numerical and mathematical capability from Key Stage 2 and develop confidence to be able to use and link their knowledge of previous concepts to solving problems. Those who grasp the concepts rapidly will be challenged and offered rich and sophisticated problems to boost their attainment levels. Those who are not sufficiently fluent will be given opportunities to consolidate their understanding, including additional practice, before moving on.

There will be a Common Task each term where students will be assessed in order to monitor their progress. We review setting each term to ensure that the boys' progress is on track and suggest the correct group where we think they will flourish best.

Our most able students will be entered for the UKMT Junior Maths Challenge competitions.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn Term 2023	<p>Number skills</p> <ul style="list-style-type: none">• Whole numbers• Decimals• BIDMAS. <p>Question: Work out $10 - 2 + 3$? (Is it 11 or 5? Which one is correct!)</p> <p>Rules of Algebra</p> <ul style="list-style-type: none">• Expressions• Collecting like terms• Substitution. <p>Question: How do you simplify $2a + b - a$?</p> <p>Fractions</p> <ul style="list-style-type: none">• Equivalent• Multiplying• Adding and subtracting• Fractions into decimals and percentages and vice-versa. <p>Question: Can you explain why $1/2 \times 1/6 = 1/12$?</p> <p>Coordinates</p> <ul style="list-style-type: none">• In all 4 quadrants• Drawing graphs. <p>Question: If you join the coordinates $(-1,1)$, $(3,1)$ and $(4,1)$ you get a straight line. What do you notice about this line? What is its equation?</p>
Lent term 2024	<p>Perimeter and area</p> <ul style="list-style-type: none">• Rectilinear shapes• Triangles• Converting linear measures within the Metric system• Area and perimeter. <p>Question: If the perimeter of a rectangle is always equal to 24</p>

cm, can you find the rectangle with the biggest area?

Angles

- Angle facts
- Using a protractor
- Angles and parallel lines.

Question: how could you use a 180° protractor to measure an angle of 250° ?

Probability

- Probability scale
- Experimental probability
- Theoretical probability
- Expectation.

Question: In a bag, there are balls which are either coloured green or red. If the probability of picking a green ball is $\frac{1}{3}$, can you suggest the possible numbers of balls in the bag?

Percentages

- Non-calculator methods for working out percentages of amounts
- Percentage increase and decrease.

Question: Sam says 12% of 50 is the same as 50% of 12. Is she correct?

Ratio

- Writing quantities as a ratio
- Dividing a total in a given ratio.

Question: The ratio of right handed to left handed students in a class of 30 is 9:1. How many left handed students are there in the class?

<p>Summer term 2024</p>	<p>Algebra</p> <ul style="list-style-type: none"> • Solving simple equations • Expanding brackets <p>Question: Expand $2(2a - 1)$</p> <p>Rounding</p> <ul style="list-style-type: none"> • To the nearest unit, 10,100,1000, 1 decimal place, 2 decimal places. <p>Question: There are 26 students in a class. Round that number to the nearest 10 and 100. Which rounded value makes more sense?</p> <p>Units</p> <ul style="list-style-type: none"> • Converting metric units • Reading scales • Changing units. <p>Question: Which is bigger: 10000 mm or 10km?</p> <p>Sequences</p> <ul style="list-style-type: none"> • Generating terms • Finding the missing term • Special sequences • Patterns and matchsticks problems. <p>Question: How are the terms in the sequence 5, 11, 17, 23... generated? Is 479 in this sequence and how do you know?</p>
------------------------------------	--

HOW WILL PUPILS LEARN?

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our students to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

MASTERY

Throughout the year students study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 7 is on number work: developing our students' understanding of multiplicative reasoning, a key thread throughout the curriculum in Year 7 and beyond. Our 60 minute lessons with our students are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review,

Careful questioning, modelling and scaffolding and guided and independent practice. We also teach our students how to work on maths outside of lessons in order to help them build good study habits, essential for future success.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will be set one homework task each week. This should take approximately 20 minutes. The task could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online exercise.

WHAT RESOURCES WILL BE USED?

Students are issued with a copy of Essential Mathematics by Michael White at the beginning of the year. They are required to bring this to every lesson along with a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW).

HOW DO WE MEASURE PROGRESS?

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

HOW CAN PARENTS HELP?

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where students have access to a Year 7 course section which is specific to this curriculum statement. Two weeks in advance of a common task students are also supported with a paper copy of a revision booklet to support preparation for these tests. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Joscelin Lothian - jol@clairescourt.net

Modern Foreign Languages: French

In the first term of Year 7 each pupil will take part in a carousel where they study French, German and Spanish. The aim is to introduce the boys to the language and culture of other European countries and make them aware of the differences and attractions. Pupils will learn the basics such as greetings, numbers and simple questions and answers in all three languages. They will be taught how to manipulate basic sentence structures which they can apply to different topics, develop their independent study skills outside of class and most importantly to engender a love for languages by participating in fun, engaging and varied lessons.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	<p>In each language pupils will cover the same material and grammatical points. This will allow them to make a direct comparison between the languages they have studied and inform their choice on which two languages to continue with for the rest of Year 7.</p> <p>Topics</p> <ul style="list-style-type: none">• Hello! How are you?• What is your name?• How do you spell that?• How old are you?• Can you count to 20?• What's the date?• Where do you live?• Who is in your family?• Do you have any pets?• What colour is it? <p>Grammar</p> <ul style="list-style-type: none">• What sound does that make?• What is gender?• How do I say 'the'?• How do I say 'a'?
-----------------------------	--

<p>Lent and Summer terms 2024</p>	<p>Topics</p> <ul style="list-style-type: none"> • What is there in your classroom? • What do you have in your bag? • What are your hobbies? • What do you eat and drink? • Where are you from? • What's the weather like? <p>Grammar</p> <ul style="list-style-type: none"> • Present tense of avoir and être • Adjectival agreement • Present tense of regular -er verbs • Giving and explaining your opinions • Negative structures
--	---

Those who opt to continue with French will develop their listening, speaking, reading and writing skills while studying the areas of French vocabulary and grammar listed above. Teachers will use as much French as possible in the lesson but pupils should not worry if they do not understand at first – lots of miming and gestures usually gets the message across! As part of the course, pupils' knowledge of the cultural life in French-speaking countries will give a better understanding of how people live there. At the end of Year 7 pupils will be able to use regular –er verbs and key irregular verbs in the present tense. They will be able to introduce themselves, talk about their family, friends, pets, likes and dislikes and say where they live.

HOW WILL PUPILS LEARN?

The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much French as possible in class and there is also a big focus on grammatical accuracy to aid communication. They are also taught to use a variety of strategies including context, cognates and bilingual dictionaries to help them cope with unfamiliar language. We use many interactive online learning resources to reinforce vocabulary and grammar. These websites are also made available to pupils so that they can extend their own learning at home.

MASTERY LEARNING

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where mistakes are celebrated and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection and act on feedback. Students learn both to produce the

language in spoken and written form, as well as recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, and to recognise patterns and grammatical terms in order to then be able to manipulate the language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes throughout the key stages. In this way students consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision for a vocabulary test, a simple consolidation exercise, or dedicated time using one of the language learning websites.

WHAT RESOURCES WILL BE USED?

Pupils will be provided with an exercise book which they are expected to keep neat and tidy and bring to all lessons. They should bring their Chromebook to every lesson along with the usual stationery, including scissors and glue.

HOW DO WE MEASURE PROGRESS?

Progress is monitored through classwork and homework exercises, regular vocabulary and grammar tests and a more extensive assessment in the Summer Term. Exercise books are checked regularly for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate.

HOW CAN PARENTS HELP?

The biggest difference parents can make to their child's progress is by encouraging them to learn vocabulary regularly. Parents can help by testing their child, by playing some of the online games with them or even trying to keep up and learn the language as well! If you find yourself taking a family holiday abroad, regardless of destination, we would ask that you encourage your child to have a go at speaking the native language. Our aim is to develop confident linguists who want to explore the world and truly enjoy the process of discovering different cultures, customs and people

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Diana Wadsworth - dfw@clairescourt.net

Modern Foreign Languages: German

In the first term of Year 7 each pupil will take part in a carousel where they study French, German and Spanish. The aim is to introduce the boys to the language and culture of other European countries and make them aware of the differences and attractions. Pupils will learn the basics such as greetings, numbers and simple questions and answers in all three languages. They will be taught how to manipulate basic sentence structures which they can apply to different topics, develop their independent study skills outside of class and most importantly to engender a love for languages by participating in fun, engaging and varied lessons.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	<p>In each language pupils will cover the same material and grammatical points. This will allow each pupil to make a direct comparison between the languages they have studied and inform their choice on which two languages to continue with for the rest of Year 7.</p> <p>Topics</p> <ul style="list-style-type: none">• Hello! How are you?• What is your name?• How old are you?• Can you count to 20?• When is your birthday?• Where do you live?
-----------------------------	--

HOW WILL PUPILS LEARN?

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons. All lessons use interactive whiteboard software and we also use many of the interactive and online learning resources to reinforce vocabulary. These websites are also made available to pupils so that they continue or extend their own learning at home.

Mastery

In order to master a language, teachers facilitate learning through a number of

methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision for a vocabulary test, a simple consolidation exercise, or dedicated time using one of the language learning websites.

WHAT RESOURCES WILL BE USED?

Copies of textbooks are kept in classrooms and may be used as a resource. The school will provide each pupil with an exercise book which they are expected to keep neat and tidy and bring to all lessons. They should bring their chromebook to every lesson along with the usual stationery, including scissors, glue and colouring pencils.

HOW DO WE MEASURE PROGRESS?

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher and/or peers.

HOW CAN PARENTS HELP?

The biggest difference parents can make to their son's progress is by encouraging him to learn vocabulary regularly. Parents could help by testing their son, by playing some of the online games with them or even trying to keep up and learn

the language as well! If taking a family holiday abroad, regardless of destination, we would ask that parents encourage their son to have a go at speaking the native language. Our aim is to develop confident linguists who want to explore the world and truly enjoy the process of discovering different cultures, customs and people.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Annette Bentz-Denton - ahd@clairescourt.net

Modern Foreign Languages: Spanish

In the first term of Year 7 each pupil will take part in a carousel where they study French, German and Spanish. The aim is to introduce pupils to the language and culture of other European countries and make them aware of the differences and attractions. Pupils will learn the basics such as greetings, numbers and simple questions and answers in all three languages. They will be taught how to manipulate basic sentence structures which they can apply to different topics, develop their independent study skills outside of class and most importantly to engender a love for languages by participating in fun, engaging and varied lessons.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	<p>In each language pupils will cover the same material and grammatical points. This will allow them to make a direct comparison between the languages they have studied and inform their choice on which two languages to continue with for the rest of Year 7.</p> <p>Topics</p> <ul style="list-style-type: none">• Hello! How are you?• What is your name?• How old are you?• Can you count to 20?• What's the date?• Where do you live?• Who is in your family?• Do you have any pets?• What colour is it?
Lent and Summer term 2024	<p>¿Cómo son tu familia y amigos?</p> <ul style="list-style-type: none">• What is your family like?• What is your best friend like? <p>¿Cómo es tu instituto?</p> <ul style="list-style-type: none">• Which school subject do you like?• What is your school like?• What do you do at school? <p>¿Qué haces en tu tiempo libre?</p> <ul style="list-style-type: none">• What do you do in your free time?

	<ul style="list-style-type: none"> • What do you like to do in your spare time? <p>Grammar</p> <ul style="list-style-type: none"> • Present tense of 'tener; and 'ser' • Adjectival agreement • Possessive adjectives • Present tense of regular verbs • Negative structures
--	---

Those who opt to continue with Spanish will develop their listening, speaking, reading and writing skills while studying the areas of Spanish vocabulary and grammar listed above. Teachers will use as much Spanish as possible in the lesson but pupils should not worry if they do not understand at first – lots of miming and gestures usually gets the message across! As part of the course, pupils' knowledge of the cultural life in Spanish speaking countries will give a better understanding of how people live there.

At the end of Year 7 pupils will be able to use regular verbs and key irregular verbs in the present tense. Pupils will be able to introduce themselves, talk about their family, friends, pets, likes and dislikes and say where they live.

HOW WILL PUPILS LEARN?

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons. All lessons use interactive whiteboard software and we also use many of the interactive and online learning resources to reinforce vocabulary. These websites are also made available to pupils so that they continue or extend their own learning at home.

MASTERY

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading

and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision for a vocabulary test, a simple consolidation exercise, or dedicated time using one of the language learning websites.

WHAT RESOURCES WILL BE USED?

Copies of textbooks are kept in classrooms and may be used as a resource. The school will provide each pupil with an exercise book which they are expected to keep neat and tidy and bring to all lessons. They should bring their Chromebook to every lesson along with the usual stationery, including scissors, glue and colouring pencils.

HOW DO WE MEASURE PROGRESS?

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher and/or peers.

HOW CAN PARENTS HELP?

The biggest difference parents can make to their son's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their son, by playing some of the online games with them or even trying to keep up and learn the language as well! If you find yourself taking a family holiday abroad, regardless of destination, we would ask that parents encourage their son to have a go at speaking the native language. Our aim is to develop confident linguists who want to explore the world and truly enjoy the process of discovering different cultures, customs and people.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Eva Urzaiz - emu@clairescourt.net

Music

In Year 7, pupils are introduced to the three key components of musical study; Listening & Appraisal, Performance, and Composition. Units of work are generally topic-based and wholly devised around tasks that enable practical, 'hands-on' exploration of musical concepts.

Working as individuals, pairs, small groups, or as a whole-class ensemble, the boys will:

- Broaden their musical knowledge and awareness
- Develop their practical instrumental capabilities
- Grow their awareness of, and responsiveness to, relevant notations
- Refine analytical and creative skills
- Evaluate their own and each other's work critically as part of the learning process
- Build 'an understanding of music's place in their own life and in the world'
(Bunting, 2010)

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Musical Elements & Melody-writing During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars: <ul style="list-style-type: none">● What do we mean by 'the elements of music'?● In what ways do these elements combine to create organised musical sounds?● How is pitch organised and notated?● What factors affect pitch, and how does it relate to frequency?● What are the components of duration in music?● How is rhythm organised and notated?● In what ways do pitch and rhythm combine in a melody, and how is it read?● What role do scales play in a melodic context?● What are chords, and how might they be used to help write a melody?● What are passing notes for?● What musical words can be used to describe how a melody is organised?
-----------------------------	---

<p>Lent term 2024</p>	<p>Music for Special Occasions</p> <p>During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:</p> <ul style="list-style-type: none"> ● How can musical elements be organised to reflect a composer's intentions and suit different contexts? ● What cultural expectations do we have of these? ● How do major and minor relate to scales, chords, and pieces as a whole? ● How is a triad notated? ● How do dotted rhythms compare to straight rhythms in sound and notation? ● Why might there be different approaches to composing a piece of music for a certain occasion?
<p>Summer term 2024</p>	<p>Music for Dance</p> <p>During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:</p> <ul style="list-style-type: none"> ● What is metre in music and how is it shown? ● What are the differences between duple and triple time? ● Why are some beats considered to be strong and others weak? ● How do different articulations contribute to the musical character? ● How are block chords and broken chords different from one another? ● What musical characteristics do dances from different times and places share? ● What rhythmic features are characteristic of rap within the context of hip-hop?

HOW WILL PUPILS LEARN?

Pupils receive one hour-long lesson per week in mixed-ability groupings. Working as individuals, pairs, small groups, or as a whole-class ensemble, boys undertake tasks based around a combination of listening, performance and composition skills applied in a topic-based curriculum. Practical work generally takes place at keyboards, in promotion of skills development and creative application of musical concepts relevant to the scheme of work. Increasingly, online resources are integrated into a scheme of work, enabling students to engage with technology and explore creatively.

MASTERY

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claires Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and endless opportunities for peer- and individually-led learning and appraisal.

HOW WILL HOMEWORK BE ASSIGNED?

While classroom-based homework is not set for Music at Key Stage 3, students are encouraged to supplement their learning through wider exploration of music and musical contexts. This may involve taking advantage of access to online music software packages Focus on Sound and Soundtrap via the school's subscription, taking the form of any of the following:

- Applying, consolidating, and refining instrumental skills at home
- Embarking independently on wider exploration of musical genres and styles
- Seeking to increase their knowledge of musical elements and the various ways in which music can be organised
- Creating their own music to share with others
- Joining an instrumental or vocal ensemble, either at school or outside
- Exposure to live music by attending (and performing in) concerts either locally or in London

WHAT RESOURCES WILL BE USED?

Our 'hands-on' approach necessitates the use of myriad physical resources including voices, body percussion and digital keyboards, since practical music-making is very much at the forefront of all lessons at KS3. Instructional resources are commonly shared via Google Classroom, enabling boys to work independently at a level of challenge commensurate with their own level of experience. Integrated use of online platforms such as Chrome Music Lab and Soundation further support wider application of practical learning, while wide-ranging software Focus on Sound Pro is often used to address theoretical content and promote development of active listening and aural skills.

HOW DO WE MEASURE PROGRESS?

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for students to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an informed and ever-evolving self-awareness of 'what went well' and 'even better if'.

HOW CAN PARENTS HELP?

We ask that parents actively encourage their son to participate in musical activity. As well as a significant and varied extracurricular offer, lessons on a range of instruments (including voice) are provided on-site by a committed team of peripatetic music teachers. Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision.

Rise to the challenge to perform at every available opportunity; whether at school in assembly, in a music centre, at church, in a local group, or just in front of family and friends.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Nicholas Wolstencroft - niw@clairescourt.net

Physical Education (PE)

In Year 7 all pupils study a PE programme that covers six different modules. The programme is designed to cover all key areas of physical development including racket skills, fitness and athletic disciplines, swimming, and various ball skills. In addition, pupils will be introduced to the code of conduct, the kit policy (including what to wear for each sport), the changing procedure and hygiene standards. Throughout the programme there is a strong emphasis on the development of self-respect and respect for others, and the need for strong self-discipline in sport.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Badminton An introduction to the smash, clear and drop shot as well as the basic rules and court dimensions within the game. <ul style="list-style-type: none">• Can you keep the shuttle in the air during a rally?• Do you know how to score and the court markings?• Can you smash a shuttle to win the point? Hockey An introduction to dribbling, passing and shooting as well as the basic rules of the game. <ul style="list-style-type: none">• What are the different ways of passing and Shooting?• What are some of the tactics you would use in a game?
Lent term 2024	Strength and Conditioning Students will be led through a series of lessons looking at and taking part in a number of different training methods that are used to improve different aspects of physical fitness. <ul style="list-style-type: none">• Can you exercise safely in a number using a range of different methods of training?• Do you understand which methods of training develop the different aspects of fitness?

	<p>Basketball</p> <p>Introduction to Basketball including all the basic skills of passing, shooting and dribbling.</p> <ul style="list-style-type: none"> • What are the different ways of passing and Shooting? • What are some of the tactics you would use in a game?
<p>Summer term 2024</p>	<p>Athletics</p> <p>An introduction to throws, jumps and running technique.</p> <ul style="list-style-type: none"> • Can you use the correct techniques in the field events? • Do you know how to do a sprint start? •

HOW WILL PUPILS LEARN?

We place a huge emphasis on fitness and health which is why we have developed a very specific PE programme. Each class has their own PE teacher for the year who will take them through the programme in a double lesson a week. This enables us to tailor the course specifically to our pupils' needs. We make good use of video, projector and appropriate teaching software to illustrate specific teaching points. PE lessons take place at Senior Boys, Little Marlow Athletics Track and Braywick Sports Ground. Whilst we do not set homework, we have every expectation that pupils will train and practise hard out of hours.

MASTERY

To demonstrate mastery students will be working towards demonstrating all core and advanced skills being performed in competitive situations with accuracy and fluency, while applying appropriate strategies and tactics.

HOW DO WE MEASURE PROGRESS?

Every skill in each module is assessed according to our criteria and then graded for attainment, A to D, and effort from one to four where one is outstanding and four is poor. The grade you receive is based on the sport you have been participating in that half term.

HOW CAN PARENTS HELP?

It is important that all pupils are given access to additional sporting experiences outside school. Local clubs offer a wide range of activities that will help maintain a healthy and active lifestyle.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Simon Carter - sic@clairescourt.net

Personal, Social, Health and Economic Education

(PSHEE)

Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 7:

- Being Me In My World
- Celebrating Difference
- Careers (Unifrog)
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

The [overview](#) shows more detailed content for each half term unit and what the pupils will study to help them answer the Big Question.

Claire's Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

WHAT WILL PUPILS STUDY AND LEARN?

AUTUMN TERM 2023	Being Me In My World <ul style="list-style-type: none">• How do I fit into the world I live in? Celebrating Difference <ul style="list-style-type: none">• Do we need to feel 'the same as' to belong?
LENT TERM 2024	Careers - Unifrog <ul style="list-style-type: none">• What are my skills and interests? What would my dream job be? Healthy Me <ul style="list-style-type: none">• To what extent am I responsible for my mental and physical

	health?
SUMMER TERM 2024	<p>Relationships</p> <ul style="list-style-type: none"> • What can make a healthy relationship healthy or unhealthy? <p>Changing Me</p> <ul style="list-style-type: none"> • How do I feel about becoming an adult?

HOW WILL PUPILS LEARN?

Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

The programme expects student engagement and takes an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

HOW WILL HOMEWORK BE ASSIGNED?

No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

WHAT RESOURCES WILL BE USED?

- Presentations, worksheets and videos will be used by the form tutor
- External speakers are also invited in to support some of the topics covered.

HOW DO WE MEASURE PROGRESS?

Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

HOW CAN PARENTS HELP?

Please read the Jigsaw ['A brief guide'](#) leaflet

Please take time to discuss social, political and other issues in the news. Encourage your son to use a variety of media to make herself aware of the issues in the world such

as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your son to take part in events you are helping to foster loyalty and respect among the boys for their school. You would also be supporting the school's sense of community.

On a personal level you should have received a generic booklet dealing with starting life in Senior school, and issues such as friendships, falling outs and bullying. Please discuss these matters at home, but also speak to your son's Form Tutor if you have any concerns.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Gareth Miller - gmm@clairescourt.net

Religious Studies (RS)

In RS we consider both religion and philosophy. All humans are naturally curious about life, so during KS3 we will study some of the major questions that humans have asked since the human race began and look at how different religions have responded to these questions. In each lesson pupils will need to use their own experience of the world to help them understand some very tricky problems. To get the most out of this subject, pupils should work hard to listen to others and to express their own ideas. For a lot of the questions that we will think about, there are no right or wrong answers – what is important is that they think.

Each pupil will be pushed to question and challenge things that they would normally simply accept, and helped to explore issues that have both global and local significance. Over the course of Years 7 to 9 each pupil will develop a range of skills and abilities: to be able to think critically about important questions; to be good communicators of your own views and able to reflect on other views; to see connections between beliefs and actions; and, to be able to deal with philosophical and ethical problems. The boys will also be expected to demonstrate these developing skills by writing in a range of contexts.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Sikhism <ul style="list-style-type: none">• Why do Sikhs not cut their hair?• Why do they carry a knife?• Do they really give free food to anyone who comes to their Gurdwara? <p>Pupils will study the key aspects of the faith such as the Gurus, the Gurdwara and the 5K's. Pupils will assess the importance of these areas to Sikhs and how they influence their lives. There will be opportunities for each pupil to focus on ideas about identity and also ethics as 'Sewa' or 'service' is a key aspect of Sikhism.</p>
-----------------------------	--

<p>Lent term 2024</p>	<p>Judaism</p> <ul style="list-style-type: none"> • Why do Jews believe that they are God's 'Chosen People'? • What foods are eaten at Passover and why? • Do you really become an adult after a Bar/Bat Mitzvah ceremony? <p>An introduction to Judaism will allow pupils to study the key aspects of the faith. The importance of the Torah and the festival of Passover will be studied, whilst the Bar and Bat Mitzvahs will allow the boys to reflect on their own rites of passage.</p>
<p>Summer term 2024</p>	<p>Christianity</p> <ul style="list-style-type: none"> • Who was Jesus? • Why are there Catholics and Protestants? • Are we still a Christian country? <p>The origins of Christianity and introducing some of the different denominations will be central to this unit. An artistic look at different images of Jesus will allow pupils to reflect on what Jesus means to different types of Christians. They will also reflect on the influence of Christianity on our society.</p>

HOW WILL PUPILS LEARN?

RS follows a pedagogy known as critical realism. Pupils are introduced to key philosophical questions through a study of different religions, and through these introductions are encouraged to develop their own views, thoughts and ideas. The very nature of the subject involves critical thinking.

MASTERY

Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. Pupils are encouraged to be reflective about personal views as well as thinking about and evaluating other points of view. In order to do this well, they need to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence they are guided to become enquirers.

Much of the work is done in groups and pairs, and several pieces of work are completed collaboratively. Pupils will learn how to communicate their findings and views through group work, discussion and in assessed presentations. Problem-solving takes place in a number of ways, for example when applying knowledge of a religious view and working out how that group might respond to an ethical or philosophical quandary. There is one lesson each week.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is given out once a week and can take many forms including research and revision about the topic studied that day. A common homework task will be to summarise the day's learning in an artistic form such as a collage or poem. Google Classroom is a powerful tool that will be used often for homework tasks such as collaborative research projects.

WHAT RESOURCES WILL BE USED?

Each pupil works in exercise books, with stimulus sheets given out during lessons to provide support. There are no textbooks, although there is a huge amount of material on the RS page of the Claires Court 'hub' to access as well as shared resources on Google Classroom.

HOW DO WE MEASURE PROGRESS?

In each lesson pupils will need to do some serious thinking and in most lessons, or as part of the homework, will produce a piece of writing that demonstrates their thinking skills. Over the year each pupil will complete two common tasks which will take the form of exam style questions and an end of year exam. Marks for assessment, effort and presentation will be entered into the mark sheets contained at the back of each

pupil's exercise book which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

HOW CAN PARENTS HELP?

The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support their son by discussing global events around the dinner table, questions such as "What do you think about...?"; "What are your views on...?" are just the sort of questions that allow you to develop both oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

Mastery

Religious Studies equips students with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Laura Cousins - luc@clairescourt.net

Science

Science is everywhere, from the training of the most successful sportsperson to the food we eat, the clothes we wear, and the software that allows us to text our friends and use our games consoles. We aim to introduce our pupils to the impact Science has on the world today, whilst developing the skills required of an independent learner.

Our two year programme is tailored towards posing questions and allowing pupils to construct their own meaning through various learning activities, both inside and outside the Science laboratory. This will provide a sound base for starting the GCSE Science course in Year 9.

The way we study the Sciences at Claires Court is one of our great strengths, with abundant opportunities to conduct practical experiments, and develop sound knowledge, led by expert teachers in well-equipped laboratories.

WHAT WILL PUPILS LEARN AND STUDY?

Autumn term 2023	Transition project <ul style="list-style-type: none">• How do you use a Bunsen burner safely?• How can we use everyday objects to conduct scientific experiments?• How is Science related to your hobbies and interests? Cells, tissues, organs and systems <ul style="list-style-type: none">• How have discoveries over the years helped us find out in-depth details about living organisms?• How can knowledge of the human organism allow us to transplant and even artificially grow new organs?• What does it mean to be alive? Acids and alkalis: <ul style="list-style-type: none">• How dangerous are chemicals that we use in the home?• How useful are different types of indicators - what can they tell us?• How can we make use of neutralisation? Forces <ul style="list-style-type: none">• What can forces do?• Is friction useful?• How is pressure used in sports?
-----------------------------	--

<p>Lent term 2024</p>	<p>Sexual reproduction in animals</p> <ul style="list-style-type: none"> • What is needed to create an embryo? • What happens during gestation? • How have developments in reproductive medicine and knowledge changed the world? <p>Atoms, elements and molecules</p> <ul style="list-style-type: none"> • Why are different elements used for different purposes? • How do elements form compounds? • How can you spot a chemical reaction? <p>Science week forensics project</p> <ul style="list-style-type: none"> • Why is science important? • What skills must scientists have? <p>The particle model</p> <ul style="list-style-type: none"> • What different ways can particles move? • When is diffusion good and bad? • How could you transport solids, liquids and gases?
----------------------------------	---

<p>Summer term 2024</p>	<p>Muscles and bones</p> <ul style="list-style-type: none"> • How can athletes try to improve their chances of winning? • Why does an adult have 206 bones, yet a baby has 270? • Does your body have the ability to run as fast as Usain Bolt? <p>Electricity and circuits</p> <ul style="list-style-type: none"> • What do you need to make an electrical circuit? • How to build and use circuits • How take readings with electrical circuits <p>Practical skills using science equipment</p>
------------------------------------	--

HOW WILL PUPILS LEARN?

Pupils are taught all three Sciences by the same teacher in their form groups, with two one hour lessons a week. The questions above are translated into exciting learning opportunities which allow our pupils to work together in groups to find their own route to an answer. Laboratory and field work are incorporated in the year of study and the

boys learn the importance of problem solving in a creative and critical way whilst collaborating with their fellow pupils. Differentiation happens as pupils delve deeper and deeper into the solution under the watchful eye of their teacher. Safe scientific practice is always at the forefront.

MASTERY

Students will build upon knowledge, skills and experiences from KS2 using practical sessions focussed on scientific method. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Life processes to Organ Systems, Forces and Energy and Chemical Reactions. Regular formative assessments are embedded to identify areas for support in learning.

HOW WILL HOMEWORK BE ASSIGNED?

One piece of homework is set each week. This is varied in nature and aimed at further consolidation and/or further development of taught topics. This is a time to complete exciting projects and to show off knowledge and expertise, often in a creative way.

WHAT RESOURCES WILL BE USED?

Chromebooks, together with well-equipped laboratories and the great outdoors, provide opportunities to produce work which varies in nature and to research the latest developments in the scientific world. Pupils use various ICT skills to present findings to their peers, which also helps the teachers to assess each pupil's learning skills. The boys receive a course textbook for the duration of the academic year, and have access to the online platform, ActiveLearn. Teachers share work on Google Classroom which gives pupils the opportunity to work independently throughout the year.

HOW DO WE MEASURE PROGRESS?

Learning skills are assessed during each learning activity. Formative assessments in the classroom take place through questions posed, peer assessment and various other independent learning activities. We aim to ensure each pupil develops those learning skills which they naturally find more challenging. Work is marked regularly and this takes the form of verbal, written, or online marking. Google documents are commented on online. Progress is monitored by use of weekly homework assignments and common tasks every term. Progress is carefully tracked in terms of correlations between benchmarks and what each pupil is actually achieving. Discussions between teacher and parent will be made as soon as the teacher feels a pupil is making insufficient progress. During the summer term, pupils sit an end of year examination which tests the understanding of Science they have developed during the year.

HOW CAN PARENTS HELP?

Parents can support their son's learning by using the questions posed above as starting points of conversations, and by encouraging him to watch scientific documentary programmes relevant to these topics. Discussing scientific news items, as and when they arise, builds an understanding and broader cognitive framework. Our 'Science in the news' notice board and dedicated Google area should evoke discussion around the dinner table too. An outing to the various Science museums and exhibitions from a young age evokes an interest in the subject and is strongly recommended.

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss Lydia Lowry - lil@clairescourt.net



Claire's Court Senior Boys

Ray Mill Road East, Maidenhead, SL6 8TE

Tel: 01628 327600

www.clairescourt.com



*This information is correct at the time of going to print and details may be subject to change
08/23