

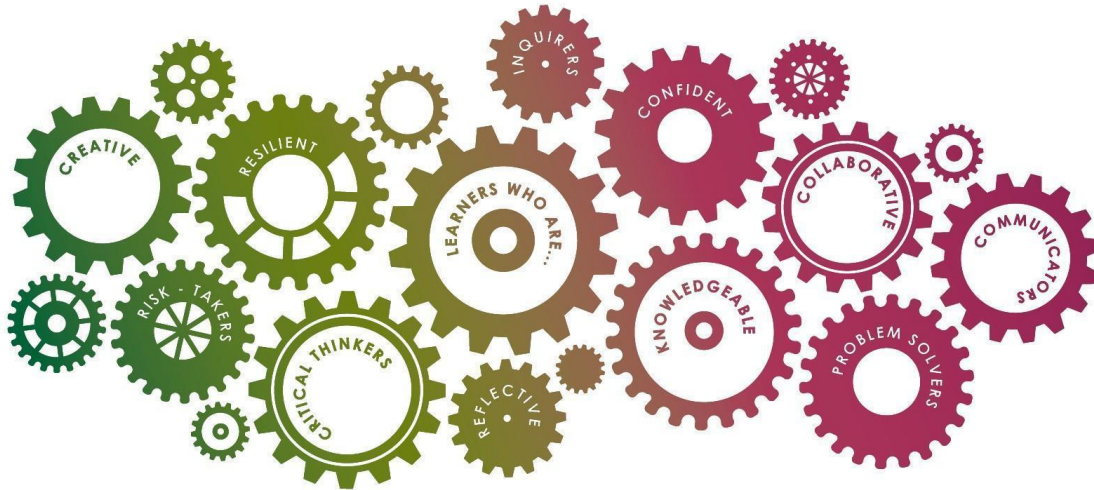
SENIOR GIRLS

CURRICULUM STATEMENT

YEAR 7 2023/ 2024

Welcome to Year 7

This booklet accompanies the Parents and New Girls' Guide to the School. It consists of a collection of curriculum statements, which outline in a straightforward way 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 pupils 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 our 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 our pupils 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, 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 anywhere in the world.

DISTANCE LEARNING DURING SCHOOL CLOSURE

During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claires Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

HOMEWORK

In September a homework timetable is issued for the coming year. Some homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils will use the homework diary/pupil planners to record their homework on a daily basis which parents will be able to monitor and sign off each week. Form tutors will ensure that the homework diary/pupil planner is being used appropriately and will also sign each week.

BASELINE TESTING

Early in year 7, we undertake a series of baseline tests to help us learn more about your daughter'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 and a skills test (proof-reading, perceptual speed and accuracy). Pupils take the Accelerated Reading (AR) programme test four times a year to produce a standardised reading score and reading age. The pupils also complete AR

reading quizzes when they have completed reading a book to test the comprehension of what they have read. The DASH handwriting test, tests handwriting skills and legibility whilst the Helen Arkell Spelling test helps to provide an overall profile which gives an indication of an individual's current capabilities and any factors that might impact upon progress. What they do not do is override a teacher's knowledge of the pupil, 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 daughter puts into her 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 group (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, 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 girls 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 daughter's career with us, 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 daughter experiences any problems in her learning, and understanding and progress seem to elude her no matter how hard she strives, please do not hesitate to contact your daughter's form tutor who will then pass on any concerns to the appropriate member of staff.

GIRLS ON BOARD

We understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the detail of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a mirror

which reflects the girls' behaviour and attitudes.

FINALLY...

We are passionate about learning in all its forms and manifestations and we know that our parents value the benefits to their daughters 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 daughter – our doors are open.

USUAL HIGHLIGHTS OF THE YEAR

Over the course of the year, girls 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 boys as well, through activity days spread through the year...
- .. the first being our workshop day with the National Trust at Cliveden
- Participation in Drama festivals and Music concerts;
- A visit to Rushall Farm;
- National Poetry Day and author visits;
- Charity fundraising walks and events;
- Science, Technology, Engineering and Maths (STEM) events.

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

A handwritten signature in black ink, appearing to read 'SR', with a long horizontal flourish extending to the right.

Steven Richards

Head of Senior Girls September 2023

The Form Tutor

The form tutor is the first point of contact for you and your daughter for all pastoral and academic issues. Your daughter's form tutor will get to know you well during the course of the year, and will be able to assist with any pastoral issues or academic issues which arise in school. Form tutors play an important role in helping raise your daughter's attainment through monitoring of reports, discussion with subject staff, counselling pupils during any period of difficulty, supporting the delivery of learning skills and of course liaising with parents.

Your daughter's tutor group meets each morning, for registration, the reading of any notices and of course an opportunity to engage in a range of discussion with her tutor. The tutor also leads the PSHEE programme.

Pupils in Year 7 attend school assemblies on a Monday and take part in 'DEAR Friday' on Friday morning where pupils are encouraged to 'Drop Everything And Read' during tutor time.

REPORTING

We report back on how well your daughter is progressing, her strengths and weaknesses, and how she can improve in a variety of ways.

AUTUMN TERM

- Parents' evening
- General feedback on how well your daughter has settled in
- October half term grade card - attitude to learning (A2L) grades only
- End of term report card: A2L and attainment grades and a short written report from the form tutor.

LENT TERM

- End of term grade card
- A2L and attainment grades.

SUMMER TERM

- Parents' evening
- Meeting with all subject teachers
- June exam report card
- Exam grades and percentages
- End of term full report.
- Written reports from subject teachers and form tutor.

HOW PARENTS CAN HELP

There are many ways in which you can help ensure that your daughter makes the most of her opportunities and enjoys her life in school. Our aim is to develop a sense of independence and personal responsibility.

Please encourage your daughter to become completely responsible for school books, kit and personal belongings. Having every item named is essential. Pupils should prepare and pack all the equipment and books that are required the night before.

Your daughter receives homework which is recorded in their pupil planner/homework diary and on Google Classroom if set via classroom where you can see a summary of work pending or missed. Please encourage your daughter to meet deadlines and to submit assignments promptly.

CONTACT

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

7A - Ms Bernice Harington-Fuller - beh@clairescourt.net

7B - Ms Heather Frost - haf@clairescourt.net

7C - Mr George Hudson - gah@clairescourt.net

Head of Year: Mrs Rebecca Rayment – rgr@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 girls 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', 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">• Pablo Picasso• Edvard Munch• Giuseppe Arcimboldo.
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<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"> • Pablo Picasso • Auguste Rodin • Marc Quinn • Alberto Giacometti • Antony Gormley.
<p>Summer term 2024 <i>Personal project</i></p>	<p>Learning</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 are the best ways of gathering personal research? • How can I get ideas from artists' work? • 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?

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 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?

In Art, homework takes the form of an optional sketchbook challenge each week. Students will have a different word and are encouraged to be as creative as possible when responding to it. Prizes are given at the end of each term for the best work undertaken.

WHAT RESOURCES WILL BE USED?

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

HOW DO WE MEASURE PUPIL PROGRESS?

Progress is constantly monitored and assessment is ongoing throughout the projects. Regular written 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 children to talk 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 which parents should encourage their daughters to sit and watch wherever possible!

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Joel Wareing – jow@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, Lent Term 2024 OR Summer Term 2024 (on rotation)

Module: Introduction to Design Technology and safety in the workshop (two weeks).

Module: Desk Tidy project (nine to ten weeks).

- 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?

Module: Plastics - Key fob project (five to six weeks).

- 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?

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| | <ul style="list-style-type: none">• Can you use the necessary tools to design, bond, cut, shape and finish your key fob? |
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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?• Why is teamwork so important in Drama?
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Lent term 2024	<i>Exploring the use of vocal techniques and developing characters. Introduction to creation from stimuli.</i> <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	<i>Creating and performing in a chosen genre and style.</i> <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).

Making: The processes and activities employed when exploring, creating, shaping and evaluating drama.	Performing: The skills and knowledge displayed when acting, presenting and producing drama, consisting of: <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.	Responding: Reflecting on both emotional and intellectual reactions to the performance, consisting of: <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.
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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:

Mr Chris Bennett - cmb@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 words
- To use a dictionary and thesaurus
- To improve their word-processing and digital design skills
- To become better at arguing with, persuading, and advising others and accepting/acknowledging other points of view.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2023</p> <p>Major theme: Introductory Skills Unit / Introduction to Poetry</p> <p><i>What are the essential elements in English?</i></p> <p><i>What constitutes a poem?</i></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>Assessment</p> <ul style="list-style-type: none">• Baseline writing assessment.• One piece of writing formally assessed from one of the two units (your teacher will tell you which one).
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<p>Lent term 2024</p> <p>Major theme: 'Thriller'</p> <p><i>Students will study "Skellig" by David Almond, a text which explores the concept of outsiders in society.</i></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>Assessment</p> <ul style="list-style-type: none"> • End of unit assessment based on the text source.
<p>Summer term 2024</p> <p>Major theme: 'Lost' ("The Island" - a transactional writing scheme of work).</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? <p>Assessment</p> <ul style="list-style-type: none"> • CT3 Assessment - Reading Comprehension and Writing Task.

HOW WILL PUPILS 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?

Homework is set homework once a week.

WHAT RESOURCES WILL BE USED?

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 girls 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 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 daughter would read to you regularly, which allows

you to see how her 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 daughter build an understanding about 'public performance'.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Luke Wespieser – law@clairescourt.net

Miss Fiona McWilliam - fjm@clairescourt.net

Mrs Sarah Austin-Smith - sra@clairescourt.net

Food Studies

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?

Autumn term 2023	<ul style="list-style-type: none">• Why worry about food safety and hygiene?• Do you understand the importance of food safety and hygiene?• How do we work safely?• What good hygiene practices should we follow?• What are good foods and bad foods?• How do you apply the principles of the Eatwell Guide and what recommendations would you make for eating well?• Why should we have 5 a day?• Which imaginative way will you use to prepare fruit and vegetables?
Lent term 2024	<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?

Summer Term 2024

- 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?
- 'Eggsellent' - eggs are more than just breakfast, how will you adapt and develop recipes that encourage imagination, originality and creativity?
- 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?

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. 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.

HOW WILL HOMEWORK BE ASSIGNED?

Homework will include the preparation and weighing of ingredients for practical lessons on a regular basis.

WHAT RESOURCES WILL BE USED?

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

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

you daughter

- 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 PLEASE CONTACT:

Mrs Kerry Irons – kei@clairescourt.net

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?

<p>Autumn term 2023</p>	<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? <i>Pupils will have a formal test at the end of this unit.</i> <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. <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. <i>There will be a formal test at the end of this unit.</i> <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.

	<i>Pupils will complete a fieldwork project write up for the assessment for this topic.</i>
Summer term 2024	<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 IN GEOGRAPHY

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 issued with their own copy of Progress in Geography. 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 daughter 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>B. 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?● 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?

	<ul style="list-style-type: none"> ● 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?
Summer Term 2024	<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? 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 world around them. 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 a 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 daughter's interest in history further, we encourage you to visit appropriate historical sites. Get ahead by encouraging your daughter to read books such as 'Horrible Histories', watch appropriate TV programmes and discuss 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:

Ms Camilla Bullough - crb@clairescourt.net

Information Communication Technology (ICT)

Information Communication Technology (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 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 Workspace 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.

Pupils 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 dedicated Windows based laptops.

WHAT WILL PUPILS LEARN AND STUDY?

Autumn term 2023	Introduction <ul style="list-style-type: none">• What is Google Workspaces?• What 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	Microsoft Applications <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? How Computers Work <ul style="list-style-type: none">• What's inside a computer and how do the components

	<p>work?</p> <ul style="list-style-type: none"> • How does the CPU work and manage information?
<p>Summer term 2024</p>	<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 is continually growing.

From the very first lesson, pupils will enjoy working with different applications and software. Using their unique Claires Court account they 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 their teachers.

As their 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 their studies and, rather than setting homework in this subject, we expect them 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 Workspace for Education 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 our pupils to talk about and share the work they do with parents, with many 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?

Each pupil will attend one lesson on a rotational basis in the Senior Girls' library, learning through 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 daughter 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

Mathematics

Mathematics is an interconnected subject in which you need to be able to move fluently between representations of mathematical ideas. Pupils will 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 Maths, our pupils will consolidate the numerical and mathematical skills learned during Key Stage 2 and develop confidence to be able to use and adapt their knowledge of previous concepts to solving problems. Those who grasp the concepts rapidly will be challenged by being 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 progress will be assessed in order to monitor progress and we will act accordingly.

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.
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	<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>
<p>Lent term 2024</p>	<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 cm, can you find the rectangle with the biggest area?</p> <p>Angles</p> <ul style="list-style-type: none"> • Angle facts • Using a protractor • Angles and parallel lines. <p>Question: how could you use a 180° protractor to measure an angle of 250°?</p> <p>Probability</p> <ul style="list-style-type: none"> • Probability scale • Experimental probability • Theoretical probability • Expectation. <p>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?</p> <p>Percentages</p> <ul style="list-style-type: none"> • Non-calculator methods for working out percentages of amounts • Percentage increase and decrease. <p>Question: Sam says 12% of 50 is the same as 50% of 12. Is she correct?</p> <p>Ratio</p> <ul style="list-style-type: none"> • Writing quantities as a ratio • Dividing a total in a given ratio. <p>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

Algebra

- Solving simple equations
- Expanding brackets

Question: Expand $2(2a - 1)$

Rounding

- To the nearest unit, 10,100,1000, 1 decimal place, 2 decimal places.

Question: There are 26 students in a class. Round that number to the nearest 10 and 100. Which rounded value makes more sense?

Units

- Converting metric units
- Reading scales
- Changing units.

Question: Which is bigger: 10000 mm or 10km?

Sequences

- Generating terms
- Finding the missing term
- Special sequences
- Patterns and matchsticks problems.

Question: How are the terms in the sequence 5, 11, 17, 23... generated? Is 479 in this sequence and how do you know?

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?

There is 1 homework per week set for Maths, using the Sparx Maths website. Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set. Homework contains 3 elements: Compulsory, XP Boost and Target. All questions in the Compulsory section must be answered correctly for the homework to be marked as complete. XP Boost and Target sections are optional, XP Boost questions are at a similar level to Compulsory, and offer extra practice. Target questions have been designed to challenge your child.

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. 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 Rachel Barnes - rlb@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 girls 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? <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'?• How do I say something is mine?
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Lent and Summer terms 2024	Topics <ul style="list-style-type: none"> • What is there in your classroom? • What do you have in your bag? • What do you like and what don't you like? • What do you look like? What are you like as a person? • Can you describe your best friend? Grammar <ul style="list-style-type: none"> • Present tense of avoir and être • Adjectival agreement • Present tense of regular -er verbs • Negative structures
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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. 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 listening, speaking, 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. We use many interactive online learning resources to reinforce vocabulary and grammar. These websites are also made available to pupils so that they can 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 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, 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 daughter's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their daughter, 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 daughter 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 girls 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?• What's your birthday?• Where do you live?
Lent and Summer term 2024	<p>Wie ist deine Familie?</p> <ul style="list-style-type: none">• Family and Friends: description and characteristics <p>Wie ist deine Schule?</p> <ul style="list-style-type: none">• School – subjects; timetable; break foods; uniform; German schools; school objects. <p>Was machst du in deiner Freizeit?</p> <ul style="list-style-type: none">• Free time – sports; hobbies; time phrases; making arrangements. <p>Grammar</p> <ul style="list-style-type: none">• Nouns and gender• The definite and indefinite article• Regular verbs in the present tense• The nominative and accusative case• Different question words

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 daughter's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their daughter, 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 daughter 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?• 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'

- | | |
|--|---|
| | <ul style="list-style-type: none">• 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 daughter's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their daughter, 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 daughter 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

'Teach music and singing at school in such a way that it is not a torture but a joy for the pupil; instil a thirst for finer music in her, a thirst which will last a lifetime.'

Zoltan Kodaly

In Year 7, our pupils will be introduced to the key components of music – performing, composing, listening and appraising. Most topics last for half a term and are of a practical nature. Working together pupils will broaden their musical knowledge and are encouraged to develop analytical and creative skills. As part of the learning process, pupils will be taught how to listen to other girls' work and criticise constructively.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2023</p>	<p>Musical Elements - Exploring sound, graphic scores and Rhythm</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 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>Exploring sound and graphic scores</p> <ul style="list-style-type: none">• What is music?• Is the sound of a dripping tap music?• How could you use your own voices to create a scary piece? Who has done this before?• What images are created by their music?• Are they convincing?
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	<p>Rhythm and pulse - JunKit</p> <ul style="list-style-type: none"> • Can I perform and listen at the same time? • Is sight-reading hard? • Can I read simple rhythms? • What is a time signature and what does it do? • How can I make rhythmic compositions with junk instruments?
<p>Lent term 2024</p>	<p>Instruments of the orchestra</p> <ul style="list-style-type: none"> • What are the different families of instruments in the Orchestra? • How do the instrumental timbres differ? • Can I identify different instruments through listening without visual aids? <p>Reggae music</p> <ul style="list-style-type: none"> • What are the cultural origins of reggae? • What makes a song reggae? • What is a chord and how do they work? • Can I develop my group performance skills? • Am I a leader?
<p>Summer term 2024</p>	<p>Music for Dance and Entertainment</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? • Why are musicals popular? • How do I compose a song? • Can I collaborate effectively with other students? • Can we plan and stage our own musical? • Am I a director, actor, musician, composer or all of these? • How do we record our own performance?

- Why are musicals popular?
- How do I compose a song?
- Can I collaborate effectively with other students?
- Can we plan and stage our own musical?
- Am I a director, actor, musician, composer or all of these?
- How do we record our own performance?

HOW WILL PUPILS LEARN?

All Year 7 classes receive one double lesson of music each week.

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 vast opportunities for peer- and individually-led learning.

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?

The work is approached practically with the emphasis being on performance. Each pupil will use a range of instruments from the MIDI keyboard and music sequencing software to classroom percussion and their voices.

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 evolving and informed self-awareness of 'what went well' and 'even better if'.

HOW CAN PARENTS HELP?

We ask that parents actively encourage their daughters 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 Dan Gravett - dng@clairescourt.net

Physical Education (PE)

This year through PE, pupils will develop physical competence and confidence along with their ability to use these to perform in the wide range of activities outlined below. These activities will help promote skill, physical development and knowledge of the body in action. The activities will also provide opportunities for pupils to be resourceful, competitive and reflective as well as giving them different challenges both as individuals and collaboratively in groups and teams. All activities undertaken will help promote positive attitudes towards active and healthy lifestyles. Pupils will learn how to think critically in a wide variety of creative, competitive and challenging activities. They will learn to plan, perform and evaluate actions, ideas and performances and so improve the quality and effectiveness of their experience.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Lesson	Activity	Duration	Time
	Games	<ul style="list-style-type: none">• Hockey• Hockey	Weeks one to twelve	Two hours
	PE	<ul style="list-style-type: none">• Swimming• Gymnastics	Weeks one to six Weeks seven to 12	One hour
	Well-being	<ul style="list-style-type: none">• Martial arts	Weeks one to six	One hour
Lent term 2024	Games	<ul style="list-style-type: none">• Netball• Netball	Weeks one to twelve	Two hours
	PE	<ul style="list-style-type: none">• Choreography• Indoor Cricket	Weeks one to six Weeks seven to 12	One Hour
Summer term 2024	Games	<ul style="list-style-type: none">• Athletics	Week 1-12	Two hours
	PE	<ul style="list-style-type: none">• Swimming• Tennis	Weeks one to six Weeks seven to 12	One hour

HOW WILL PUPILS LEARN?

Our PE teachers have high expectations in terms of pupil achievement, behaviour, appearance, sportsmanship, fair play and most importantly, enjoyment. We expect all of our pupils to uphold these values.

As a department we aim to meet the needs of all of our pupils and enable them to enjoy success and manage failure. Success will be relative to the ability of the individual. In lessons we use a variety of teaching methods to target the different types of learner. We use ICT and media as well as pupil and teacher demonstrations to meet the needs of our visual learners. For auditory learners we use verbal instructions and reciprocal sheets. Kinaesthetic learners are given lots of opportunity to learn through movement. In summary we differentiate through our resources, by supporting in various ways, by setting tasks and observing pupil's responses.

MASTERY

We also aim for our pupils to become confident learners who are encouraged to be critical of their own and other's performances. When things do not go to plan pupils are encouraged to show resilience and try again. Pupils will also show mastery through planning their own tactics and playing in a variety of competitive situations.

Our more able pupils lead sessions through taking the warm ups and cool downs, recording, umpiring and officiating. The use of video analysis is used to support areas of the curriculum. On occasions girls may be asked to source specific items for different activities or research specific topics linked to learning.

HOW WILL HOMEWORK BE ASSIGNED?

No official homework will be set in PE but on some occasions girls will be asked to research topics.

WHAT RESOURCES WILL BE USED?

The School provides all additional equipment not on the school uniform list.

HOW DO WE MEASURE PROGRESS?

Girls are taught in mixed ability groups for PE. In games lessons form groups are combined into year groups. Throughout each unit of work pupils are assessed against the departmental learning outcomes.

Throughout the year, in addition to the core programme, the girls have the opportunity to attend additional extra-curricular activities to extend their sporting endeavours beyond curriculum time. All pupils have the opportunity to play for school teams and compete in inter-house events at the end of each unit of work in

the following activities: cross-country, netball, hockey, athletics and swimming. The School offers similar competitions to other schools within the county and invests and focuses more specifically on netball, hockey, tennis and athletics. In these specific sports we have regularly won national gold medals both historically and in recent years. Our more able, gifted and enthusiastic pupils' progress is monitored throughout the year and staff ensure they are given all the advice they need to reach their full potential and direct to suitable clubs in the local area.

HOW CAN PARENTS HELP?

We appreciate all parental support in ensuring the girls have named kit and that they are encouraged to take part in a balanced, active and healthy lifestyle through the enrichment of co-curricular activities, which may lead to them joining local clubs and teams. Parents are encouraged to come and watch fixtures.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Niomi Lee - nil@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
- Dreams and Goals
- 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 use Unifrog to support pupils with the 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	Dreams and Goals <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	Relationships <ul style="list-style-type: none">• What can make a healthy relationship healthy or unhealthy? Changing Me <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 daughter 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 daughter to take part in events you are helping to foster loyalty and respect among the girls 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 daughter's Form Tutor if you have any concerns.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rebecca Rayment - rgr@clairescourt.net

Religious Studies (RS)

In Religious Studies (RS) we consider both religion and philosophy. All humans are naturally curious about life, so during Key Stage Three 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 RS lessons all pupils will need to use their own experience of the world to help 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 you will think about, there are no right or wrong answers. What's important is that you think!

Each pupil will be pushed to question and challenge things that they would normally simply accept, and will be asked to explore issues that have both global and local significance. Over the course of Years 7 to 9 pupils will develop a range of skills and abilities; to be able to think critically about important questions; to be good communicators of their 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. Pupils 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? Each pupil will study the key aspects of the faith such as the Gurus, the Gurdwara and the 5K's. They will assess the importance of these areas to Sikhs and how they influence their lives. There will be an opportunity to focus on ideas about identity and also ethics such as 'Sewa' or 'service' is a key aspect of Sikhism.
Lent term 2024	Judaism <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? An introduction to Judaism will allow each pupil to study the key aspects of the faith. The importance of the Torah and the festival of Passover will be studied, whilst the Bar & Bat Mitzvahs will allow pupils to reflect on their own rite of passage.

<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>
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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. Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. There is one period of RS each week.

MASTERY

All pupils are encouraged to be reflective about their 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 pupils are guided to become enquirers. Much of the work is done in groups or pairs, and several pieces of work are completed collaboratively. Each pupil 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.

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.

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.

WHAT RESOURCES WILL BE USED?

Pupils work 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 for pupils 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 three common tasks which will take the form of exam style questions. Marks for each assessment, effort and presentation will be entered into the mark sheets contained at the back of their exercise book which parents will be able to see. There is also an assessment grid at the back of your exercise books 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 you will be asked to consider. You can support your daughter by discussing global events around the dinner table, questions such as “What do you think about...?” and “What are your views on...?” are just the sort of questions that will allow you to develop both her oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration!

FOR FURTHER INFORMATION PLEASE CONTACT:

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Science

Science is everywhere, from the training of the most successful sportsperson to the food you 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 our pupils to construct their own meaning through various learning activities, both inside and outside the science laboratory. This will give pupils a sound base for starting their 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 STUDY AND LEARN?

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?
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<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 would the world be like without electricity? • What do you need to make an electrical circuit? • How are models used in science? <p>Practical skills using science equipment</p>

HOW WILL PUPILS LEARN?

All pupils are taught all three sciences by the same teacher in their form groups, with two double lessons a week. The questions above are translated into exciting learning opportunities which allow 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 pupils will learn the importance of problem solving in a creative and critical way whilst collaborating with fellow pupils. Differentiation happens as we delve deeper and deeper into the solution under the watchful eye of the 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?

There will be one piece of homework set each week. This will be varied in nature and will be 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 will use various ICT skills to present findings to their peers, which also helps subject teachers to assess learning skills. Pupils will receive a course textbook for the duration of the academic year, and have access to the online platform, ActiveLearn. Teachers will share work on Google Classroom which gives 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. Each pupil's progress is carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teachers and parents will be made as soon as the teacher feels a pupil is making insufficient progress. During the summer term, all pupils will sit an end of year examination which tests the understanding that has been developed during the year.

HOW CAN PARENTS HELP?

Parents can support learning by using the questions posed above as starting points of conversations, and by encouraging your daughter to watch scientific documentary programmes relevant to these topics. Discussing scientific news items, as and when they arise, builds 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:

Mrs Helen Williams - haw@clairescourt.net

Textiles

Textiles is ideal for pupils who enjoy practical work such as drawing, designing and physically making things. While some written, critical and analytical skills are required, the emphasis of the course in Year 7 is on practical work and learning new techniques. Each individual programme of study is thematic and introduces pupils to an assorted range of media and techniques.

The main aim for pupils in Year 7 is to learn new skills and experiment with a range of textile materials. The skills pupils will learn throughout the year will be applied to make an individual piece of work which reflects a personal response to understanding textile media and materials. A continued awareness of designing and making is also an important feature of the course and the final piece from each project should be of good quality.

WHAT WILL PUPILS STUDY AND LEARN?

<p>2023/24 Exploration of textile techniques and creating a textile sketchbook.</p> <p>Development of ideas through shape and colour.</p>	<p>Learning</p> <ul style="list-style-type: none">• How is the sewing machine used?• What variety of textile techniques exists?• How are Line, Shape and Colour used creatively?• How can you experiment with colour dye work?• What can you learn about Textile Art?• How can you take risks with your creative art and fabric work?• Can we develop ideas through drawings? <p>Media</p> <ul style="list-style-type: none">• Calico fabric• Wadding• Dye• Art materials,• Sketchbooks. <p>Sources</p> <ul style="list-style-type: none">• Direct observation• Given and own research (photographs/pictures)• Artists. <p>Artists/textile artists/fashion designers/ illustrators reference</p> <ul style="list-style-type: none">• Sonia Delaunay• Paul Klee• Lucienne Day• Lyubov Sergeyevna Popova• Luli Sánchez.
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HOW WILL PUPILS LEARN?

Throughout the course, each pupil will be expected to work individually and collaboratively, producing drawings, creating design work, experimenting with samples in a range of media, researching relevant artists, textile artists, designers and design movements.

Discussion at all stages is actively encouraged and work is reviewed at the end of most lessons. By talking about their work each pupil will become familiar with language and specialised terminology. Pupils will work with an assorted range of fabrics and art materials and experiment with different textile techniques like: embellishment, fabric manipulation and surface textiles. Pupils will research textile artists and designers using a variety of sources such as books, magazines, gallery visits and the Internet.

ICT is used as a tool to aid design work where appropriate. Each pupil is encouraged to type written work, and will be expected to use the internet, the library and our extensive collection of books to research and develop knowledge of current topics, and to widen understanding and general appreciation of the subject.

MASTERY

In Year 7 students will focus on skills relating to Textiles. 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.

WHAT RESOURCES WILL BE USED?

Most equipment will be provided, the School has a well-resourced and equipped textiles room and all media and equipment is provided as necessary. However, all pupils are expected to bring the basic essentials such as pencils, eraser and pencil sharpener to classes. Sketchbooks must be brought to each lesson.

HOW DO WE MEASURE PROGRESS?

Progress is constantly monitored and assessment is on-going throughout the projects. At the end of each project, the complete set of work will be assessed and discussed. Where appropriate it will be mounted and displayed. All sketchbook work, homework and common tasks are marked in accordance with the art and textiles department marking scheme. An effort grade and an attainment grade are given at the end of each half term and end of term period. Reports are written twice a year.

HOW CAN PARENTS HELP?

Many parents take their daughters 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. The V&A Museum and Fashion and Textiles Museum, London are a rich source of inspiration and information.

It is beneficial if you can encourage your daughter to talk about her work

especially as pupils are always told to show parents their sketchbooks at home.

There are many wonderful programmes on TV about art and fashion and you should encourage your daughter to sit and watch these whenever possible.

FOR FURTHER INFORMATION PLEASE CONTACT:

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