



# CLAIRES COURT SENIORS

## Curriculum Statement

Year 7  
2025 – 2026

Your place to *excel*

## Welcome to Year 7

This booklet is a collection of curriculum statements for each subject and outlines 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 your child 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 your child has used the various skills within the 'essentials' approach.

## MASTERY

At Claires Court School your child will acquire a deep, long term, secure and adaptable learning for all, with extension of able pupils (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 your child can 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. Homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils must check their 'To-do' lists for each subject in the relevant classroom where homework due dates will be set.

## BASELINE TESTING

Early in year 7, we undertake a series of baseline tests to help us learn more about your child'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 child puts into their 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. 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 pupils who are showing genuine scholarship potential as well as those who may be finding the work too challenging.

## **SUPPORTING LEARNING AT ALL LEVELS**

During your child's Claires Court education, you will see references to our scholars and others identified as able, gifted and enthusiastic. We offer all of our pupils' further opportunities to be challenged and stretched in lessons and beyond the classroom by providing more complex higher level work and challenges. We believe that anyone who shows a real enthusiasm and driving passion in school should be encouraged. Opportunity to win scholarship awards arises by specific scholarship assessment, and scholars are expected to uphold the highest standards and support the learning of others too.

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

## **KEY VALUES**

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms.

## **GIRLS ON BOARD**

At Senior Girls 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 details 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.

### **WORKING WITH BOYS**

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

### **FINALLY...**

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

### **USUAL HIGHLIGHTS OF THE YEAR**

Over the course of the year, pupils 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 for girls and boys to work together 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;
- Science trip to Winchester
- History Civil War Day
- Ski Trip to Austria
- National Poetry Day and author visits;
- Charity fundraising walks and events;
- Science, Technology, Engineering and Maths (STEM) events.
- Workshops on Mental Health and Drugs Awareness

A full trips brochure 2025-26 is available covering the various residential opportunities throughout the year.



Steven Richards



# The Form Tutor

The form tutor is the first point of contact for you and your child for all pastoral and academic issues. Your child'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 child'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.

## **METHODOLOGY**

Your child'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.

## **MARKING AND ASSESSMENT**

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

## **REPORTING**

We report back on how well your child is progressing, their strengths and weaknesses, and how they can improve in a variety of ways.

## **AUTUMN TERM**

- Half term grade card with attitude to learning (A2L) grades
- Workshare and Form Tutor Parents' Evening
- End of term Grade Card

## **SPRING TERM**

- Parents' evening
- End of term Grade Card

## **SUMMER TERM**

- End of term full report.

## **HOW PARENTS CAN HELP**

There are many ways in which you can help ensure that your child starts the day each morning positively.

### *Responsibility*

We aim for each pupil to become independent and fully responsible for themselves whilst at the school. Please encourage your child to become completely responsible for their Chromebook, school books, kit and personal belongings. Having every item named is essential.

### *Organisation*

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

### *Uniform*

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

### *Monitoring homework*

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

## **CONTACT**

Your child's form tutor is the first point of contact

Head of Year 7 @ CCSG: Miss Harriet Ferguson – [hef@clairescourt.net](mailto:hef@clairescourt.net)

Head of Year 7 @ CCSB: Mrs Nalina Pitt - [nmp@clairescourt.net](mailto:nmp@clairescourt.net)



# Academic Day Trips

---

At Claires Court we place great value in the trips programme offered. School trips are essential for a number of reasons: they allow our pupils to build life skills that can be used within the school environment but most importantly prepare them for an independent life beyond the classroom.

Some of the life skills gained from trips are:

- Cultural awareness
- Build confidence & resilience
- Social interaction
- Learning reinforcement & consolidation
- Experiential learning
- Discovery
- Lifelong experiences
- Critical thinking
- Expanded worldview

Your Journey starts here with trips to.....

<b>Autumn Term 2025</b>	<ul style="list-style-type: none"><li>• Cliveden (Pastoral)</li><li>• Virtual Author (Information skills)</li><li>• Winchester Science Museum (Science)</li></ul>
<b>Spring Term 2026</b>	<ul style="list-style-type: none"><li>• Civil War Day (History)</li><li>• Theatre Visit (English)</li><li>• Drug information Talk (Pastoral)</li></ul>
<b>Summer term 2026</b>	<ul style="list-style-type: none"><li>• Sailing/Paddle/Outdoor Education afternoon</li><li>• Zoo (Art)</li></ul>

# 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 how we can learn from their techniques. 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 pupils 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.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2025</b>	<b>Introducing the formal elements of Art</b> <ul style="list-style-type: none"><li>• How can you use line, tonal value and colour creatively?</li><li>• How can you use creative imagery to express myself?</li><li>• How can you develop my drawing and painting skills?</li><li>• Can you experiment and take risks with your artwork?</li><li>• How can you use the grid method to create accurate proportions within your artwork?</li><li>• How can you use discussion and reflective thinking to increase emotional intelligence, resilience and well-being?</li><li>• How can you work collaboratively to create successful outcomes?</li></ul>
<b>Spring term 2026</b>	<b>Learning</b> <ul style="list-style-type: none"><li>• How can you use texture and 3D materials to create an outcome?</li><li>• How can textile materials be integrated into your artistic practice?</li><li>• How can you use crafting processes such as modelling, sewing or collage to create more texturally interesting artwork?</li><li>• How can you integrate your earlier understanding of colour to create a more successful outcome?</li><li>• How can you build resilience to tackle unknown challenges when working with different materials?</li></ul>

<b>Summer term 2026</b>	<b>Learning</b> <ul style="list-style-type: none"> <li>• How can you take inspiration from Oaxacan Art to develop your understanding of pattern and design?</li> <li>• How can you use clay to create 3D structures to mimic those used in Oaxacan animals?</li> <li>• How can you use a range of techniques and materials to add further interest to your 3D outcome?</li> <li>• How can you use photography to increase the maturity of your work?</li> <li>• How can you use brief annotation and experimentation to document your ideas in a sketchbook?</li> <li>• How can you use discussion and reflective thinking to increase emotional intelligence, resilience and well-being?</li> </ul>
-------------------------	--

### **HOW WILL PUPILS LEARN?**

- Working with assorted media such as pencil, colouring pencil, paint, pen, Modroc, clay, textiles and photography
- Experimenting with different techniques such as drawing, painting, textiles and 3D work
- 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

### **MASTERY**

In Year 7 pupils will focus on skills relating to tonal drawing, painting, textiles and 3D. They will attain and demonstrate mastery through the production of final outcomes in each mini project. There 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 extension opportunities in Art club.

### **HOW WILL HOMEWORK BE ASSIGNED?**

In Art, homework will be given to help students prepare, develop and refine the skills they have learnt in class. Homework could consist of drawing, analysis or annotation tasks or photography challenges. Homework should take no longer than 20 minutes per week; if, on occasion, homework tasks need longer to be completed pupils may be given 2 weeks to complete.

### **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.

### **HOW DO WE MEASURE PUPIL PROGRESS?**

Progress is constantly monitored and assessment is ongoing throughout the projects. Pupils will receive verbal feedback each lesson and will receive formal written feedback at least once a half-term.

An effort grade and an attainment grade are given at the end of each term. Reports are written once a year.

Pupils will also complete peer and self evaluations to help them to become more reflective and independent in their learning.

### **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 child to sit and watch wherever possible!

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Miss Lauren Moorhouse [lnm@clairescourt.net](mailto:lnm@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?

<b>Autumn Term 2024, Spring Term 2025 and Summer Term 2025</b>	<p><b>Module: Introduction to Design Technology and safety in the workshop</b> (<i>two weeks</i>).</p> <ul style="list-style-type: none"><li>• Can I work safely with all the machines and hand tools in the workshop?</li><li>• Can I encourage my classmates to work safely with all the machines and hand tools in the workshop?</li></ul> <p><b>Module: Designing and furniture project</b> (<i>nine to ten weeks</i>).</p> <ul style="list-style-type: none"><li>• Do you understand the different design movements and what makes them popular?</li><li>• Can you design and make a cardboard furniture model using the limited materials you will be provided with along with previous knowledge of the design movements?</li><li>• Can you use the necessary tools and machinery to create your product?</li><li>• Are you able to decorate your product in the colours and styles of the chosen design movement?</li></ul> <p><b>Module: Desk Tidy project</b> (<i>nine to ten weeks</i>).</p> <ul style="list-style-type: none"><li>• Do you understand the design process and materials needed?</li></ul>
--	--

	<ul style="list-style-type: none"> <li>• Can you design and make a Desk Tidy using the limited materials you will be provided with?</li> <li>• Can you use the necessary tools and machinery to create your product?</li> <li>• Are you able to create a finger joint and a butt joint to create your product?</li> </ul> <p><b>Module: Plastics - Key fob project</b> <i>(five to six weeks)</i>.</p> <ul style="list-style-type: none"> <li>• Are you able to use your previously acquired knowledge regarding the design process in order to create a functioning key fob?</li> <li>• Do you understand the process of laminating different coloured plastics and how the process can be used to make your product aesthetically pleasing?</li> <li>• Can you use the necessary tools to design, bond, cut, shape and finish your key fob?</li> </ul> <p><b>Module: Land Yacht Project</b> <i>(five to six weeks)</i>.</p> <ul style="list-style-type: none"> <li>• Are you able to use your previously acquired knowledge regarding the design process in order to create a functioning land yacht?</li> <li>• Do you understand the process of how a land yacht works, in order to get the best aerodynamics out of your product in order to win a race?</li> <li>• Can you use the necessary tools to design, cut, shape and finish your land yacht?</li> </ul>
--	---

## 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 pupils 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](https://www.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](mailto: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 pupils 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?

<b>Autumn term 2025</b>	<i>Development of key Drama skills such as stage images and physicality. Introduction to improvisation and creating characters.</i> <ul style="list-style-type: none"><li>• Why is drama important?</li><li>• The stage as a space</li><li>• What makes a good stage picture?</li><li>• How can I use my body to express myself?</li><li>• How do I create a character through the use of my body?</li><li>• Why is teamwork so important in Drama?</li></ul>
<b>Spring term 2026</b>	<i>Exploring the use of vocal techniques and developing characters. Introduction to creation from stimuli.</i> <ul style="list-style-type: none"><li>• How can I use my voice to express myself?</li><li>• How can I develop a character through the use of my</li></ul>

	voice? <ul style="list-style-type: none"> <li>• How can we create a piece of theatre with originality?</li> </ul>
<b>Summer term 2026</b>	<i>Creating and performing in a chosen genre and style.</i> <ul style="list-style-type: none"> <li>• How do I work within a particular style?</li> <li>• What makes an effective performance?</li> <li>• Why is listening to others so important in teamwork?</li> </ul>

## HOW WILL I LEARN?

### MASTERY

You will:

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

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

### DO WE DO ANY TECHNICAL THEATRE?

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

### HOW WILL I BE TAUGHT?

You are taught in your form group, for one period a week. It is worth knowing that some of the very best and most successful stars on and behind stage admit to finding school hard!

### HOW DO WE MEASURE PROGRESS?

Assessments are made throughout the year on a pupil's ability to apply performance and/or other production skills through the creation and realisation of drama. Pupils are regularly assessed on their ability to sensitively and confidently work with others to create and perform a variety of performances. Assessment for learning takes place through teacher and

pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils are assessed in accordance with the Drama department's mark scheme: A\* (Excellent); A (Very Good); B (Good); C (Reasonable) and D (Basic).

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

## 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](mailto:cmb@clairescourt.net)  
Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

# English

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

We will challenge pupils through the year:

- To read fiction and reference books for pleasure, pupils should always have their own reader available during the school day
- To broaden their vocabulary; to know the meaning and spelling of new 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?

<b>Autumn term 2025</b>  <b>Major theme: Introductory Skills Unit / Introduction to Poetry</b>  <i>What are the essential elements in English?</i> <i>What constitutes a poem?</i>	<b>Reading</b> <ul style="list-style-type: none"><li>• What are the key features of a newspaper article/letter?</li><li>• What makes a good short story?</li><li>• What language and structural techniques do writers use to try and make their writing interesting?</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>• How can we plan our writing effectively?</li><li>• What factors do you need to consider in order to write effective micro-fiction?</li></ul> <b>Speaking and listening</b> <ul style="list-style-type: none"><li>• What techniques can we use to make speeches interesting for listeners?</li><li>• What constitutes good listening?</li></ul> <b>Events</b> <ul style="list-style-type: none"><li>• Introduction to the School library and how to use it.</li><li>• Departmental 'National Poetry Day' celebration.</li></ul> <b>Assessment</b> <ul style="list-style-type: none"><li>• Baseline writing assessment.</li><li>• One piece of writing formally assessed from one of the two units (your teacher will tell you which one).</li></ul>
---	--

<p><b>Spring term 2026</b></p> <p>Major theme: 'Thriller'</p> <p><i>pupils will study a text such as "Skellig" by David Almond - which explores the concept of outsiders in society.</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What clues do covers and blurbs give us about the books they are from?</li> <li>• What is a narrative hook and why are they important?</li> <li>• How do writers use language for dramatic effect?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• What is sensory language and why is it important in writing?</li> <li>• What are the key things to remember when writing a diary entry?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• When debating something, why do you have to consider both sides of the argument?</li> <li>• How can we contribute effectively and positively in group discussion?</li> <li>• What is hot-seating?</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• World Book Day activities</li> <li>• World Spelling Day (bi-annual online participation).</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessment based on the text source.</li> </ul>
<p><b>Summer term 2026</b></p> <p>Major theme: 'Lost' ("The Island" - a transactional writing scheme of work).</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How does reading examples of different forms of writing (such as instructions and information sheets) help our understanding of such forms?</li> <li>• What differences from modern texts do you notice when looking at classic literature such as Robinson Crusoe and Treasure Island?</li> <li>• How do writers create effective settings?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How can we vary the presentation of our writing to suit different forms?</li> <li>• What are the major differences between descriptive writing and writing to inform/instruct?</li> <li>• Why is proof-reading an essential skill?</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• How can we best employ speaking aids such as google slide presentations so as not to distract the audience from our speeches?</li> <li>• How can we organise a group discussion to ensure that everyone's opinion is taken into account?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• CT3 Assessment - Reading Comprehension and Writing Task.</li> </ul>

## **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 pupils 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.

Pupils have the opportunity to use Sparx Reader for homework tasks. They will be encouraged to draft and redraft work using word processing. A number of tasks will be 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 child would read to you regularly, which allows you to see how their 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 child build an understanding about 'public performance'.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Luke Wespieser – [law@clairescourt.net](mailto:law@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?**

<b>Autumn term 2025</b>	<ul style="list-style-type: none"><li>• Why worry about food safety and hygiene?</li><li>• Do you understand the importance of food safety and hygiene?</li><li>• How do we work safely?</li><li>• What good hygiene practices should we follow?</li><li>• What are good foods and bad foods?</li><li>• How do you apply the principles of the Eatwell Guide and what recommendations would you make for eating well?</li><li>• Why should we have 5 a day?</li><li>• Which imaginative way will you use to prepare fruit and vegetables?</li></ul>
<b>Spring term 2026</b>	<ul style="list-style-type: none"><li>• Why do we need to cook confidently?</li><li>• How competent can you become in a range of different cooking methods?</li><li>• Which techniques will you use (weighing, measuring, knife skills, using utensils, using electrical equipment and applying heat in different ways)?</li><li>• 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?</li><li>• You are what you eat... How will you apply the basic principles of nutrition to meet special dietary needs?</li></ul>

<b>Summer Term 2026</b>	<ul style="list-style-type: none"> <li>• Simply in season - can you discover the source and seasonality of a wide range of ingredients?</li> <li>• How will you utilise them?</li> <li>• How will you demonstrate organisational skills?</li> <li>• How efficiently will you use your time?</li> <li>• 'Eggsellent' - eggs are more than just breakfast, how will you adapt and develop recipes that encourage imagination, originality and creativity?</li> <li>• Does it have to look good to taste good?</li> <li>• How will you take into consideration the aesthetics and the presentation of making high quality products?</li> </ul>
-----------------------------	---

## **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 your child.



- 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:**

Miss Heather Frost - [haf@clairescourt.net](mailto:haf@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?

<b>Autumn term 2025</b>	<p><b>First half of term - Where on Earth are we?</b></p> <ul style="list-style-type: none"><li>• The different types of Geography and how they are interrelated.</li><li>• Develop new and existing map skills, as well as learning about some of the geographical features of the world.</li><li>• Learn how to describe places; where are they and what are they like?</li></ul> <p><i>There will be a formal test at the end of this unit.</i></p> <p><b>Second half of term - River Landscapes:</b></p> <ul style="list-style-type: none"><li>• What is a river basin?</li><li>• What are the characteristics and features found along the course of a river?</li><li>• How are river landforms created?</li></ul> <p><i>Pupils will build a labelled model of one element of what they study as a house competition.</i></p>
<b>Spring term 2026</b>	<p><b>First half of term: The Changing Economy of the UK and globalisation:</b></p> <ul style="list-style-type: none"><li>• What are the different types of work in the UK and how have they changed over time?</li><li>• What links does the UK industry have with the rest of the world?</li><li>• How does a chocolate bar connect different sectors of the economy? A look at globalisation.</li></ul> <p><i>There will be a formal test at the end of this unit.</i></p> <p><b>Second half of term - Rushall Farm visit and follow up:</b></p> <ul style="list-style-type: none"><li>• Recap of the primary employment sector in preparation for our Rushall Farm visit.</li><li>• Fieldwork at Rushall Farm will help pupils understand all about farming and recent changes.</li><li>• Pupils will also recap river processes on this visit as they learn how to measure changes along the course of a river.</li></ul> <p><i>Pupils will complete a fieldwork project write up for the assessment for this topic.</i></p>

<b>Summer term 2026</b>	<p><b>First half of term - Extreme Environments</b></p> <ul style="list-style-type: none"> <li>• What is the physical geography of Antarctica like?</li> <li>• How was Antarctica discovered and who owns it?</li> <li>• Can Antarctica ever be managed sustainably?</li> <li>• Where are the world's deserts and what are their characteristics</li> <li>• How have plants and animals adapted to survive here?</li> </ul> <p><i>There will be a formal test at the end of this unit.</i></p> <p><b>Second half of term - Exploring the UK</b></p> <ul style="list-style-type: none"> <li>• What is the UK like?</li> <li>• How does the physical and human geography vary across all four countries of the UK?</li> </ul> <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 Spring 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 will be taught to use basic GIS software 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 child regularly on key words and their definitions and help them prepare for the termly tests.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Damian Gray (Head of Department) - [drg@clairescourt.net](mailto:drg@clairescourt.net)

# History

## Life in Britain from the Mediaeval times to the end of the Victorian period:

You will start the year thinking about history and what historians do and by learning some key investigative skills necessary to work out what has gone on in the past. This will help you to explore the past and how people were ruled and lived in Britain from the Mediaeval times to the end of the Victorian period. You will complete your year's study with an investigation into who the British people are and the different cultures from which we have been formed over time.

<b>Autumn Term 2025</b>	<ol style="list-style-type: none"> <li><b>1. Introduction to History and skills</b> <ul style="list-style-type: none"> <li>• Why study History?</li> <li>• Why is time so important to historians?</li> <li>• 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</li> <li>• <b>Common Task: Skills based task</b></li> </ul> </li> <li><b>2. What was it like to live in Medieval England?</b> <ul style="list-style-type: none"> <li>• Just how dangerous was it to be King or Queen?</li> <li>• How did castles develop?</li> <li>• Who's who in a castle? What was life like in a medieval village?</li> <li>• What was life like in a medieval town?</li> <li>• Could you have fun in the Middle Ages?</li> </ul> </li> </ol>
<b>Spring Term 2026</b>	<ol style="list-style-type: none"> <li><b>3. Who were the Tudors?</b> <ul style="list-style-type: none"> <li>• Timeline of monarchs - Portrait inference</li> <li>• Why did England change religion?</li> <li>• What were the differences in worship under Edward, Mary and Elizabeth?</li> <li>• <b>CT Skills based on the Reformation</b></li> <li>• How did people have fun in Tudor times?</li> <li>• Tudor Masterchef</li> </ul> </li> <li><b>4. Regicide in Stuart England</b> <ul style="list-style-type: none"> <li>• Why did the English fight each other?</li> <li>• Roundheads -v- Cavaliers</li> <li>• What was new about the new Model Army?</li> <li>• <b>Skills based test on New Model Army</b></li> <li>• The trial of King Charles I</li> <li>• The execution of Charles I</li> </ul> </li> </ol>
<b>Summer Term 2026</b>	<ol style="list-style-type: none"> <li><b>5. How did Victorian England change the World?</b> <ul style="list-style-type: none"> <li>• How did England change from 1750-1900?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Black Gold and A new Iron Age?</li> <li>• Why were the British known as a nation of shopkeepers? - the High Street lesson?</li> <li>• What were Victorian schools like?</li> <li>• An Age of invention: Who was the most significant scientist/inventor?</li> <li>• So what was the Industrial Revolution?</li> </ul> <p><b>6. Who are the British?</b></p> <ul style="list-style-type: none"> <li>• <b>EOY Exam on everything we have learnt so far</b></li> <li>• <b>Who are the British?</b> A project on the makeup and evolution of the British from the dark ages to present!</li> </ul>
--	---

### **HOW WILL PUPILS LEARN?**

Individual, pairs and group work as appropriate, 1 x 1 hour lesson a week, which includes investigative tasks, re-enactments and role-play. You work in form groups.

You will be expected to work online using Google Classroom, supported by the Claires Court 'Hub'. This will provide you with access to tools, tasks and support materials to enable you to undertake individual or collaborative work when appropriate, both in class by means of chromebooks, and at home on your own devices.

Your work is supported by a comprehensive google slides presentation which can be found on your form History classroom This has an enquiry-based approach which accords well with our philosophy of how History is best learned. You will also have an exercise book; you'll need to be well equipped for every lesson.

Our primary textbook is Invasion, Plague and Murder: Britain 1066-1558 Student Book (KS3 History 4th Edition) by Aaron Wilkes, Oxford, copies of which are available in our history classrooms.

### **MASTERY**

In Year 7 pupils 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 take the form of either a written exercise or reading task, probably done online, to last approx 20 minutes. Please note if a reading task is set you will be tested on the reading in the next lesson! 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 child's interest in history further, we encourage you to visit appropriate historical sites. Get ahead by encouraging your child 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 child 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](mailto:crb@clairescourt.net)- Head of Department.

Ms Catherine Tookey [cbt@clairescourt.net](mailto:cbt@clairescourt.net) - SB History lead

Mr Pádraic Flynn [ppf@clairescourt.net](mailto:ppf@clairescourt.net) - SB and SG History teacher

Ms Lisa Quéré [lmq@clairescourt.net](mailto:lmq@clairescourt.net) - SG History teacher

Mr Steven Richards [smr@clairescourt.net](mailto:smr@clairescourt.net) - SB History teacher

# 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?

<b>Autumn term 2025</b>	<b>Introduction</b> <ul style="list-style-type: none"><li>• What is Google Workspaces?</li><li>• What Google Apps will help me learn productively?</li><li>• How can I use them?</li><li>• What software and resources are available for me to use in school to support my studies, such as the Claires Court 'hub'?</li></ul> <b>My Digital World</b> <ul style="list-style-type: none"><li>• Am I a safe user of the internet, if not how can I seek help?</li><li>• What is Phishing and Hacking?</li><li>• What is Copyright and Copywrongs?</li><li>• What is my digital footprint?</li></ul>
<b>Spring term 2026</b>	<b>Video Editing</b> <ul style="list-style-type: none"><li>• What are video resolutions and frame rates?</li><li>• What are the differences between video transitions and effects?</li><li>• How can video editing software be used to create an informative short film about a hobby or personal interest?</li><li>• How can video be safely shared with other people?</li><li>•</li></ul>



	<b>Animation</b> <ul style="list-style-type: none"> <li>• How can you use Google Slides to create an animation?</li> <li>• What does fps mean and how might it affect an animation?</li> <li>• How might you use animation to create a positive or safety message?</li> <li>• How might you make an animated profile image or meme?</li> </ul>
<b>Summer term 2026</b>	<b>Web Design/ HTML</b> <ul style="list-style-type: none"> <li>• How does a web browser use HTML code?</li> <li>• What basic HTML code can you use to create your own webpage?</li> <li>• How do websites and web servers work?</li> <li>• How can other content be added to your web page?</li> </ul> <b>Creating Apps</b> <ul style="list-style-type: none"> <li>• What is a user interface?</li> <li>• How can you code an App from nothing to be fully functioning?</li> <li>• Which sensors and input devices can be used to make your App work?</li> </ul>

## 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](mailto: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'
- How to use the Library Services website and its resources

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

- How to locate, evaluate and use non-fiction resources in print and digital formats
- How to use the library's online resources effectively for homework and research e.g. Britannica School Online

**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 and AR Bookfinder to select perfect books
- Participation in the national Book Buzz reading initiative including choosing a free book
- Reviewing annual book awards and their winners

**Beyond the school library:**

- Public Library enrolment and how to access their quality online information sources
- How to find free ebooks and audiobooks
- World Book Day activities and competitions
- Libraries Week promotion and celebration
- Book Award shadowing challenges

## **HOW WILL PUPILS LEARN?**

Pupils will attend lessons on a rotational basis in the school libraries, 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. The regular reading level assessments and book quizzes in Accelerated Reader encourage self-evaluation and reflection, both on book choices and reading habits.

## **WHAT RESOURCES WILL BE USED?**

Pupils will access the online Accelerated Reader 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. Pupils will take termly reading assessments using the Accelerated Reader Star reading assessment programme to monitor reading age and development. Year 7 pupils will be given a Reading Log to record and monitor their reading practice.

## **HOW CAN PARENTS HELP?**

Please help your child make the time to read for at least 20 to 30 minutes every day, creating a regular, daily reading habit. Please encourage them to maintain their Reading Logs and share experiences of books and authors. On at least a once a week basis please listen to your child reading out loud, ideally for 20 minutes.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Claire-Louise Cavaciuti, Head Librarian - [cuc@clairescourt.net](mailto:cuc@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?

<b>Autumn term 2025</b>	<p><b>Number skills</b></p> <ul style="list-style-type: none"><li>• Whole numbers</li><li>• Decimals</li><li>• BIDMAS.</li></ul> <p>Question: Work out <math>10 - 2 + 3</math>? (Is it 11 or 5? Which one is correct!)</p> <p><b>Negative Numbers</b></p> <ul style="list-style-type: none"><li>• Order negative numbers</li><li>• Add and subtract with negative numbers</li><li>• Multiply and divide negative numbers</li></ul> <p>Question: The temperature on Monday was <math>-3</math>. On Tuesday it was 5 degrees higher than Monday. On Wednesday it was twice as cold as Monday. What was the temperature on Tuesday and Wednesday?</p> <p><b>Rules of Algebra</b></p> <ul style="list-style-type: none"><li>• Expressions</li><li>• Collecting like terms</li><li>• Substitution.</li></ul> <p>Question: How do you simplify <math>2a + b - a</math>?</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• Equivalent</li><li>• Multiplying</li><li>• Adding and subtracting</li><li>• Fractions into decimals and percentages and vice-versa.</li></ul> <p>Question: Can you explain why <math>\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}</math>?</p>
-----------------------------	--

	<p><b>Coordinates</b></p> <ul style="list-style-type: none"> <li>• In all 4 quadrants</li> <li>• Drawing graphs.</li> </ul> <p>Question: If you join the coordinates <math>(-1,1)</math>, <math>(3,1)</math> and <math>(4,1)</math> you get a straight line. What do you notice about this line? What is its equation?</p>
<p><b>Spring term 2026</b></p>	<p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>• Change between fractions, decimals and percentages.</li> </ul> <p>Question: Would you rather have <math>\frac{3}{4}</math>, 55%, or 0.62 of a cake? Justify your answer</p> <p><b>Perimeter and area</b></p> <ul style="list-style-type: none"> <li>• Rectilinear shapes</li> <li>• Triangles</li> <li>• Area and perimeter.</li> </ul> <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><b>Angles</b></p> <ul style="list-style-type: none"> <li>• Angle facts</li> <li>• Using a protractor</li> </ul> <p>Question: how could you use a <math>180^\circ</math> protractor to measure an angle of <math>250^\circ</math>?</p> <p><b>Properties of number</b></p> <ul style="list-style-type: none"> <li>• Find factors and multiples of a number</li> <li>• Find the HCF and LCM of a pair of numbers</li> <li>• Identify primes, squares and cube numbers</li> </ul> <p>Question: Can you think of a number which is prime and a factor of 20 and 35?</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Calculate the mean, mode, median and range for a given set of numbers</li> <li>• Interpret bar charts, including dual and composite charts, and pie charts</li> </ul> <p>Question: Can you give a set of 5 numbers which has a median of 5 and a mode of 3? Is there more than one set of numbers which meet this criteria?</p> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• Probability scale</li> <li>• Theoretical probability.</li> </ul> <p>Question: In a bag, there are balls which are either coloured green or red. If the probability of picking a green ball is <math>\frac{1}{3}</math>, can you suggest the possible numbers of balls in the bag?</p>

	<p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>• Non-calculator methods for working out percentages of amounts</li> <li>• Percentage increase and decrease.</li> </ul> <p>Question: Sam says 12% of 50 is the same as 50% of 12. Is she correct?</p> <p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>• Writing quantities as a ratio</li> <li>• Dividing a total in a given ratio.</li> </ul> <p>Question: The ratio of right handed to left handed pupils in a class of 30 is 9:1. How many left handed pupils are there in the class?</p> <p><b>2D shapes</b></p> <ul style="list-style-type: none"> <li>• Recognise and use parallel and perpendicular lines</li> <li>• Name 2D shapes and consider their properties</li> </ul> <p>Question: Can you draw an octagon which contains no parallel or perpendicular sides?</p>
<p><b>Summer term 2026</b></p>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Solving simple equations</li> <li>• Expanding brackets</li> </ul> <p>Question: Expand <math>2(2a - 1)</math></p> <p><b>Rounding</b></p> <ul style="list-style-type: none"> <li>• To the nearest unit, 10,100,1000, 1 decimal place, 2 decimal places.</li> </ul> <p>Question: There are 26 pupils in a class. Round that number to the nearest 10 and 100. Which rounded value makes more sense?</p> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Converting metric units</li> <li>• Reading scales</li> </ul> <p>Question: Which is bigger: 10000 mm or 10km?</p> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>• Generating terms</li> <li>• Finding the missing term</li> <li>• Special sequences</li> <li>• Patterns and matchsticks problems.</li> </ul> <p>Question: How are the terms in the sequence 5, 11, 17, 23... generated? Is 479 in this sequence and how do you know?</p> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>• Identify lines of symmetry and order of rotation</li> <li>• Reflect a shape in a given line</li> <li>• Rotate a shape from a given point</li> </ul>

	<p>Question: Investigate the relationship between a regular shape, and the number of lines of symmetry it has, as well as it's order of rotational symmetry.</p> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• Experimental probability</li> <li>• Expectation.</li> </ul> <p>Question: Sam sees 10 cars go past his house, and 4 of them are red. Amber sees 20 cards go past her house, and 7 of them are red. Who saw the bigger proportion of red cars? Which experiment was more reliable?</p>
--	--

## HOW WILL PUPILS LEARN?

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

## MASTERY

Throughout the year pupils study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 7 is on number work: developing our pupils' understanding of multiplicative reasoning, a key thread throughout the curriculum in Year 7 and beyond. Our 60 minute lessons with our pupils 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 pupils 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?

Pupils 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, scissors and a glue stick. A scientific calculator (Casio fx-83GTCW) is not required until Year 8.



## **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 pupils 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](mailto: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 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?

<b>Autumn term 2025</b>	<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 language(s) to continue with for the rest of Year 7.</p> <p><b>Topics</b></p> <ul style="list-style-type: none"><li>• Hello! How are you?</li><li>• What is your name?</li><li>• How old are you?</li><li>• Can you count to 20?</li><li>• What's the date?</li><li>• Where do you live?</li><li>• Do you have any pets?</li><li>• What colour is it?</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• What sound does that make?</li><li>• What is gender?</li><li>• How do I say 'the'? How do I say 'a'?</li><li>• How do I say something is mine?</li><li>• How do I express my opinion?</li></ul>
-------------------------	---

<b>Spring and Summer terms 2026</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>• What is there in your classroom?</li> <li>• What do you have in your bag?</li> <li>• What do you like and what don't you like?</li> <li>• What sports do you do?</li> <li>• What is the weather like?</li> <li>• What do you order in a French cafe?</li> <li>• What nationality are you?</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Present tense of 'avoir' and 'être'</li> <li>• Adjectival agreement</li> <li>• Present tense of regular -er verbs</li> <li>• Negative structures</li> <li>• Different question words</li> </ul>
-------------------------------------	--

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 language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision, 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. Google Classroom will be used to organise lessons, homework and revision materials.

### **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?**

Parents can assist by encouraging pupils to learn vocabulary regularly. Parents could help by testing their children, 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 children 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](mailto:emu@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 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?

<b>Autumn term 2025</b>	<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 language(s) to continue with for the rest of Year 7.</p> <p><b>Topics</b></p> <ul style="list-style-type: none"><li>• Hello! How are you?</li><li>• What is your name?</li><li>• How old are you?</li><li>• Can you count to 20?</li><li>• What's the date?</li><li>• Where do you live?</li><li>• What colour is it?</li><li>• Who is in your family?</li><li>• Do you have any pets?</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• What sound does that make?</li><li>• What is gender?</li><li>• How do I say 'the'? How do I say 'a'?</li><li>• How do I say something is mine?</li><li>• How do I express my opinion?</li></ul>
<b>Spring and Summer term 2026</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"><li>• What do you look like?</li><li>• What are your characteristics?</li><li>• What are your favourite subjects?</li><li>• What time does school start and end?</li><li>• What do you eat and drink at break time?</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Nouns and gender</li><li>• The definite and indefinite article</li><li>• Regular verbs in the present tense</li><li>• The nominative and accusative case</li><li>• Different question words</li></ul>

Those who opt to continue with German will develop their listening, speaking, reading and writing skills while studying the areas of German vocabulary and grammar listed above. Teachers will use as much German 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 German 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, favourite school subjects 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 language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision, 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. Google Classroom will be used to organise lessons, homework and revision materials.

### **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?**

Parents can assist by encouraging pupils to learn vocabulary regularly. Parents could help by testing their children, 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 children 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](mailto: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?

<b>Autumn term 2025</b>	<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 language(s) to continue with for the rest of Year 7.</p> <p><b>Topics</b></p> <ul style="list-style-type: none"><li>• Hello! How are you?</li><li>• What is your name?</li><li>• How old are you?</li><li>• Can you count to 20?</li><li>• What's the date?</li><li>• Where do you live?</li><li>• Do you have any pets?</li><li>• What colour is it?</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• What sound does that make?</li><li>• What is gender?</li><li>• How do I say 'the'? How do I say 'a'?</li><li>• How do I say something is mine?</li><li>• How do I express my opinion?</li></ul>
<b>Spring and Summer term 2026</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"><li>• What is your family like?</li><li>• What is your best friend like?</li><li>• What is your school like?</li><li>• What do you do at school?</li><li>• What do you do in your free time?</li><li>• What do you like to do in your spare time?</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Present tense of 'tener' and 'ser'</li><li>• Adjectival agreement</li><li>• Possessive adjectives</li><li>• Present tense of regular verbs</li><li>• Negative structures</li><li>• Different question words</li></ul>



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 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 language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will receive one piece of homework each week of approximately 20 minutes. This will usually be revision, 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. Google Classroom will be used to organise lessons, homework and revision materials.

### **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?**

Parents can assist by encouraging pupils to learn vocabulary regularly. Parents

could help by testing their children, 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 children 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](mailto:emu@clairescourt.net)

# Music

---

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

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

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn Term 2025 - Summer Term 2026</b>	<b>Musical Elements Overview</b> <p>During year 7, context-specific exploration of the musical elements will be used to address questions such as the following exemplars:</p> <ul style="list-style-type: none"><li>• What do we mean by 'the elements of music'?</li><li>• How can these elements be organised to create musical sounds?</li><li>• How is pitch organised and notated?</li><li>• What factors affect pitch, and how does it relate to frequency?</li><li>• What are the components of duration in music?</li><li>• How is rhythm organised and notated?</li><li>• In what ways do pitch and rhythm combine in a melody?</li><li>• What role do scales play in a melodic context?</li><li>• What are chords, and how might they be used to help write a melody?</li><li>• What musical words can be used to describe how a melody is organised?</li><li>• What are the different families of instruments in the Orchestra?</li><li>• How do the instrumental timbres differ?</li><li>• Can I identify different instruments through listening without visual aids?</li><li>• How can musical elements be organised to reflect a composer's intentions and suit different contexts?</li><li>• How do major and minor relate to scales, chords and pieces of music?</li><li>• How do dotted rhythms compare to straight rhythms?</li><li>• Why might there be different approaches to composing a piece of music for a certain occasion?</li><li>• What is metre in music and how is it shown?</li><li>• What are the differences between duple and triple time?</li></ul>
--	---

	<ul style="list-style-type: none"> <li>• How do different articulations contribute to the musical character?</li> <li>• How are block chords and broken chords different from one another?</li> <li>• What musical characteristics do dances from different times and places share?</li> </ul>
--	--

## **HOW WILL PUPILS LEARN?**

Classes are taught Music in mixed-ability groupings for one hour-long lesson per week throughout the year. Working as individuals, pairs, small groups, or as a whole-class ensemble, pupils undertake tasks based around a curriculum of listening, performance and composition skills applied in a topic-based curriculum. Practical work generally involves the use of voices or keyboards in promotion of skills development and creative application of musical concepts relevant to the scheme of work. Increasingly, online resources are integrated into the programme of study, enabling pupils to engage with technology and explore creatively.

## **MASTERY**

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

## **HOW WILL HOMEWORK BE ASSIGNED?**

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

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

## **WHAT RESOURCES WILL BE USED?**

Our 'hands-on' approach necessitates the use of myriad physical resources including voices, body percussion and MIDI keyboards, since practical music-making is very much at the forefront of lessons at KS3. Instructional

resources are commonly shared via Google Classroom, enabling pupils to work independently at a level of challenge commensurate with their own level of experience. Integrated use of online platforms such as Chrome Music Lab and Soundtrap further support wider application of practical learning, while wide-ranging software Focus on Sound Pro is often used to address theoretical content and promote the development of active listening and aural skills.

## **HOW DO WE MEASURE PROGRESS?**

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for pupils 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 sons and 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 Nicholas Wolstencroft (Head of Music, Senior Boys) - [niw@clairescourt.net](mailto:niw@clairescourt.net)

Mr Dan Gravett (Head of Music, Senior Girls) - [dng@clairescourt.net](mailto:dng@clairescourt.net)

# Physical Education

---

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?

Skills	Boys	Girls
Invasion Games	<ul style="list-style-type: none"><li>• Rugby - Autumn Term Games</li><li>• Football - Spring Term Games</li><li>• Basketball - Spring Term PE</li></ul>	<ul style="list-style-type: none"><li>• Netball - Spring Term Games</li><li>• Hockey - Autumn Term Games</li></ul>
Swimming	<ul style="list-style-type: none"><li>• Swimming Autumn Term PE</li></ul>	<ul style="list-style-type: none"><li>• Swimming Autumn and Spring Term PE</li></ul>
Net & Wall Games	<ul style="list-style-type: none"><li>• Badminton - Winter term</li></ul>	<ul style="list-style-type: none"><li>• Tennis - Summer term PE</li></ul>
Health & Fitness, Gymnastics & Dance	<ul style="list-style-type: none"><li>• Strength &amp; Conditioning Winter Term PE</li></ul>	<ul style="list-style-type: none"><li>• Dance - Spring Term PE</li><li>• Gymnastics - Autumn Term PE</li></ul>
Striking and Fielding Games	<ul style="list-style-type: none"><li>• Cricket - Summer Term Games</li></ul>	<ul style="list-style-type: none"><li>• Rounders - Summer Term PE</li><li>• Cricket - Summer Term Games</li></ul>
Athletics	<ul style="list-style-type: none"><li>• Athletics Summer Term</li></ul>	<ul style="list-style-type: none"><li>• Athletics Summer Term Games</li></ul>

## 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 pupils 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 pupils 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?**

Pupils 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 pupils 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: rugby, football, dance, 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 pupils have names on their 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:**

Mrs Niomi Lee - [nil@clairescourt.net](mailto:nil@clairescourt.net) (Girls)

Mr Simon Carter - [sic@clairescourt.net](mailto:sic@clairescourt.net) (Boys)



# 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 six 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.

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>AUTUMN TERM 2025</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>• How do I fit into the world I live in?</li></ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"><li>• Do we need to feel 'the same as' to belong?</li></ul>
<b>LENT TERM 2026</b>	<b>Dreams and Goals</b> <ul style="list-style-type: none"><li>• What are my skills and interests? What would my dream job be?</li></ul> <b>Healthy Me</b> <ul style="list-style-type: none"><li>• To what extent am I responsible for my mental and physical health?</li></ul>
<b>SUMMER TERM</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>• What can make a healthy relationship healthy or</li></ul>

2026	unhealthy? <b>Changing Me</b> <ul style="list-style-type: none"> <li>• How do I feel about becoming an adult?</li> </ul>
------	---

## Working with Boys

Working with Boys is a programme designed to promote a culture of 'Gentle Masculinity' among the boys. It is designed to support boys in being the best that they can be and create a culture of mutual respect in school.

Alongside their PSHE programme Year 7 boys are also guided by their form tutors to consider, explore and reflect upon ideas such as:

- Banter
- Hierarchies in school/influencers
- Understanding what causes anger in boys
- Humiliation / Fear of Failure
- Masculinity - Gentle/Sour

These topics are supported by 'suggested lessons' from the book 'Working with Boys' by Andrew Hampton. These topics are revisited as part of the Year 8 PSHE programme.

## **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 pupil 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 child to use a variety of media to make themselves 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 child to take part in events you are helping to foster loyalty and respect among the pupils in their school. You would also be supporting the school's sense of community.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Your child's form tutor is the first point of contact

Head of Year 7 @ CCSG: Miss Harriet Ferguson - [hef@clairescourt.net](mailto:hef@clairescourt.net)

Head of Year 7 @ CCSB: Mrs Nalina Pitt - [nmp@clairescourt.net](mailto:nmp@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!

Pupils 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 their skills by writing in a range of contexts.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2025</b>	<b>Sikhism</b> <ul style="list-style-type: none"><li>• Why do Sikhs not cut their hair?</li><li>• Why do they carry a knife?</li><li>• Do they really give free food to anyone who comes to their Gurdwara?</li></ul> <p>Pupils 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' as a key aspect within Sikhism.</p>
<b>Lent term 2026</b>	<b>Judaism</b> <ul style="list-style-type: none"><li>• Why do Jews believe that they are God's 'Chosen People'?</li><li>• What foods are eaten at Passover and why?</li><li>• Do you really become an adult after a Bar/Bat Mitzvah ceremony?</li></ul> <p>An introduction to Judaism will allow pupils to study the key aspects of the faith. The importance of the Torah and the festival of Passover will be studied, whilst the Bar &amp; Bat Mitzvahs will allow pupils to reflect on their own rite of passage.</p>

<b>Summer term 2026</b>	<b>Christianity</b> <ul style="list-style-type: none"> <li>• Who was Jesus?</li> <li>• When did Christianity begin?</li> <li>• What do Christians believe about the afterlife?</li> </ul> <p>Pupils will study the origins of Christianity. They will be introduced to some of the key aspects of the faith, including the significance of the birth, death and resurrection of Christ. An artistic look at different images of Jesus will allow pupils to reflect on what Jesus means to different types of Christians. They will also reflect on the influence of Christianity on our society.</p>
-------------------------	--

## **HOW WILL PUPILS LEARN?**

RS follows a pedagogy known as critical realism. Pupils are introduced to key philosophical questions through a study of different religions, and through these introductions are encouraged to develop their own views, thoughts and ideas. The very nature of the subject involves critical thinking. Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. There is one period of RS each week.

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 pupils 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 their 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 child 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:**

Ms Mandy Davis - [mcd@clairescourt.net](mailto:mcd@clairescourt.net)

# 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?

<b>Autumn term 2025</b>	<p><b>Transition project</b></p> <ul style="list-style-type: none"><li>• How do you use a Bunsen burner safely?</li><li>• How can we use everyday objects to conduct scientific experiments?</li><li>• How is Science related to your hobbies and interests?</li></ul> <p><b>Cells, tissues, organs and systems</b></p> <ul style="list-style-type: none"><li>• How have discoveries over the years helped us find out in-depth details about living organisms?</li><li>• How can knowledge of the human organism allow us to transplant and even artificially grow new organs?</li><li>• What does it mean to be alive?</li></ul> <p><b>Acids and alkalis:</b></p> <ul style="list-style-type: none"><li>• How dangerous are chemicals that we use in the home?</li><li>• How useful are different types of indicators - what can they tell us?</li><li>• How can we make use of neutralisation?</li></ul> <p><b>Forces</b></p> <ul style="list-style-type: none"><li>• What can forces do?</li><li>• Is friction useful?</li><li>• How is pressure used in sports?</li></ul>
-------------------------	--

<b>Lent term 2026</b>	<b>Sexual reproduction in animals</b> <ul style="list-style-type: none"> <li>• What is needed to create an embryo?</li> <li>• What happens during gestation?</li> <li>• How have developments in reproductive medicine and knowledge changed the world?</li> </ul> <b>Atoms, elements and molecules</b> <ul style="list-style-type: none"> <li>• Why are different elements used for different purposes?</li> <li>• How do elements form compounds?</li> <li>• How can you spot a chemical reaction?</li> </ul> <b>Science week forensics project</b> <ul style="list-style-type: none"> <li>• Why is science important?</li> <li>• What skills must scientists have?</li> </ul> <b>The particle model</b> <ul style="list-style-type: none"> <li>• What different ways can particles move?</li> <li>• When is diffusion good and bad?</li> <li>• How could you transport solids, liquids and gases?</li> </ul>
<b>Summer term 2026</b>	<b>Muscles and bones</b> <ul style="list-style-type: none"> <li>• How can athletes try to improve their chances of winning?</li> <li>• Why does an adult have 206 bones, yet a baby has 270?</li> <li>• Does your body have the ability to run as fast as Usain Bolt?</li> </ul> <b>Electricity and circuits</b> <ul style="list-style-type: none"> <li>• What would the world be like without electricity?</li> <li>• What do you need to make an electrical circuit?</li> <li>• How are models used in science?</li> </ul> <b>Practical skills using science equipment</b>

### 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

Pupils 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 insisting on well organised notes and a quiet work space at home, as well as monitoring revision programs. Taking an interest in topics they are studying will allow them to consolidate what they are learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options as well. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)

# Study Skills

---

The aim of the Study Skills is to enable our pupils to find out how to study and learn efficiently and effectively. Study skills are an important set of transferable life skills.

Key points about study skills:

Will enable a pupil to develop their **own personal approach** to study and learning in a way that meets their own individual needs. As you develop your study skills you will discover what works for you, and what doesn't.

Study skills are **not subject specific** - they are generic and can be used when studying any subject area.

You need to **practise and develop your study skills**. This will increase your awareness of how you study and you'll become more confident. Once mastered, study skills will be beneficial throughout your life.

**Study skills are transferable** - you will take them with you beyond your education into new contexts. For example, organisational skills, time management, prioritising, learning how to analyse, problem solving, and the self-discipline that is required to remain motivated. These are the types of skills employers look for.

**Year 7:**

**WHAT WILL PUPILS STUDY AND LEARN?**

## **Organisation**

- Setting up good habits
- The night before school - school bag checklist
- Studying at home
- Where do you study?
- What do you prioritise?

## **Become a memory master**

- Memorising words with pictures
- Memorising objects
- Methods to memory

## **Cover, write, check**

- Using the 'cover, write, check' method to learn and remember important information

## **Reflection (learn how you learn - metacognition)**

- Reflect on own work
- Reflect on own revision strategies
- Reflect on CTs
- Monitor own progress and outcomes

## **HOW WILL PUPILS LEARN?**

Pupils will attend lessons throughout the academic year learning through active practical tasks, discussion, collaborative and independent activities and worked examples.

## **MASTERY**

Independent learners require a mastery of study skills through discussion, modelling and practise. Year 7 will learn the key skills to be confident and discriminatory learners who can effectively navigate and implement study skills to suit their individual personal requirements. Year 7 pupils will also become experts learning about how they learn by encouraging self-evaluation and reflection both in the study skill techniques they use and subsequent internal and external assessments.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be taught study skills techniques and learn what methods are the most effective for them to use across the curriculum.

## **HOW DO WE MEASURE PROGRESS?**

Progress is monitored through the completion of study skills tasks, individual support, and tracking of their internal and external assessments.

## **HOW CAN PARENTS HELP?**

Please help your child to make the time to reflect and learn how they learn. Please encourage them to talk about the study skill methods that best support their learning and acquisition of knowledge. Get involved in helping them to learn actively by asking them how they are revising, going over any resources they have made with them, encouraging them to get organised, plan and timetable for assessments and by testing them.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Sasha O'Clee [ako@clairescourt.net](mailto:ako@clairescourt.net)

Mrs Miriam Harris [mih@clairescourt.net](mailto:mih@clairescourt.net)



## **Claire's Court**

1 College Avenue, Maidenhead, SL6 6AW

Tel: 01628 327500

**[www.clairescourt.com](http://www.clairescourt.com)**



\*this booklet is correct at the time of going to print and details may be subject to change  
07/25