

**And to finish, here are some hints about how to help
You probably do them anyway, but just in case.....**

- **show an interest in the work they're doing**
 - **other members of the family can help too - grandparents can be a great source of information (and may have more time to offer)**
- **read and have books around**
 - **make sure there's a dictionary and encyclopaedia around and an atlas too**
- **be prepared to help with quick tests of tables, spellings, notes for exams**
 - **try to watch out for things that will challenge young people and their thinking - politics, science, technology**
- **never put people down, always build them up**
 - **can mealtimes be talking times together?**
- **encourage our young people to ask questions - don't be embarrassed**
 - **do you share interests of hobbies?**
- **go to the library**



King Arthur's Community School

YEAR 7 CURRICULUM

INTRODUCTION

This booklet has been compiled to help you understand what your son or daughter will be studying this year. Parents often ask for guidance to enable them to support their children: education is, of course, very much a partnership between home and school. Working at home is an important part of the learning process. You will now be able to see your child's homework in the context of the schemes of work in each subject area for the year. (There are some hints on how to help your child at the end of this booklet). All years have a homework timetable. You will find this in their personal organiser.

To enable staff to meet the needs of each individual child in Year 7 students are given Cognitive Abilities Tests (CATs) during the Autumn Term. These give a fuller understanding of a student's strengths and weaknesses and the implications can be discussed with tutors and subject staff at parents' evenings or at any other convenient time.

We encourage students to start to take responsibility for their own learning, incorporating investigations and research activities into homework tasks. The school's well equipped Library Resource Centre is available for individual study at lunchtime.

25 (60 minute) LESSONS PER WEEK

Art	DT	Drama	English	French	Hums	IT	Maths	Music	PSHE	PE	Science
1	2	0.5	3	2	4	1	3	1.5	1	2	3

SCIENCE

Following on from their work in Science at primary school, students are introduced to working in a laboratory at King Arthur's. We begin by exploring the laboratory itself and the equipment we use, emphasising the need for working safely at all times.

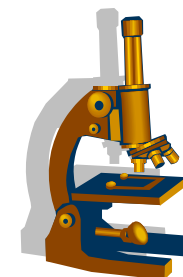
The Science curriculum is based around the ideas of 'How Science Works'. This focuses students work on developing important skills such as predicting, investigating, using scientific ideas and models to explain phenomena and events, communicating and evaluating evidence. This is largely done through practical work.

Year 7 work is broken down into modules that are taught throughout the year.

Topics

Biology	Animal and plants cells, reproduction, animal behaviour, environment and feeding relationships
Chemistry	Chemical reactions, particles, acids and alkalis and solutions
Physics	Forces, electricity, energy and energy resources and the solar system

Throughout the course students are assessed on both their knowledge and understanding of the topics covered and the skills that they are developing through 'How Science Works'.



PHYSICAL EDUCATION

Students in Year 7 continue to follow the four areas that encompass all the key elements of the National Curriculum. Our aim is to involve students in the process of planning, performing and evaluation through a programme of games, dance, athletics, badminton and swimming. It further develops the skills studied in KS2.

The Nation now recognises the importance of physical exercise and our work encourages enjoyment, satisfaction and achievement. Young people should develop fitness now and set good patterns for future adult life. Students are encouraged to supplement their learning by joining one of our many extra curricular clubs either at lunchtime or after school.

We expect students to develop positive attitudes and to observe conventions and rules and to cope with success and limitation of their own and others' performances.

Progress is monitored and recorded throughout the year.



Our curriculum aims to enable our students to become:

Successful Learners; who enjoy learning, make progress and achieve.

Confident Individuals; who are able to lead safe, healthy and fulfilling lives.

Responsible Citizens; who make a positive contribution to society.

We believe that Every Child Matters and our curriculum includes opportunities to explore:

Being Healthy Staying Safe Enjoying and Achieving

Making Positive Contributions Achieving Economic Well Being

Throughout their experiences at King Arthur's School, students will be able to focus on developing their:

Attitudes and Abilities; e.g.: determined, adaptable, confident, risk taking and enterprising.

Skills; e.g.: literacy, numeracy, ICT, Personal Learning and Thinking Skills (PLTs).

Knowledge and Understanding; e.g.: big ideas that can shape the world.

WHO'S WHO

Headteacher	Mrs E Wilkes
Deputy Headteacher Director of Sports College	Mr D Dwyer
Deputy Headteacher	Mr R Wright
Head of Year 7	Mr M Elloway
Curriculum Support	Ms Pearson
Student Support Manager	Mrs M Pearce
<u>Subject Leaders</u>	
Art	Mr M Tinsley
Design Technology	Mr D Kiddell
English	Miss Finnegan
Humanities	Mr S Page
I.C.T.	Mr J Thomson
Languages	Ms V Cadieu
Library Recourse Centre	Mrs I Chant
Mathematics	Mrs G Morris
Music	Miss E Fletcher
P.E.	Miss C Woodrow
Science	Mrs E Vanden-Heede

PERSONAL , SOCIAL AND HEALTH EDUCATION

PSHE is studied in Year 7 on Wednesday mornings in Tutor groups. The topics covered are:

Personal well being (relationships, body matters, staying safe, drug misuse).

Economic well being (Careers, money matters)

Citizenship (Taking responsibility, right and wrong, racism)

Learning to learn (study skills).

The topics are taught mainly by tutors however frequently there are presentations by experts from outside. For example the LEPRA charity appeal, Environmental awareness (Vanessa Adnitt), RSPCA south west, Paul Stevens (relationships). The lessons are discussion based and students are encouraged to reflect upon their own opinions, to listen to those of others and make balanced judgements.

During the year students are encouraged to undertake ASDAN keyskills challenges and build a portfolio of achievements.

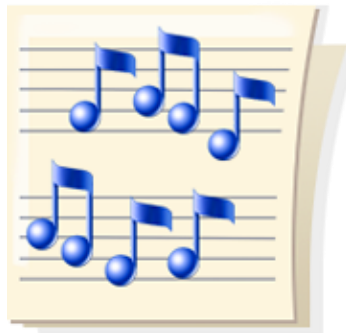
MUSIC

The main focus of Year 7 is to develop singing skills including harmony singing and the ability to pitch in their heads. All students sing a great range of music and put on a concert in the first term.

They also play African rhythms on a range of percussion instruments and develop basic keyboard skills to enable good use of these instruments in the future. Students have the chance to try many instruments and learn about the ways sound is produced and varying tone qualities of strings, brass, woodwind and percussion.

In the summer term students begin to develop composition skills. All projects involve listening to different excerpts of music.

Written work is minimal and mostly takes the form of learning about music notation.



ART

Autumn Term—Self-Image

In this unit, students explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination. They develop skills using traditional materials and processes and have the opportunity to combine traditional and digital media. They learn about ideas, methods and approaches used by other artists who have made images of themselves and/or portrayed others.

Spring Term—What's In A Building

In this unit, students explore their ideas and feelings about buildings and their experiences of walking through space. They record interesting features, such as doorways, arches, windows, porches and courtyards. They evolve designs for sculpture based on their studies and produce a sculpture of a building in clay or paper. They look at the work of architects, designers and sculptors.

Summer Term—Recreating Landscapes

In this unit students explore landscapes as the starting point for two and three-dimensional work. They collect visual and other information by visiting a landscape and by studying the methods, approaches and intentions of artists and craftspeople who use the environment as inspiration.

They manipulate the visual and tactile qualities of materials to convey mood and feeling about a landscape and construct textile-based work.



CURRICULUM SUPPORT

All students have different strengths and learning needs, and most of these will be met by the inclusive practice of the subject teachers who teach using visual, auditory and kinaesthetic teaching methods and differentiate work accordingly.

Some students have needs that are additional to or different from those of most other students of their age. These needs are identified through looking at assessment data, monitoring of progress or if a concern has been raised, specialist assessment. Gaining a greater understanding of where the difficulty lies and adapting resources or delivery can often reduce the impact of barriers to learning, which is the aim of Curriculum Support.

Students for whom additional help is necessary are put onto 'School Action', in line with the Code of Practice for Special Educational Needs. This means that we have recognised a need and are taking action to assist the student in making progress. This often takes the form of adapting classroom practice or in-class support from one of our team of Learning Support Assistants. On occasion it is necessary to seek outside advice from a range of support services and professionals available to us and for some students we receive additional funding to meet their needs as a result of this advice. These students are put onto 'School Action Plus', or may have a Statement of Special Educational Needs and will receive a higher level of appropriate support.



Although all our students are involved in target setting on Parents' Consultation Day, we provide individual education plans for those who need support greater than that which is available to most. These 'I.E.P.s' are circulated to all teachers of the student and are updated regularly.

If you have any concerns relating to your child's additional needs, please feel free to telephone the SENCO who will be happy to discuss these issues further.



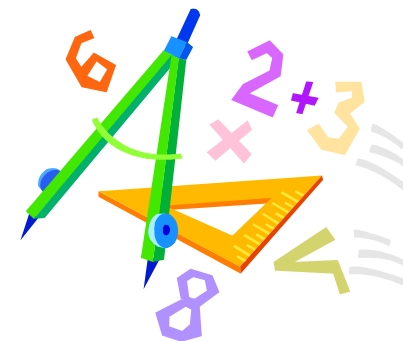
MATHEMATICS

In Year 7 students follow the Mathematics Enhancement Programme initiated by Exeter University. This is an interactive course that encourages students to participate orally and to share their work with others by explaining their solutions on the board. The course is designed to promote mental skills and a calculator is only used on specific occasions. Interactive white boards are widely used in the department, together with the MyMaths software to supplement the course. We also use many interactive internet mathematics websites.

Students are set into four groups. Students in set 4 have supplementary work using The Mathswise series of text books. There are opportunities to enter the UK Maths Challenge, take part in World Maths Day and attend courses based at Kilve Court.

Topics that will be covered in Year 7 include graphs, angles, number patterns, areas, perimeters, volumes, data collection, linear equations, scale drawings and probability. There is a high proportion of numerical work including place value, decimals, money and fractions. Periodically, the whole year group work together on some activities that extend topics and allow investigational skills to be used.

It is integral to the course that an appropriate reasonable amount of homework is completed after every lesson.



INFORMATION TECHNOLOGY

The Information and Communication Technology course in Year 7, 8 and 9 should be regarded as a single entity in that students will be given the opportunity to develop their capability in using a range of ICT facilities. We aim to build upon the experience of our primary partners and to extend the students where possible.

Typical activities will include **word processing** and **desktop publishing**, research using a range of sources, using **control systems**, **data handling** using **databases** and other ICT sources, and **modelling** using **simulations** and **spreadsheets**. In addition to practical skills, which students will be encouraged to apply in other curriculum areas, we will look at the place of new technology in our lives and society.

Students will be expected to carry out research and do preparation tasks in their own time. Theoretical knowledge about computers and their effective use is as important as practical skills. Many skills and concepts will be 'revisited' throughout the course and students will constantly extend them.

The school is always looking to develop ICT capability and will be developing the programme of study to take account of the new KS3 strategy.

DESIGN TECHNOLOGY

Food—Healthy Eating

Students will learn about the function and nutritional value of ingredients and how they can be used to prepare nutritious and tasty food products. The emphasis for this project is on healthy eating and giving the students the skills and confidence to prepare healthy food for themselves. A range of practical tasks will be undertaken during the project and students will be required to provide their own ingredients as well as a suitable container for taking the finished food products home in.



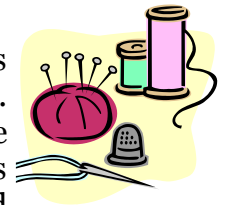
Wood Structures—Weather Vane

This project will introduce students to the properties and characteristics of different types of wood and metal as well as a wide range of techniques for manipulating and joining these materials. Students will become familiar with both hand and machine techniques which will provide for a sound knowledge and skills base on which they can develop their future skills in this subject. The practical task will involve the construction of a weather vane using wood and metal which students will be able to take home once completed.



Textiles—Designer Diary Holder

Students will investigate the subject of textiles and the wide range of items that are textile based. The focus then moves on to storage and the wide range of storage solutions in the home. Students will then learn about fabrics, their properties and how to work with them, using both hand and machine techniques. The practical task will involve the making of a diary holder, from denim fabric, which is then decorated using a computer controlled laser cutter.



ENGLISH

Students are taught to write in a variety of ways, using different styles to suit specific audiences. They are helped to develop their ability to use “the writing process”, from planning to editing, rewriting and proof-reading their work. We encourage students to become enthusiastic, confident and accurate writers.

Students will read and study a range of texts, sometimes as a class, sometimes in groups and sometimes independently. A wide variety of texts will be used and regular reading is an important part of the Year 7 course. Parents can help by encouraging reading of all sorts at home, by having books around the house, by visiting the local library or book shop.

English lessons involve a detailed study of texts, from both a reader’s and writer’s point of view. Students will develop the skills of analysis through a close study of various aspects of language, for example sentence construction, conventions used in different texts, spelling etc.

English is about communication. As well as reading and written work, all students will be helped to become fluent and articulate speakers and sympathetic, attentive listeners. These are skills which can also be practised at home. Some students will benefit from reading out loud to parents on a regular basis.

Students will encounter a range of drama-based activities throughout the year, including role play, improvisation and active work using scripts.

Students will build on the skill and experiences encountered in Year 6. However, as secondary school students, it is expected that students will begin to show the maturity to take increasing responsibility for their own learning.

HUMANITIES - RELIGIOUS EDUCATION

Religious education is concerned with discovering what and why people believe. Students will study Christianity, Judaism and Buddhism and discover how they influence people’s behaviour and indeed world events. Students will have the opportunity to study relevant world news and be able to understand how religion plays such a large part in many people’s lives.

The themes students will study include:

1. Belonging, belief and identity
 - Why are we as individuals special?
 - Why do we make certain decisions?
 - What do we think of ourselves?
 - What is important to us as individuals?
 - How do the worlds religions help people in these areas?
2. What do people believe?
 - What is the “Truth” about God?
 - What evidence do we have?
 - Why do different faiths believe in different Truth?
 - What is moral teaching and how does it affect how people behave?
3. Life’s journey
 - Exploring the idea that life is a journey
 - How do people cope with both success and failure?
 - How do we use experience to grow as individuals?
 - How do people mark important events in life’s journey?



HUMANITIES - HISTORY

History is about being a detective with most of the evidence missing ! Students will learn how to make sense of events and understand how they influence people`s actions in the modern world. Students will have to sort out the truth from the fiction and build an understanding of vanished lives.

The themes students will study include:

1. Who killed Mark Pullen?
 - Students have to become history detectives to solve the mystery of Mark Pullen`s death. Was it murder?
 - Students develop problem solving skills in an historical context to produce a presentation
2. Who was the Bog Man?
 - Investigation of people`s lives 2000 years ago in Northern Europe
 - Why did people bury their dead in marshes?
 - Why was the perfectly preserved body of a man found in a bog in Denmark?
 - What was his job?
 - What did he wear?
 - What was his last meal?
 - What did he look like?
3. Who were The Romans?
 - Investigation of Roman life through the study of the destruction of Pompeii in AD79
 - Why was the Roman Army just so good?
 - Become a Roman general and defeat the barbarians in a role playing exercise
4. What happened in England in 1066?
 - Who exactly was Harold Godwinson?
 - Why did three men want to be king of England in 1066?
 - What happened at Stamford Bridge and Hastings?
 - Why was England then ruled by Normans for so long?



FRENCH

In Year 7, students follow the French schemes of work published by Heinemann and based on the new textbook Expo1. The revised curriculum offers a lot of opportunities for students to learn about the cultural aspect of the language, such as traditions in France. But it also allows students to find out about cross-curricular aspects of the language learning, such as the history and the geography of France. Throughout Year 7, the students will reinforce some aspects of what they learnt at KS2 but mainly, they will cover new topics such as home life, their living environment, daily routine, school life and also free time activities.

We aim to develop students` confidence and fluency in French and to develop their comprehension skills (grammar), forming a sound basis for further study at KS4 and beyond. We also want to make students aware of other cultures around them and therefore create a tolerant and positive attitude towards other cultures. French also contributes to the key skills of ICT, communication, numeracy and literacy, working with others, problem solving, thinking skills and citizenship.

Students are rewarded not only for the quality of their work but also their effort and their contribution to the lessons. Mini targets are set regularly in books to encourage students to reflect on their work and how to improve their own learning and performance.

Homework may include written exercises, memorizing (spelling/ meaning) off by heart. Vocabulary tests are a feature of French lessons, so it would be great value to support your child by testing them. It is essential that all students have access to a bi-lingual French-English dictionary at home. They are encouraged to view the subject positively.



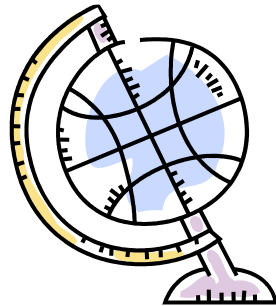
HUMANITIES

The Humanities Department teaches geography, history and religious education to students throughout their Key Stage 3 and Key Stage 4 career at King Arthur`s School. Each member of staff has a specialist subject area which they continually research in order to produce material that is up to date, relevant and interesting for students. Although each subject is taught as a separate lesson, common themes run through all three subjects e.g the study of cultural diversity or sustainability. The Humanities subjects teach students how the world works and why it sometimes doesn't!

HUMANITIES - GEOGRAPHY

Geography is a continually changing subject relating people and places. In Year 7 students will study their local area and begin to understand how the local district fits into the global community. They will use different learning styles, applied ICT and an enquiry approach extensively. During the summer term students will be working in the field in the local area and will be encouraged to interact with the local community through the use of questionnaires and other study methods. The themes students will be studying are as follows :

1. Introduction to geography
 - Why is geography important ?
 - How does it help us to understand the world ?
 - What is physical, human and environmental geography?



HUMANITIES - GEOGRAPHY

Continued:

2. Map skills
 - What is a map ?
 - How can we use maps ?
 - Develop the skills to read an OS map
3. What is England ?
 - Understanding the country in which we live
 - Understanding the idea of a multicultural country
 - Developing the idea of citizenship
4. Weather patterns in Somerset
 - Cross curricular work with the science department
 - Why does it rain ?
 - Is the weather getting more extreme ?
 - How does the weather affect all of us ?
5. Coasts
 - Why do people go to the coast ?
 - How do physical processes shape the coast?
 - Why is Britain not getting smaller ?
 - What happens when the sea floods ?
6. Rivers
 - What is a river ?
 - What can they be used for ?
 - What processes shape a river ?
 - What happens when a river floods ?
7. Settlement
 - What is a settlement ?
 - Why is Wincanton built there ?
 - Why are some settlements abandoned ?
 - What happens to a settlement over time ?