

BROOMFIELD SCHOOL

A school for our community



YEAR 7 CURRICULUM INFORMATION

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Pupils will receive 8 lessons of English over the two week timetable cycle. The Year 7 Broomfield English curriculum is designed around imaginative and creative approaches to studying English, immersing pupils in a diverse selection of mastery curriculum and modern cultural influences. The Year 7 Model of Learning intends to enhance and develop an interest and love of reading and writing in all our pupils that will engage, excite and challenge in every lesson.

What will pupils be studying?

The Year 7 Broomfield English curriculum is designed to meet the reading, writing, speaking and listening skills and knowledge outlined in the Key Stage 3 National Curriculum. The prior knowledge and skill sets established throughout key stage 2 will be developed in Year 7 into a more in-depth analysis of language (reading skills), the ability to write for different audiences and purposes (writing skills), and developing speaking and listening skills.

Below is an overview of what Year 7 will be taught and when:

Term 1

Textual Study - *A Monster Calls*

Gothic Monsters - *A introduction to Gothic Literature*

Term 2

Non-fiction - *Compare writers' views*

Introduction to Shakespeare

Term 3

MARVEL Universe - *A Study of the super hero genre*

Introduction to poetry

Reading and Year 7

Reading, and reading for pleasure, is a whole-school priority. All pupils must have their own private reading book in their possession at all times during school. The novel they choose can be from home or from our library, and students are strongly encouraged to complete at least 30 minutes of private reading at home every day. Year 7 pupils will be given Reading Logs, and are encouraged to update their reading log following their daily read. Reading Logs must be kept with students every day and will be closely monitored by tutors every week.

How will pupils be assessed?

Pupils will sit a formative and a summative assessment at the end of each unit of work. Pupils will use teacher feedback from the formative assessment to redraft and revise for the summative. They are assessed at the end of each unit as being 'developing', 'secure' or 'exceeding' based on age related expectations.

How you can help

Read with your child and discuss the book s/he is reading currently. Encourage private reading time daily for at least 30 minutes.

Encourage your child to read widely, for instance to read another book by the author s/he is studying.

Read through their work; discuss the subject they are studying with them. Read a non-fiction text together, a daily newspaper or magazine.

Ask to see your child's targets; they will be recorded in their book every half term.

Listen to your child read through their written work, helping him/her proofread for errors.

Useful websites:

www.bbc.co.uk/schools/gcsebitesize/english/

www.universalteacher.org.uk

www.bbc.co.uk/tv/seasons/books

What will pupils be studying?

Year 7 pupils will work in mixed ability maths classes for the first half term and will then be put into ability sets. Assessments made throughout the first half term will be used to decide on initial sets. Pupils will have the opportunity to move sets throughout Year 7 following further assessments.

Autumn Term

Number module

Types of number : primes , multiples , factors, powers, PRIME FACTOR DECOMPOSTION, HCF, LCM.

Number module

Place value, negative numbers, the four operations, BIDMAS.

Area and volume Module

Perimeter, area of rectangles, triangles , trapezium , parallelograms and composite shapes and volume by counting cubes , volume of prisms.

Faces , edges and vertices of 3D shapes.

Number module

Four operations on fractions,

Decimals, fractions and percentages converting between all three.

Spring Term

Algebra module

Algebra notation, simplify expressions, expand brackets one and two brackets, factorise expressions.

Averages module

MEAN , MEDIAN , MODE AND RANGE.

Solve equations module

Solve linear equations,

Include brackets , unknowns both sides, fractional and negative answers.

Angles Module

Find missing angles in triangles , straight line , around a point. Extension : use algebra to find missing angle problems: Parallel lines F and Z angles.

Summer Term

DATA handling Module

Construct and understand pie charts , line graphs , bar charts , pictograms, scatter diagram

Algebra module

Substitution, Sequences : nth term, Sketch straight line graphs.

Percentages module

Percentages

Find percentages with and without a calculator,
Percentage increase and decrease.

How will pupils be assessed?

There are many ways in which the class teacher will assess your child's progress in maths:

- Completion of class work,
- Discussion work in lessons,
- Completion of homework,
- Tests which are set throughout the year,

How you can help

Ensure your child is fully equipped for their maths lessons:

- Pencils,
- Blue or black pens,
- Ruler,
- Pencil sharpener and eraser,
- Calculator,
- Angle measurer,
- Compass,

- Check that your child completes their homework on time.
- Help your child when they are revising for tests.
- Check their topic test regularly and comment where necessary.

Useful Websites

www.mathswatchvle.com – all pupils can access this website and use it for home learning

In order to log on pupils should follow these steps: 1st step log in: Username: Pupils individual username (Your child will be given their personal username for Mathswatch at the beginning of the year.) Password : Broomfield

www.kangaroomaths.com <http://edweb.tusd.k12.az.us/ekowalc/math/>

www.nrich.maths.org elementary_web_sites.htm

www.bbc.co.uk/schools/gcsebitesize/maths/ www.gcse.com/maths/

www.coolmath4kids.com/ www.corbettmaths.com

What will pupils be studying?

In Science at Key Stage three we aim to:

- Stimulate interest and enjoyment in science based on immediate experience,
- Excite curiosity and wonder about their surroundings and become independent learners,
- Introduce pupils to methods and activities in science and their applications and implications in society.,
- Equip pupils with the skills and understanding required for everyday life and further studies.

The programme of study is designed to build on what they already know - Pupils study a number of topic based modules in year 7.

Introduction to Science – Introduction to Science – Each group completes a set of taster lessons to introduce the practical aspects of Science. Examples of lessons include measuring, identifying and making use of lab equipment, collating and interpreting data, plotting graphs and introduction to variables and SC1 / HSW aspects to planning experiments and investigating variables, lab safety and risk assessment.

Module 1: Forces – This unit looks at how forces arise from the interaction between two objects. How these forces are measured in Newtons and how to measure stretch or compression as force is changed. pupils will learn how to use force diagrams and to calculate resultant forces. Students will understand how pressure is measured. They will learn how forces are needed to make something stop or start moving or to change their speed or direction of motion.

Module 2: Electromagnets —This unit looks at electrical circuits. Pupils will learn the main components of an electrical circuit. They will learn about what batteries do and how to use circuit components to make circuits do different jobs. They will learn about electrical charge and how objects can become charged. These will be used to explain electric shocks and lightning.

Module 3: Energy — In this unit, pupils will find out the way we use electricity and why it is helpful to reduce the time we use appliances. They will learn about calculating energy in food and fuels. Students will learn about how scientists think about energy, including the idea of dissipation. They will also model how energy is transferred between different stores.

Module 4 Waves—In this unit, pupils will learn about sound and hearing, and what changes when you make sounds of different pitch and loudness. They will learn how we see objects and how light behaves when it hits different materials.

Module 5: Matter – In this unit pupils will learn why substances have different properties in their solid, liquid and gas states, and consider what happens when a substance changes from one state to another.

Module 6: Reactions—In this unit, pupils will learn about the chemical reactions of metals and of acids. They will find out how to use patterns in properties to predict products and discover how to make salts.

Module 7: Earth – In this unit, pupils will discover how materials are recycled in the rock cycle. They will learn about the size and scale of our solar system and galaxy. They will find out how the movement of the earth and moon explains the observations that we make of the sun and the night and the night sky.

Module 8: Organization – In this unit, students will find out why we have a skeleton and how it works together with our muscles to enable us to move. They will also look inside organisms to discover what plants and animals are made of. They will also learn to use a microscope.

Module 9: Ecosystems— In this unit students will learn about how organisms are connected and how they interact within ecosystems. They will look closely at their feeding relationships and competition between species. They will study the lifecycle of a flowering plant. Students will also learn about the reproductive parts of a plant and the differences between wind –pollinated and insect-pollinated flowers. They will follow the steps of reproduction from pollination to fertilisation and finally to germination.

Module 10: Genes— In this unit, Students will look at the differences between humans. And how they are caused. They will learn about how variation can help organisms survive in difficult environments. They will learn about human reproduction. They will learn about adolescence , how a life is created and developed resulting in the birth of a baby.

How will pupils be assessed?

Pupils will be assessed through classwork, homework and end of topic test, consisting of short and long answer questions.

How you can help

Ensure your child is equipped for every science lessons, with a Blue or black pen, Ruler, pencil, Green pen and a calculator.

Useful Websites

- www.kerboodle.com – all pupils can access this website and use it for home learning. Your child will be given their personal username and Password in class.
- <http://www.bbc.co.uk/bitesize/ks3/science/>

BBC bitesize revision site especially for Key Stage 3 science

- <http://www.educationquizzes.com/ks3/science/>

Variety of quizzes to help your science revision and develop your understanding of work covered in class

- <http://www.docbrown.info/ks3science.htm> Revision quizzes on all sorts of science topics
- <http://www.khanacademy.org/>

Videos aimed at those students working at Level 6 and above on a variety of science topics

- Neok12 This a brilliant website which has science videos, activities and games

Revision guide

CGP - KS3 Science Complete Study & Practice, ISBN: 9781841463858

CGP - KS3 Science Workbook, ISBN: 9781841462394

What will pupils be studying?

FORMAL ELEMENTS

Shade
Tone
Line
Shape

ARTISTS

Rosalind Monks
Kelly Stanford
Pablo Picasso

THEMES

Insects and the natural world
Portraits and self portraits

SKILLS

Mono printing : Line drawing : Tonal drawing : Pencil drawing : Pen and ink drawing : Sculpture
Wire sculpture : Continuous line drawing : Collage : Painting

How will pupils be assessed?

- Assessable elements
- Knowledge and understanding
- Creating
- Presenting
- Responding
- Reflecting

How you can help

You can help by encouraging your child to practise Art at home and to also study other Art mediums at home.

What will pupils be studying?

Pupils in Year 7 studying PSHE at Broomfield will broaden their knowledge, skills and understanding of issues that affect them as young citizens. Our aim is to allow pupils to explore and understand how they will develop as young people and provide them with a deeper understanding of their roles as citizens in their community and the world in which they live. During the course pupils will develop skills in analysing, questioning and forming convincing arguments which are integral to all parts of the course and higher level success in Key Stage 3 and 4 PSHE. In year 7 pupils will study the following:

What is PSHE?

This unit introduces the pupils to Citizenship and the key ideas of democracy, community and participation.

Education, Rights and responsibilities

This unit builds on the introductory unit, looking at rights and responsibilities within the context of education and educational issues.

Staying Safe

This PSHE unit looks at moral values, bullying and important issues of safety facing young people, including peer pressure, gangs, smoking and alcohol. Pupils will have the opportunity to discuss the important issues around these topics and learn what support is available for coping with such problems.

I am what I consume

This unit encourages pupils to see themselves as consumers. Firstly in terms of food – by looking at health eating and secondly in terms of the environment – looking at the importance of recycling and finally, in terms of global products by considering issues such as Fair Trade and sustainability.

How will pupils be assessed?

Pupils will be continually assessed through classwork and homework and complete a formal assessment during each unit each half term. Pupils will then be shown what they have done well and will be set targets to help them make progress. Pupils will also examine their own work and learn from each other's work, and will set their own targets. All pupils will know the level that they are working at and how they can make progress to reach their target.

How you can help

There are lots of ways you can help develop your child's knowledge and understanding of Citizenship and PSHE topics.

- Talk with them about what they are learning and discuss their marks and levels.
- Encourage them to use useful Citizenship websites to extend their learning.
- Encourage your child to take an interest in current affairs and the world around them; for example by reading a newspaper and watching the news your child will be made more aware of the topics we cover in this subject.
- Encourage your child to complete their homework on time.

What will pupils be studying?

In year 7 we aim to introduce students to computer science theory and practical work. We cover aspects of theoretical knowledge such as hardware and spent a substantial amount of time on building up to programming and computational thinking. We achieve this by providing students with a solid platform of technical skills that will support successful use of IT at secondary school as well as teaching how computers and computer systems work, and how they are designed and programmed. Students will be encouraged to develop their computational thinking skills and apply these to all kinds of systems.

Autumn Term

Introduction to the school network

Pupils will become accustomed to using the school's network to save and locate work and resources in their own document areas and the wider network. They will also be introduced to websites to support their wider learning including SAM learning.

Staying safe online

Pupils use class teaching and their own research to produce a short video clip to explain some of the risks and precautions of using the internet and social media.

Using computers safely and responsibly

This unit extends pupils awareness of electronic communication.

Spring Term

Computers

Pupils are taught the basics of computing including: Input and output, storage, hardware and software, binary, decimal and ASCII and computer networks.

Programming 1

Kodu visual programming is a method of using programming blocks to build computer games, pupils will be introduced to its use or will extend their previous knowledge if they have already used this in primary school.

Summer Term

Programming 2

BBC micro:bit, a pocket-sized programmable computer, pupils will be required to solve a range of problems by controlling the Microbit.

Spreadsheets

Pupils create a model to calculate costs and awards for a student at Harry Potter's School.

How will pupils be assessed?

Each teaching Unit has an assessment sheet that explains the different outcomes; these are matched against Curriculum levels so pupils will know how to achieve their target level.

How you can help

Please check that your child has completed their homework when you sign their planner each week, USB memory sticks are a useful way of backing up work and fetching homework to school to print etc.

Useful websites: include : www.computinghomework.com : www.reviseict.co.uk : samlearning.com

How you can help

Classwork and Homework will be set and published in Google Classroom and students should check their google classroom for Homework notifications. Ask your child or to show you what they have learnt in Computing.

We will use Microsoft Small Basic (programming language) and Kodu Game Lab at school for learning both text based and visual programming language Please install for home use, available as a free download from the official website

<https://smallbasic-publicwebsite.azurewebsites.net/>

<https://www.microsoft.com/en-us/download/details.aspx?id=10056>

Every student at Broomfield School is eligible for a FREE copy of the latest version of Microsoft Office 365 to use on up to five devices at home. This is valid as long as you are a registered student with us and usually costs £79.99 per year or £8 per month. Simply download the apps and sign in using your school email address.

Useful websites and resources:

- BBC Bitesize KS3 Computing
- Code Academy
- Code.org
- W3schools.com
- Teach-ICT.com
- Code Club project

What will pupils be studying?

These lessons will be carefully targeted according to your child's needs. For example, those pupils who enter with KS2 SATs results below Age-Related Expectation will receive additional EAL or SEN provision to secure their reading and writing skills; those pupils at Age-Related Expectation and above will receive 'Writing for Success' lessons which focus on developing academic writing skills; pupils who are above Age-Related Expectation will study Latin. Lessons are designed to complement the skills being learned as part of the English curriculum for that half-term.

For those pupils studying 'Writing for Success' they will be looking at different kinds of texts with a clear focus on developing GCSE skills.

Pupils will be assessed termly as part of the CLL course. These assessments will be carefully evaluated to ensure that each pupil is gaining maximum benefit from these lessons will inform the adjustments of groups if necessary.

For those pupils working below Age-Related Expectation a specific SEN or EAL intervention will be followed. This will be confirmed in writing and will follow one of these options: EAL reading withdrawal, Rapid Plus or Ruth Miskin.

How will pupils be assessed?

Students completing the level 4 programme of study will be assessed termly on their:

- Grammatical understanding,
- Reading comprehension,
- Extended writing.

How you can help

Read with your child and discuss the book s/he is reading currently.

Encourage your child to read widely, for instance to read another book by the author s/he is studying.

Read through their work, discuss the subject they are studying with them.

Read a non-fiction text together, a daily newspaper or magazine.

Listen to your child read through their written work, helping him/her proof read for errors.

What will pupils be studying?

In Year 7, all pupils will have the opportunity to use various hand tools, electrical equipment and machines correctly and safely with guidance. All pupils will be working with a variety of wood, metal, plastic and smart materials. All pupils will learn different types of manufacturing processes such as the 3D printer, laser cutter and other new technologies. All pupils will complete a number of projects ranging from the Mini-Light Torch Project, Mood Light for a bedroom, customized keyrings all of which involves designing, making and evaluating their work throughout.

All projects that are set fit in with the Design & Technology national curriculum.

Within the umbrella of Design Technology, we are now also introducing Food Technology and Textiles. Within these subject areas students will learn:

- Practical cookery skills
- Nutrition
- Health and Safety in the kitchen environment
- Sewing skills
- Embroidery skills

Pupils will produce a range of projects and within these projects they will learn how to design and make a fully working product using the skills they have achieved. They will learn how to quality assure and control and find ways to improve their work.

Pupils will also learn how to use the TechSoft 2d Design Software effectively in order to produce their designs on CAD (Computer Aided Design). Once the design has been approved they will select the appropriate materials and learn how to operate the laser cutter from start to finish.

How will pupils be assessed?

Class and homework tasks set will enable all pupils to be assessed on the following skills. research, designing, planning, developing, making and evaluating. At the end of each project the pupils will review and give their feedback on the projects they have completed in the form of an evaluation. At the end of the year an internal exam will be set covering the information and knowledge gained in the lessons.

How you can help

You can help by encouraging your child to broaden their technology knowledge by ensuring they attend lessons and extra-curricular activities with the correct equipment i.e pen, pencil, rubber, ruler and coloured pencils. In addition, helping them with their homework and in their own time encourage them to watch programmes such as Scrap Yard Challenge, The Gadget Show, and Dragon's Den and using the internet to go to the BBC Bite size both the interactive website and publications and the website - technologystudent.com

What will pupils be studying?

Teaching in KS3 is geared towards providing a skill based curriculum using themes and topics as a vehicle which will interest pupils. A cyclical curriculum provides learners with clear progression and development. Each lesson is made up of a variety of discussion work, group work and performance work.

Autumn Term

Ishi - Exploration of Prejudice

By the end of this unit pupils will be able to understand sympathy and understanding through the life of a historical figure. Using the real life narrative of Ishi, the last surviving member of a Native American tribe who became a 'living exhibit' in a museum in California, pupils will explore persecution and prejudice, through a whole class spontaneous and rehearsed improvisation. They will develop an understanding of style and presentation.

Our Day Out By W. Russell

By the end of this unit Students should be able to work from a play text. They will be able to work with other members of the group and respond positively to tasks set by the teacher. They will also have a basic understanding of some of the Drama skills that they will be using throughout years 7 such as characterisation and monologue. Students will have learnt several different ways of communicating ideas in a Dramatic way and should be able to use these skills freely and imaginatively. They will have learnt some of the language of Drama and be able to use this when appraising their own and each other's work.

Spring Term

Darkwood Manor

This unit of work is based around the mystery of an old haunted house – Darkwood Manor. Students will be introduced to the unit through Teacher-in-Role – a device which will be used often throughout the series of lessons, allowing pupils to accept and respond to different situations through Role Play. They will also use Physical Theatre techniques to recreate the house and sound effects to build tension and atmosphere.

Evacuees - Exploration of WW2

This Unit of work develops the student's ability to explore a historical event through drama. The historical context of WWII is used with a focus on the impact of War on the children of London. Students will have to respond as Evacuees would have done in an air raid situation identify the dramatic potential of the scene. Students will explore different attitudes to evacuees and the ways in which war can impact on the lives of civilians.

Bullying

This unit allows the students to explore the impact of bullying from both the victim and bully's point of view. Students will have to respond to a poem using a range of drama techniques in an imaginative and creative way.

Summer Term

The Tempest - Introduction to Shakespeare

This Unit of work revolves around 'The Tempest' students explore the themes of magic and monsters and are introduced to Shakespearean language through script work. This unit also gives students the opportunity to develop their ability to use Physical Theatre and also introduces them to the idea of using props and costumes within a performance.

Titanic

The students have the opportunity to perform in whole class role plays, develop the following drama techniques: role play, slow motion mime, narration, still image and thought tracking. This unit gives the students the opportunity to recreate the experience of what it may have been like as a first or third class passenger on board the Titanic.

How will pupils be assessed?

Students are assessed in three areas:

- listening and responding
- performing
- evaluating.

Throughout all projects, pupils' listening and responding skills are assessed both formally and informally. At the end of each project pupils will perform their work and will be formally assessed on their performance. Pupils are also given the opportunity to evaluate their own work and the work of others both in class discussions and in a written format. Pupils also complete a self-assessment sheet where grades are fed back to all pupils.

How you can help

The simple and most effective way to help is to talk to your child about what they are learning in lessons and encourage them to find out more about the subject.

An excellent way to develop your child's interest and build their confidence is to join a local Drama or Theatre group like Millfield or Chicken-Shed (there are many more in the local area).

There are opportunities for your child to be involved in drama at school outside of lessons which you could encourage them to participate in.

What will pupils be studying?

Pupils in Year 7 studying Geography at Broomfield will broaden their knowledge, skills and understanding of the human and physical world. Our aim is to encourage pupils to ask questions about the world around them, the people, places and processes that they will encounter in the world today.

Geography Skills

An introduction to help support those who have not studied much Geography before and for those with some knowledge these lessons will build upon it. Looking at map skills, grid references and key terms.

Human Fieldwork

Fieldwork is an important part of KS4, KS5 and university level Geography so in preparation for the next levels we will undertake our first fieldwork study on Urban Planning.

UK Landscapes

An introduction to the physical geography of the UK, to help students gain a better understand the country we live in. Also looking at rivers, coasts and the fluvial processes. These are important topics and skills throughout KS3, KS4 and KS5 Geography.

World At Work

An introduction to the world of work. The economic aspect of Geography is an important part of KS3, KS4 and KS5 Geography and also an important for students to begin to understand the economics of the UK.

UK Settlements

An introduction to urban geography. This is an important part of KS3, KS4 and KS5 Geography and also an important for students to to understand the social and economic aspects of the UK

Weather and climate

An introduction to the weather and climate. Understanding of weather and climate is an important part of KS3, KS4 and KS5 Geography and also fun!

Globalisation

Students to look at how globalisation affects us in the UK and around the world. We shall look at the positives and negatives of the world "getting smaller".

How will pupils be assessed?

Pupils' knowledge, understanding and skills are assessed in a variety of ways throughout the year as part of our assessment programme. Pupils will be continually assessed through classwork and homework and complete a formal assessment during each unit. Pupils will then be shown what they have done well and will be set targets to help them make progress. Pupils will also examine their own work and learn from each other's work, and will set their own targets. All pupils will know the level that they are working and how they can make progress to reach their target.

How you can help

There are lots of ways you can help young geographers. Please talk with them about what they are learning and discuss their marks and levels. Encourage them to use geography websites to extend their learning. Encouraging your child to take an interest in current affairs and the World around them is also important, for example, by reading a newspaper, watching geographical programmes and the news on TV. Please also encourage your child to attend the field trips and also complete their homework on time.

What will pupils be studying?

The Year 7 History curriculum represents a fascinating journey through the Middle Ages and Tudor period of British, European and World history. The course is strongly focused on developing fundamental historical, literacy and learning skills and it provides a strong foundation for the remainder of our pupils' education in History throughout Key Stage Three.

The Year 7 History curriculum has been designed around a variety of topics and questions that will stimulate the pupils and develop their historical skills. Throughout each unit there are a range of assessments that will be used to measure the progress that the pupils are making.

1. Life before 1066?

Looking into life in England before the Battle of Hastings

2. Normans

Focusing on the Norman conquest and invasion of England, Norman control in England and the development of castles.

3. Life in the Middle Ages

Focus on life during the Middle Ages including The Black Death and the Magna Carta. This will prepare students for KS4 and is social history depth study. This helps students with KS4 Medicine.

4. Islamic Empires

A focus on the rapid spread of the Islamic empire after the death of the Prophet Mohammed

5. Tudors

Focus on the Tudor monarchs and their problems and achievements throughout their reign. This gives students an understanding of the religious changes that caused changes across society after the Reformation.

5. Tudors V Mughal

Focus on the Tudor and Mughal dynasties. Identifying similarities and differences between them focusing on military, arts and culture and religion.

6. The Tudors.

In this unit the students will study the Tudors from Henry VII's ascension to the death of Elizabeth I. The focus will be on the religious changes that took place during the era (Catholic to Protestant to Puritan to Catholic) and why this happened. Assessment will be on religious changes during the Tudor period.

7. The Gunpowder plot

The pupils finish the year with a small investigation into the Gunpowder Plot of 1605 and answer the question 'were the Catholics framed?'

How will pupils be assessed?

Pupils' knowledge, understanding and skills are assessed in a variety of ways throughout the year as part of our assessment programme. Pupils will be continually assessed through classwork and homework and complete a formal assessment during each unit each half term. Pupils will then be shown what they have done well and will be set targets to help them make progress. Pupils will also examine their own work and learn from each other's work, and will set their own targets. All pupils will know the level that they are working and how they can make progress to reach their target.

How you can help

There are lots of ways you can help your History learners. The simplest and most effective way is to talk with them about what they are learning in lessons and encourage them to find out more.

There are many programmes on television connected with history or online. Encouraging your child to read is also very important, for example by reading a quality broadsheet newspaper and reading historical novels.

What will pupils be studying?

Latin is delivered to the top set of CLL as opposed to a specific English based intervention. The intervention concentrates on the teaching of Latin for the comprehension of reading passages which reflect the history and culture of the ancient Roman Empire. It also aims to make the students confident in discussing grammar in both Latin and other languages ie. English, French, Spanish and Romanian.

Emphasis is also placed on the fact that 50% of English words come from Latin and more importantly 90% of words of more than two syllables, meaning that Latin can assist greatly in building a strong vocabulary for students.

How will pupils be assessed?

All pupils will take the Latin Entry Level examination towards the end of key stage 3. They will be targeted a pass, merit or distinction in this exam and this can be used on their UCAS applications etc.

How you can help

You can find everything about the Cambridge Latin Course that we follow on the internet. Just type in CLC Book 1 and look for the "On Line Activities". Pupils can back up their learning each week by having a go at these activities.

What will pupils be studying?

All projects will incorporate three essential musical areas – Listening, Composing and Performing (either individually, in pairs, groups or as a class). During the year, pupils have the opportunity to use tuned and untuned percussion, voice, keyboards and music technology. All year 7 pupils will be given the opportunity to learn an instrument in small groups, outside of their usual classroom lesson. We hope that through this programme, pupils will develop their instrumental skills and be able to use these skills to help them make better progress in their class lessons. It is a proven fact that learning to play an instrument leads to changes in a child's brain that make it more likely they will reach their full cognitive and academic potential.

We will also:

- Introduce pupils to both rhythmic and pitch notation Develop critical listening skills in music
- Introduce pupils to different types of music/cultures from around the world
- Equip pupils with the necessary musical skills to compose and perform music.

Class Choir – Each class will prepare songs for an end of term performance. Pupils will develop the key vocabulary alongside their singing skills. Pupils are encouraged to attend the whole school choir.

Elements of Music – Pupils gain knowledge of the Elements of Music used in Popular Music using boom whackers for whole class performances.

Keyboard Skills – Pupils prepare an individual performance on the piano using musical notation.

Music in Space – Pupils use their new keyboard skills to compose and perform a piece of programme music.

Minimalism – Pupils collaborate in groups to compose and perform an authentic piece of Minimalist music.

Loops, Layers and Beats – Pupils use Logic Pro Software to compose and short piece of music of their choice.

Clubs

Drum Club, Guitar Club, Piano Club, Choir and Music Production Club, Steel Pan Band

How will pupils be assessed?

Throughout all projects, pupils critical listening skills are assessed both formally and informally. At the end of each project pupils will perform their work and will be formally assessed on their performance, composition, written work (notation – if applicable) and listening analysis. Pupils also complete a self-assessment sheet where grades are fed back to all pupils. Homework is set fortnightly.

How you can help

There are different levels of help that can aid your pupil to do well in music. Encourage your child to research topics and complete homework projects on time. The BBC Bitesize website is a fun way to learn music vocabulary and reinforce music concepts. A lot of pupils have a music keyboard at home so please encourage them to use it and practise songs/compositions that are learnt in class.

Physical Education

Physical Education at Broomfield inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We offer opportunities to compete in sport and other activities in order to build character and help to embed values such as fairness and respect.

What will pupils be studying?

The year 7 curriculum consists of practical and theory. This will help prepare pupils for the Year 8 and 9 curriculum which leads onto the GCSE syllabus.

Autumn Term

- Football
- Basketball
- Table Tennis
- Tag Rugby
- Netball

Spring Term

- Gymnastics
- Volleyball
- Dance

Summer Term

- Athletics
- Cricket

During practical lessons pupils are taught PE theory.

Autumn Term

- Muscles
 - Warm up and benefits
 - Cool down and benefits
- Fitness Components

Spring Term

- Immediate effects of exercise
- Short term effects of exercise
- Long term effects of exercise

Summer Term

- Aerobic respiration
- Anaerobic respiration
- Pathway of air

How will pupils be assessed?

Pupils are assessed practically through self-assessment, peer assessment and teacher assessment. At the end of each term pupils take a PE theory exam and these grades are combined to give an overall grade.

How you can help

- Parents can help by encouraging their children to participate in the school's extra-curricular clubs and also participating in physical activity outside of school.
- Encourage your child to be physically active and lead a healthy lifestyle.
- Parents should also ensure their children are fully prepared for their PE lessons, by having the correct kit for each and every lesson and not encouraging them to sit out due to minor injuries/cuts and/or bruises.
- Parents should not write letters excusing their children from PE due to minor complaints. This does not help to support the school in its drive to support your child in leading a healthy lifestyle.

What will pupils be studying?

Teaching in KS3 is geared towards providing a skill based curriculum using themes and topics to engage to pupils. The curriculum is a spiral learning one which develops their skills going forward to success in KS4 and beyond. Each lesson is made up of a variety of discussion work, group and paired work and written tasks.

Pupils will follow 4 units of work over the course of Year 7. These units are set out below.

Expressions of faith - How are our faiths expressed?

Meaning and purpose - Who am I and what do I believe?

Ethics and values - How do we make our moral decisions?

Faith in our community - How diverse is our community?

How will pupils be assessed?

Pupils will complete a summative assessment at the end of each of the above units, as well as a formative assessment part way through the unit. Students will either be expected to explain a religious belief or philosophy using examples and clear explanations to support the points they make, or students will be asked to evaluate a view point bringing in a wide range of viewpoints to justify their opinion.

How you can help

There are lots of ways you can help young learners of Religious Education. Please talk with them about what they are learning and discuss their marks and levels. Encouraging your child to take an interest in moral and philosophical issues, current affairs and the World around them is also important, for example by reading a newspaper, watching current affairs programmes and watching the news.

Websites that might support your child include:

<http://www.bbc.co.uk/religion/religions/>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

What will pupils be studying?

Pupils in Year 7 have three MFL lessons a cycle (every two weeks.) Students will study Spanish and we shall be introducing the Viva book.

Pupils will follow 6 units of work over the course of Year 7. These units are set out below.

First Half Term - Greetings, short dialogues about yourself, adjectival agreements, numbers and the alphabet.

Second Half Term - Free time, the Present Tense AR, taking part in longer conversations.

Third Half Term - My School, The Present Tense ER and IR verbs. Talking about likes and dislikes.

Fourth Half Term - My Family and Friends. More about adjectival agreements. Ser and Estar.

Fifth Half Term - My City and the Near future.

Sixth Half Term -Revision and consolidation following summer examination. Preparation for year 8.

How will pupils be assessed?

Pupils' listening, speaking, reading and writing are assessed every lesson. In MFL pupils frequently peer and self-assess all four of the key skills. Students will be given the chance to read and understand more authentic texts on a variety of topics, based on the new curriculum framework for MFL.

Pupils are summatively assessed approximately every half term with an end of unit test, taken from a variety of resources from reading and listening authentic texts to working independently on writing and speaking.

Pupils will be given a list of vocabulary and structures to revise from; parents are encouraged to go through this with pupils and test them to help them to learn.

Pupils are regularly given spelling tests on vocabulary and structures learned in lessons.

Homework will include vocab learning and or project based workbooks/research skills to do over a course of a half term on a given topic area.

How you can help

Parents can test their children on the work completed in lessons to prepare for end of unit tests.

There are also a range of websites pupils can use to help them with their French or Spanish studies: www.languagesonline.org.uk has lots of vocabulary and grammar work.

www.bbc.co.uk/languages has a range of audio courses, videos and exercises as well as downloadable worksheets to support pupils' learning in class.

www.linguafun.eu- students are given the password for this site.

What will pupils be studying?

From September 2020 we are considering offering French to pupils in Year 7, this will be confirmed by September.

Pupils will follow 6 units of work over the course of Year 7. These units are set out below.

First Half Term - Greetings, short dialogues about yourself, the verb Avoir, the indefinite and definite article, likes and dislikes.

Second Half Term - Free time, Vouloir, Aller, Present and Near Future Tenses. Adjectival agreements.

Third Half Term - The weather, sports, asking and answering questions, and the verb Faire. Infinitive constructions.

Fourth Half Term - My Family and Friends. Partitive article. More on the Present Tense.

Fifth Half Term - My weekend, food, ordering in a cafe and the Near future.

Sixth Half Term - Revision and consolidation following summer examination. Preparation for year 8.

How will pupils be assessed?

Pupils' listening, speaking, reading and writing are assessed every lesson. In MFL pupils frequently peer and self-assess all four of the key skills. Students will be given the chance to read and understand more authentic texts on a variety of topics, based on the new curriculum framework for MFL.

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BROOMFIELD SCHOOL

A school for our community



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