



Collingwood
College
BELIEVE SUCCEED

YEAR 7 CURRICULUM INFORMATION

2023-2024



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Curriculum Information 2023

This booklet is intended to help both students and parents/carers by providing information on the curriculum being followed by Year 7 students in 2023/24. It includes full details of assessment requirements of each of the subjects offered within the College. The intention is that students and parents will be able to use the information contained within to help plan their study time effectively.

Students' attainment and progress is monitored using the Collingwood College Attainment STEPS model, using numbers 1-9 to show progress.

The National Curriculum has rigour and challenge and provides students with an introduction to the essential knowledge that they need to be educated citizens.

In Year 7, students will be taught programmes of study in the following areas:

Core subjects

English

Mathematics

Science

Foundation subjects

Art

Citizenship

Geography

History

Information and Communication Technology (ICT)

Modern Foreign Languages

Performing Arts

Philosophy, Religion and Culture

Physical Education

PSHE

Technology

(The information given in this booklet is accurate at the time of publication)

Aspire – Nurture Group

All Aspire students attend mainstream lessons with their tutor group and are withdrawn from Modern Foreign Languages to attend Aspire sessions instead. The Aspire programme combines aspects of Literacy, Numeracy and SEAL (Social and Emotional Aspects of Learning) which underpin the curriculum to help support our most vulnerable students. Students who attend Aspire may have an Education Health and Care Plan (EHCP) or have high levels of need, for example, they would have had previous intervention from an Educational Psychologist, Speech and Language Therapist or Behaviour Support Service.

The aim of Aspire is to deliver a personalised curriculum to the most vulnerable students entering Year 7. Students are identified on transition through discussion with the Head Teachers and SENCos of feeder schools. Students may have low attainment and/or difficulties with behavioural, emotional, and social development. The Aspire programme runs in Year 7 and 8, however, it is anticipated that some Aspire students will be reintegrated into the mainstream curriculum when appropriate. Placement in Aspire is reviewed on a termly basis. There are approximately 24 student places available in Aspire.

Skills: The skills learnt in Aspire mirror those taught in mainstream lessons. In addition, students receive help in identifying their difficulties in accessing the curriculum and support is given to develop independence at college and work on specific areas of concern. Teaching takes place in small groups.

Materials/Equipment: Students should come prepared with their Super 7 equipment.

Aspire – Nurture Group

Assessment and Reporting: Assessment in Aspire is ongoing to monitor progress in key skills. There may be additional assessments, which are designed to support the personalised curriculum of Aspire students.

How parents/carers can help: We recognise the impact that learning or behavioural difficulties can have on all aspects of a student's life. We endeavour to foster a close working relationship with parents and carers so that we can find the best way to help individual students fulfil their potential. We want students to feel comfortable with their learning environment, so feedback from students and parents/carers is encouraged.

Useful websites:

- For those with literacy difficulties: www.bdadyslexia.org.uk/dyslexic
- For those exhibiting signs of emotional or behavioural difficulties: www.kooth.com gives online counselling support/peer support for young people
- www.youngminds.org.uk has information for young people and parents
- For anxiety: www.moodjuice.scot.nhs.uk/mildmoderate/anxiety.asp
- If your child may be autistic: www.autism.org.uk
- If you think your child may have ADHD or similar: <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/living-with/>

Information, advice, and support: Family Support Services offer emotional wellbeing and mental health information, advice, well-being assessments and local support at:

Surrey Heath and Runnymede Family Support Services

Email: family.support@surreyheath.gov.uk

Tel: 01276 707333

Art

In the Year 7 Art & Design curriculum the aim is to promote creativity and to impart knowledge of different art forms. The subject enables students to generate ideas, explore materials, develop practical skills along with the ability to evaluate their own and others work.

Skills: Students focus on recording, drawing, and painting skills linked to the visual elements; line, colour, tone, texture, form, pattern, and shape.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 28 - 30 students.

Home Learning: All students will be issued with an art sketch book in which to produce home learning and class work. Home learning covers both research and practical assignments and is designed to support work undertaken in lessons.

Materials/equipment: Our art studios are well equipped with a range of materials for painting, drawing, mixed-media, and 3D work and students have access to computers and printers. However, it is important that students bring a soft grade drawing pencil (2B) and a fully equipped pencil case including coloured pencils, sharpener, rubber, and a glue stick.

Assessment and Reporting: During the first half term baseline assessment takes place to measure students drawing and shading skills. For the rest of the academic year, progress is measured regularly against the four 'Assessment Objectives' of ideas, experimenting, recording and a personal response. These objectives allow students to understand and develop their work in preparation for exam courses later in their college life.

How parents/carers can help:

- By taking an active interest in their art home learning set in sketchbooks
- Check sketchbook and pencil case are brought to all lessons
- Whenever possible plan a visit to an exhibition or art gallery
- Encourage visiting the library to borrow books
- Watch any interesting programmes on artists

Useful websites:

www.houseofillustration.org.uk/
www.tate.org.uk
www.designmuseum.org
www.vam.ac.uk
www.nationalgallery.org.uk
info@thelightbox.org.uk



Art

Brief synopsis: In the Year 7 Art & Design curriculum the aim is to promote creativity and to impart knowledge of different art forms. The subject enables students to generate ideas, explore materials, develop practical skills along with the ability to evaluate their own and others work.

Topics Studied: Thematic areas covered in this year centre around the formal/visual elements:

Term 1: Visual Elements – observational drawing skills, colour theory and experimenting with a variety of media to create an outcome

Term 2: Discovering the Arts – learning about a variety of styles and techniques of different artists in history

Term 3: Our World Sculpture – Conceptual art-based project that develops ideas into a 3-dimensional sculpture

All Year 7 students will undertake the same curriculum in mixed ability tutor groups which cover the following: -

- How to regularly research and record material in their sketchbook
- Explore and experiment with a wide range of media
- Learn to act and think as artists and designers
- Work creatively and intelligently using personal learning and thinking skills (PLTS)
- Acquire technical skills linked to drawing, painting, illustration, collage, and sculpture
- Learn to reflect critically on their own and the work of others
- Build up a cultural awareness of a range of artists and designers

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Visual elements <ul style="list-style-type: none"> • Primary and secondary source observational drawing • Basic understanding of the core building blocks in Art Craft and Design • Colour theory and mixing a warm/cold palette 	Visual elements <ul style="list-style-type: none"> • Media experimentation • Painting techniques and brush control • Outcome 	Discovering the Arts <ul style="list-style-type: none"> • Learn about a broad range of artist styles • Explore different techniques 	Discovering the Arts <ul style="list-style-type: none"> • Develop and practice skills • Learn about presentation and annotating an artist's work 	Sculpture – Our World <ul style="list-style-type: none"> • Learn about urban concerns and how artists relate themes to their work • Develop skills of using a variety of media in both 2 and 3 dimensional forms 	Sculpture – Our World <ul style="list-style-type: none"> • Creativity interprets a design into a 3-dimensional sculpture based on your chosen concern

Citizenship

Citizenship education is delivered in two one hourly lessons a cycle and builds towards a full course Citizenship GCSE option that is an excellent precursor to A Levels and degree courses related to Law and Politics.

Skills: The following Citizenship skills are developed during this subject. Advocacy and representation, ability to make informed judgements, a consideration of viewpoints, contextualising and critiquing sources, critical thinking, and enquiry, taking informed and responsible action. Students develop the knowledge and skills needed for law-related professions.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 26 – 31 students.

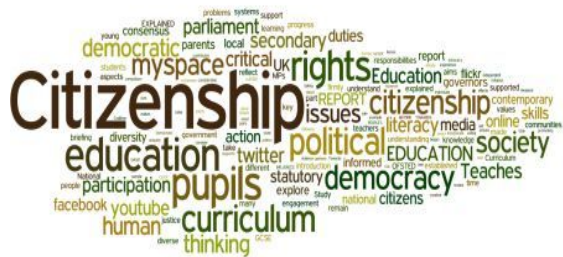
Home Learning: Students will be set tasks that will help them prepare for the upcoming lesson or help consolidate the learning done during a lesson.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: Students have their effort and Citizenship 'Step' assessed each term. Students have the option of taking a full course GCSE at Key Stage 4 from either a one or three-year course.

How parents/carers can help: Encourage students to watch the news (CBBC Newsround is age appropriate) and read newspapers; knowledge of current affairs is excellent preparation for this subject.

Useful websites: www.bbc.co.uk/newsround www.bbc.co.uk/news



Citizenship




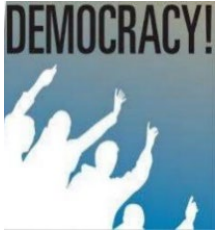

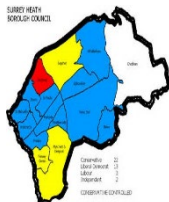

Brief synopsis: Citizenship lessons aim to develop students' political and legal literacy.

Real: The topics having a direct impact upon our students' lives.

Topical: Focussing on issues in the news today. Sometimes sensitive, often affecting our students at a personal and intimate level. Often controversial on matters currently being debated by politicians and the media and indeed our students.

Ultimately moral: Relate to what people think is right or wrong, good, or bad.

Topics Studied: Rights and Responsibilities, Struggle for Democracy, Democracy Today, Debating, Communities and Being an Active Citizen.

What do we study?	Autumn term		Spring Term		Summer Term	
	<p>Rights and Responsibilities</p> 	<p>Struggle for Democracy</p> 	<p>Democracy Today</p> 	<p>Debating</p> 	<p>Communities</p> 	<p>Being an Active Citizen</p> 

English

In English lessons we study language, literature, and communication in creative and inspiring ways with the use of engaging novels, plays, poems and media.

Skills: The skills learnt in English are explicitly linked to the Collingwood attainment STEP model and are categorised into ten areas. For reading these are: understanding, language analysis, structure, and form. For writing we address, communication of ideas, organisation, vocabulary, spelling, punctuation, and grammar.

Setting: Students are taught in mixed ability Tutor Groups.

Class size: Usually between 26 - 32 students.

Home Learning: Home learning is set three times a cycle and generally consists of one reading and one writing task. It enables the teacher to check and monitor the understanding of each student. Some teachers prefer to use a home learning booklet for each topic.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: Students complete Reading and Writing Assessment tasks throughout the year to help teachers monitor and track progress. These results are recorded using the Collingwood attainment STEP model. This allows staff and students to address specific skills and set appropriate targets.

How parents/carers can help:

- Read with your child on a regular basis and encourage them to experience a range of genres and authors
- Allow them to make use of library facilities in their area and to use the internet to develop research and reading skills
- Encourage them to read a range of non-fiction material, including a quality newspaper
- Help your child with spellings by keeping a log of difficult words and then test them at the end of the week
- Encourage them to use a thesaurus when doing written work to expand their vocabulary
- Enquire about the specific skills your child is struggling with
- Above all else we ask that you continue to encourage and motivate your child in their study of English.

Useful websites:

www.bbc.co.uk/schools/ks3bitesize/english/
<https://poetrysociety.org.uk/young-poets/>
www.youngwriters.co.uk/
www.childrenslaureate.org.uk/Home
www.booktrust.org.uk/Home

English

Brief Synopsis: The aim of the Year 7 course is to consolidate the learning of students from Key Stage 2 and develop the skills required for Key Stage 3 and beyond. Our year 7 theme is 'Heroes and Villains' and we tailor all units to correspond to this overarching idea. We aim to make lessons interactive by using resources such as music, video, interactive whiteboards, role-play, mini whiteboards, and games. The English team use a variety of teaching styles and methods to motivate students in the study of the subject and to foster an enthusiasm. A great emphasis will also be placed on consolidating and developing analysis skills.

Topics studied: The units of work covered in English are a genre study; Shakespeare's "A Midsummer Night's Dream", Poetry Comprehension, Creative writing and Non-Fiction writing, study of a class text, as well as studying Non-Fiction reading and writing.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Introduction: All students will study autobiographical material before writing their own introductory piece.</p> <p>Genre Study: A study and exploration of a range of different fiction genres.</p> <p>Greek Myths & Legends: Students will study a range of different Greek Myths and Legends before creating their own Myth, where they will be assessed on their Writing skills.</p> <p>Sparkx Reader: Students follow a reading, comprehension and vocabulary programme to improve their literacy and encourage reading for pleasure.</p>	<p>Genre Study: Students will continue their study of this topic.</p> <p>Greek Myths & Legends: Students will study a range of different Greek Myths and Legends before creating their own Myth, where they will be assessed on their Writing skills.</p> <p>Sparkx Reader: Students will continue their study of this topic.</p>	<p>Kraznir: Students will create their own fantasy novel, based on the adventures in Tolkien's "Lord of the Rings" trilogy. Students will be assessed on their Writing skills.</p> <p>Shakespeare: Students will study "A Midsummer Night's Dream" from a Speaking & Listening perspective. They will study the play before performing a scene as their final assessment.</p> <p>Sparkx Reader: Students will continue their study of this topic.</p>	<p>Poetry: Students will study a range of different types, styles, and ranges of poems as stimuli to develop their ability to respond fluently to poetry.</p> <p>Shakespeare: Students will study "A Midsummer Night's Dream" from a Speaking & Listening perspective. They will study the play before performing a scene as their final assessment.</p> <p>Sparkx Reader: Students will continue their study of this topic.</p>	<p>Novel Study: Students will study one novel from a choice of: "Trash", "Freedom 1783" or "The Hobbit". The topic will focus on developing their analytical skills and will be character themed.</p> <p>Heroes and Villains: Students will explore a variety of texts looking at historical and modern heroes and villains before writing about their own.</p> <p>Sparkx Reader: Students will continue their study of this topic.</p>	<p>Novel Study: Students will study one novel from a choice of: "Trash", "Freedom 1783" or "The Hobbit". The topic will focus on developing their analytical skills and will be character themed.</p> <p>Heroes and Villains: Students will explore a variety of texts looking at historical and modern heroes and villains before writing about their own.</p> <p>Sparkx Reader: Students will continue their study of this topic.</p>

Geography

Geography is the fascinating study of the Earth's human and physical environments and how they interact with one another.

Skills: Students are encouraged to collect and manipulate data. They will describe and explain why geographical processes have taken place and express their views. They will also work with maps, graphs, satellite images etc. They will have opportunities to express their viewpoints as well as the viewpoints of different groups of people. Many activities will also involve problem solving and decision-making skills. Fieldwork and investigation skills also play a key role in the curriculum.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 28 - 32 students.

Home Learning: Home learning is set once per cycle for most topics. Tasks set will vary to include a range of activities such as, independent research, multiple choice quizzes, creative writing, presentation preparation and model making. Some topics will require a project-based home learning task to be completed in small sections over a half term period.

Materials/equipment: Students will need pens, pencils, colouring pencils, ruler, eraser, protractor, calculator, pair of compasses, glue, scissors, and a clip board* (*for field trip only)

Assessment and Reporting: Students will complete an assessment at the end of each unit of work. These assessments enable students to demonstrate knowledge and understanding across attainment Steps 1-9. These, along with class work and home learning, are used to report which attainment STEP students have reached by each reporting session.

How parents/carers can help:

- Discuss your surrounding environment and encourage your child to ask questions about what they see
- Take them to the local library and encourage them to look at reference books
- Allow them to make use of family photos and experiences
- Watch and discuss news and documentary programmes
- Familiarise your child with the world map helping them recognise countries and continents
- Encourage your child to map read while you go on a journey, even if you know the way!
- Encourage your child to use and learn the key words provided in glossaries that are issued at the beginning of every topic
- Encourage them to support their class work with wider reading from appropriate websites

Useful websites: http://www.geographyalltheway.com/ks3_geography.htm <http://www.bbc.co.uk/education/subjects/zrw76sg>
<http://www.internetgeography.net/>
<http://www.ordnancesurvey.co.uk/mapzone/> <http://education.nationalgeographic.com/education/>
<https://timeforgeography.co.uk/> <http://www.coolgeography.co.uk/>

Geography

Brief Synopsis: The aim of the Year 7 course is to introduce students to the subject of Geography. Students will also learn the importance of working independently and as part of a team. It aims to consolidate the learning of students from many different feeder schools and give them a firm foundation for study at Key Stage 3. The Department makes use of a variety of learning resources and techniques such as media clips, DVDs, the Internet, textbooks, slides, interactive whiteboards, maps, games, and role-play.

Fieldwork also plays an important part in the Geography curriculum. Students will carry out a range of fieldwork activities on the College site and will also be given the opportunity to develop their enquiry skills during a fieldwork trip in the summer term.

Topics Studied: Students will study the following topics in Year 7: Welcome to our World, Glaciation, Population, Urbanisation, Rivers, and Coasts.

Within these topics students will have the opportunity to develop a variety of additional skills using Atlases, OS map skills, ICT (including Geographical Information Systems), Data Handling and Geographical Fieldwork.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Welcome to our World Human/Physical Geography UK, Europe, Africa, and Asia	Population Distribution Structures Policies	Glaciation The processes which have shaped landscapes and the features which have been created	Urbanisation Characteristics of rural and urban areas. Reasons for migration.	Rivers Processes Landforms Flooding Management	Coasts Processes Landforms Management Fieldtrip



Collingwood Geog
 @Collingwood_Geo



History

Enter ancient worlds, meet famous people, and discover fascinating facts. History is our identity! If you want to understand today, you must search yesterday – we will show you how!

Skills: History develops skills that are an integral part of life. Students are taught to read and analyse texts and are encouraged to develop their own opinions and respect those of others. Year 7 establishes the basis for developing core historical skills including understanding of chronology, diverse values, and beliefs, change and continuity over time, cause, and consequence of events as well as the significance and interpretation surrounding events and individuals. Students will develop skills of historical enquiry using evidence and then communicating their ideas and understanding.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: Home learning tasks are used to reinforce and extend upon class work. It enables the teacher to check and monitor the understanding of each student when working on an individual basis. Sometimes this will provide the opportunity for extended independent research.

Materials/equipment: Students should come prepared with their Super 7 equipment plus two different coloured highlighter pens.

Assessment and Reporting: Assessments, along with class work, are used to provide evidence as to what attainment step a student has achieved for reports. There are written assessments that are completed termly, based on the topic previously covered.

How parents/carers can help:

- Encourage your child to understand that we all have different opinions on different topics and that is what makes us all valuable and unique
- Watch television programmes about historical topics and encourage conversation
- Take them to the local library and encourage them to look at reference books and borrow books on topics within the programme of study or of interest
- If possible, plan visits to museums and historic sites as these provide an opportunity to apply skills learnt within the classroom, as does questioning about family history
- Please encourage your child to explain what they mean with examples when they do any home learning that includes extended writing
- Discuss current affairs and news items at home – how are different news agencies reporting the same story?

Useful websites:

<http://www.bbc.co.uk/learning/subjects/history.shtml>

<http://www.bbc.co.uk/history/forkids/>

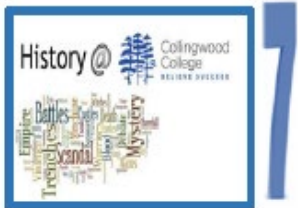




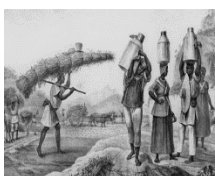

History

Brief Synopsis:

The aim of the Year 7 course is to introduce students to the subject of History and to consolidate the learning from many different feeder schools and give them a firm foundation for further study. Students will develop a chronologically secure knowledge of British, local and world history. The department endeavours to make the classroom a site of active learning with a focus on developing historical skills as well as essential personal, learning and thinking skills (PLTS).

Topics Studied:

We study the reasons why Britain was appealing to invaders like the Romans and the Vikings! We also look at what life was like in England during the Medieval period Tudors, Stuarts, Slavery and Empire.

	Autumn Term		Spring Term		Summer Term	
	Invasion, migration, and settlement 400AD - 1066 	Medieval Life – 1066-1707 	Tudors 	Stuarts 	Slavery 	British Empire 

Information and Communication Technology (ICT)

This subject looks at the different ways in which students can learn about, develop understanding, problem-solve, be creative and apply knowledge of the digital world, both in how they use it in and outside the College environment. Students will gain a greater understanding of skills and topics which will enable them to make informed choices for their Year 9 and 10 Options in terms of the Computer Science, Creative iMedia and Information Technology qualifications.

Skills: Students will be taught a range of skills relating to different software applications including many from the Microsoft Office and Adobe suite. They will also learn to program and will gain an awareness of Internet safety.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 25 - 32 students.

Home Learning: Home learning is set every other week and will support the work being done in class. The work set will often require access to a computer at home as many tasks will need to be completed in OneNote or Teams. Tasks should take no longer than 30 minutes to complete. Students can complete home learning at College if a home computer is not available.

Materials/equipment: Students will require the usual Super 7 equipment. Each student has access to a computer, software, and any other hardware as necessary.

Assessment and Reporting: Assessment for each unit of work is on-going and students are required to compile a portfolio of evidence as each module progresses. The assessment of this work is measured against the STEP level descriptors for each unit of work (from 1-9). There are also summative assessments during the year, including an end of year test.

How parents/carers can help:

- encouraging and supporting their child with work done at home
- sharing our belief that ICT skills and knowledge are a necessity

It is crucial that every child can practice their newly acquired ICT skills and therefore ensuring your child has access to a computer and the relevant Office software would be a great help. This can be accessed through Office365 where the desktop version can also be downloaded free of charge. All work is accessed using OneNote and/or Teams within Office 365.

Useful websites:

www.office.com – access to Office 365 applications

www.teach-ict.com - education games to test your understanding of ICT terms, video tutorials, revision resources and much more.

<https://www.bbc.com/bitesize/subjects/> - education resources for IT and Computer Science

Languages

In the age of global communication and ever-growing international business it is essential for children to become talented linguists. At Collingwood, we offer a first-rate language learning experience supported by authentic resources and a range of technologies.

Skills: The language-learning skills of Listening, Speaking, Reading, and Writing are developed. Grammar is introduced, building on students' primary school literacy work. Language skills are practised using a variety of activities - listening to spoken French/Spanish, video, ICT, games, songs, projects, and a reading scheme.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 32 students.

Home Learning: Students are given a variety of tasks ranging from half termly projects to complete to widen their cultural understanding and linguistic knowledge to vocab tests.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and reporting: Students are informally and formally assessed throughout the year. Progress is reported in line with College policy.

How parents/carers can help:

- You **do not** have to know any French or Spanish. You can test vocabulary, listen to speaking assignments and perhaps let your child teach you a few phrases.
- Look through and discuss comments in your child's exercise book.

Useful websites and apps:

Memrise

Quizlet

Duolingo

languagesonline.org.uk

linguascope.com (username and password will be given out to students at the start of the year)

thelanguagegym.com (username and password will be given out to students at the start of the year)

Languages

Brief Synopsis: Students study French or Spanish in Year 7. The course considers that some of our students are complete beginners, and some have had an introduction to a foreign language in their junior schools.

Topics Studied: French

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ma vie <ul style="list-style-type: none"> Personal information (revision for most students) Physical and character description 	Ma vie <ul style="list-style-type: none"> Describing our family Describing our likes and dislikes 	Chez moi <ul style="list-style-type: none"> Saying where we live, what our nationality is and what languages we speak Discussing the weather 	Chez moi <ul style="list-style-type: none"> Describing where we live Describing what we can do in town Describing our home 	Au collège <ul style="list-style-type: none"> Talking about school subjects Describing our routine Comparing the French and the British system 	Au collège <ul style="list-style-type: none"> Describing and discussing our school uniform Talking about jobs

Topics Studied: Spanish

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Mi Gente <ul style="list-style-type: none"> Introducing ourselves and others Giving personal information about myself and others 	Mi Gente <ul style="list-style-type: none"> Giving physical and personal descriptions Describing our family and friends 	Mis hobbies <ul style="list-style-type: none"> Discovering the Spanish speaking world Introducing myself Discussing sports 	Mis hobbies <ul style="list-style-type: none"> Describing our likes and dislikes Describing free time activities 	Mi Casa & Mi Barrio <ul style="list-style-type: none"> Describing our local area Opinions about our local area Plans 	Mi Casa & Mi Barrio <ul style="list-style-type: none"> Activities in town Describing our home Describing our ideal city

Mathematics

The national curriculum for mathematics aims to ensure that all students can:

- **Recall and apply knowledge** rapidly and accurately, becoming fluent in the fundamentals of mathematics.
 - Students are taught through varied and frequent practice, increasing the complexity of problems over time.
- **Reason mathematically**
 - Students are taught to follow a line of enquiry, identify relationships, and develop a justification using mathematical language
- **Solve problems** by applying their mathematics to a variety of routine and non-routine problems

Skills: The skills learnt in Mathematics will develop students' thinking and reasoning abilities. Mastery use of efficient mathematical strategies, financial awareness, and the ability to use ICT efficiently and effectively. They will also learn to present information and solutions in an orderly and logical manner using written, oral, graphical, and diagrammatic forms. Problem solving forms a major part of our curriculum, with an emphasis on students knowing their timetables and key mathematical vocabulary.

Setting: Students will be set following a baseline assessment at the beginning of year 7. All students follow the same scheme of work, with opportunities for support and extension equally given, with sets determining the pace at which content is delivered.

Class Size: Usually between 25 - 32 students.

Home Learning: Home learning is set weekly and is used to enhance class work. Home Learning enables teachers to check and monitor the understanding of each student, as well as allowing retrieval practice of key skills. Home Learning may be set online using Sparx Maths, a virtual maths platform offering videos and questions, using Office 365, or on paper. Home Learning should take approximately 30 minutes.

Materials/equipment: Books, Super 7 and other necessary equipment. Please note students will need a scientific calculator from Day 1. The Casio fx-83GTX is recommend, as this can be used all the way through to Year 11.

Assessment and Reporting: Students will be regularly tested to track their progress, with the data then being used to report back to parents.

How parents/carers can help:

- Communicate with teachers, if required
- Help students learn their times tables and assist them in using their mental arithmetic skills
- Make sure students have the correct equipment with them for **all** lessons: Scientific calculator, ruler, pair of compasses, protractor, pen, and pencil.

Useful websites:

Sparx Maths:

www.sparxmaths.uk

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

White Rose Maths YouTube:

<https://www.youtube.com/channel/UCOFXTsK2L43e2ieh2oIaR9Q/featured>


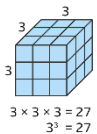
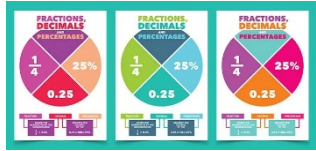
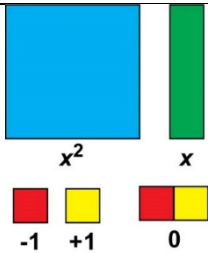
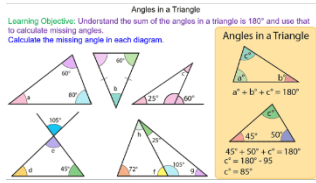
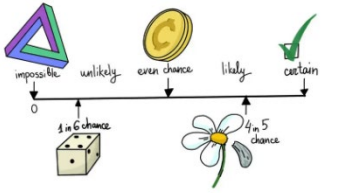
Cognition Maths YouTube:

https://www.youtube.com/playlist?list=PLidqqIGKox7XPh1QacLRiKto_UlnRIEVh

Mathematics

Brief synopsis: Teaching Maths for Mastery involves employing approaches that help students to develop a deep and secure knowledge and understanding of Mathematics at each stage of their learning. By the end of every school year or key stage, students will have acquired mastery of the mathematical facts and concepts they have been exposed to, equipping them to move on confidently and securely to more advanced mathematics.

Topics Studied: Students will study the following topics: Number, Algebra, Proportion, Geometry and Measure and Probability

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>The number system</p> <ul style="list-style-type: none"> Place value Rounding Four operations with integers and decimals 	<p>Directed Number</p> <ul style="list-style-type: none"> Four operations with positive and negative numbers Sets and venn diagrams Powers, roots and prime numbers 	<p>Fractions</p> <ul style="list-style-type: none"> Adding and subtracting fractions Mixed numbers Fraction, decimal and percentage equivalence 	<p>Algebra</p> <ul style="list-style-type: none"> Algebraic notation Simplifying algebraic expressions Expanding and factorising Solving equations Sequences 	<p>Lines and Angles</p> <ul style="list-style-type: none"> Geometric notation Lines of symmetry Angles in triangles, quadrilaterals and polygons Angles in parallel lines 	<p>Probability</p> <ul style="list-style-type: none"> Probability of events Listing outcomes Mutually exclusive events Experimental probability
	 <p>$3 \times 3 \times 3 = 27$ $3^3 = 27$</p>				

Performing Arts

Performing Arts at Collingwood aims to develop students' skills in creating, performing and evaluation. Students will gain an understanding of Drama, Dance & Music by learning and utilising key skills needed in these three performance disciplines. We aim to provide opportunities for students to develop their personal reflection skills through individual, pair, and teamwork. Students are encouraged to be ambitious, bold, and collaborative within Performing Arts which underpins the curriculum in Year 7.

Skills: During Key Stage 3 students will:

- Extend performing arts interests and skills
- Listening & speaking
- Compose and perform drama, dance & music in different styles
- Improvisation – making, performing & responding
- Work individually and in groups of different sizes
- Composing, listening, appraising, and evaluating

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: Students are given preparation tasks for home learning. These can range from organising costumes/props, scriptwriting and learning lines. One piece of written home learning/quiz will be set on Teams each term which will be an opportunity for students to reflect on their knowledge.

Materials/Equipment: Students will require the usual Super 7 equipment and as required their own instruments (if they play one), props, costume, scripts, sound, and music.

Assessment and Reporting: Students performance skills are assessed within the first month at Collingwood and specific, individual personalised targets are set. Several performances are created, assessed, and evaluated by students and students may be assessed at different points in the year on each of these skills. Up to 6 pieces of performance work is assessed and recorded by the teacher, with feedback on Teams.

How parents/carers can help: Discuss lesson content and listen to their ideas. Help them prepare for solo pieces or group work by watching their performances. Check they have remembered to organise equipment for lessons when required. Take, or encourage them to see live theatrical productions at Collingwood or locally. Support attendance in our wide range of extracurricular activities from the whole school production or after school performing arts clubs.

Useful website:

[Drama – BBC Bitesize](#)

[Music - BBC Bitesize](#)

[Dance – GCSE Physical Education Revision - AQA - BBC Bitesize](#)



Performing Arts

Brief Synopsis: Students are introduced to three performance disciplines which promotes creative thinking, self-awareness, self-confidence, and teamwork as well as clear, fluent, expressive speech. These combine to support the creative, intellectual, and social development of the individual.

We have modified the PIXL Performing Arts attainment bands and the GCSE Performing Arts syllabus to consider Collingwood's Performing Arts accommodation to create achievable STEPS.

Students are timetabled for two lesson per week in Kingston Theatre, Barossa Drama Studio, H32, M1 or M2.

Topics Studied:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Drama	Introduction to Drama	Social Media	Scriptwriting	Comedy	Naturalism – Stanislavski	Ensemble
Music	Keyboard Skills	Afrobeat Stop & Sing	Orchestra	Film Music	Ukulele	Band Project
Dance	Introduction to Dance	Hip Hop	Bollywood	Dance Mastery	Exploring Choreography	High School Musical

Autumn Term			Spring Term			Summer Term		
DRAMA	DANCE	MUSIC	DRAMA	DANCE	MUSIC	DRAMA	DANCE	MUSIC
Still images	Motif	Pitch	Scripts	Space	Strings	Naturalism	Timing	Ukulele
Voice	Timing	Rhythm	Character	Mirroring	Woodwind	The magic If & belief	Balance	Fret
Improvisation	Formation	Keyboard	Subtext	Lead	Brass	Stages	Posture	Tab notation
Monologue performance	Unison	Flat	Stage directions	Timing	Percussion	The fourth wall	Confidence	Strum
Levels	Canon	Sharp	Set design	Solo work	Leitmotif	Improvisation	Dynamics	Chord
Proxemics	Transitions	Dynamic	Breaking the fourth wall	Repetition	Ostinato	Themes	Eye contact	Major
Evaluating	Partner work	Tempo	An aside	Co-ordination	Accent	Multi rolling	Control	Minor
Soundscapes	Choreography	Stave	Mime	Muscle memory	Scoring	Slow motion	Relationship	Rhythm
Hot seating	Contact	Melody	Slow burn	Mudras	Composer	Devising	Audience	Bassline
	Rhythm					Stimulus	Musicality	Harmony
							Climax	

Philosophy, Religion and Culture (PRC)

What happens when we die? Where did the world come from? How do we know what is right and wrong?

In the first year of Philosophy, Religion and Culture (PRC), students start considering their own responses to philosophical questions, and why different people have such different world views. This then leads into a study of some world religions and how they offer answers to some of these 'ultimate questions'.

Skills: PRC encourages students to consider other people's opinions and points of view, an important skill in Modern Britain. Philosophy, Religion and Culture lessons aim to develop students' ability to understand, explain and evaluate different points of view. We encourage students to approach topics with an open mind, developing their listening, empathy, and collaboration as we explore some of life's biggest questions. At Collingwood we also want students to develop their own critical thinking so that they are able to question the world around them, which we hope will lead to a deeper love and understanding of the world in which we live, and their own place within it.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: This is set once per two-week cycle and designed to consolidate and enhance upon studies completed in class. Frequently the task is planned for use during the following lesson, but tasks are also set as a means for staff to identify progress. Home learning could involve a written task, a research task using the internet, or could be to read something in preparation for the following lesson. All Home Learning tasks can be accessed through the Fileshare and may be given to students digitally using OneNote.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: Three formal assessments each year, alongside effort and achievement in classwork and home learning, help to establish grades and levels recorded on reports.

How parents/carers can help:

- Encouraging your child to keep an open and questioning mind, which will greatly improve their chances of progressing and achieving.
- Discuss issues of belief, identity and morality that occur in the world.
- Encourage them to go to the local library and pay attention to current events.
- Emphasise the importance of learning about other people, who may have very different backgrounds, views and beliefs. This will give your child every chance of success in PRC.

Useful website:

www.bbc.co.uk/schools/websites/11_16/site/re.shtml

Philosophy, Religion and Culture (PRC)

Brief Synopsis: The Religious Studies department changed its name to Philosophy, Religion & Culture (PRC) to better reflect the content of our lessons and give a more accurate impression of the intended outcomes of study. Students look at several broad philosophical and moral questions and study the responses and beliefs of various religious and non-religious groups. Personal belief (or lack of it) is not an issue – rather, students are encouraged to consider their own opinions and ideas considering others, and to understand the range of different cultures and beliefs in the world.

Topics Studied: During Key Stage 3, which is completed over 2 years, students will study aspects of six main world faiths: Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. There is an emphasis on Christianity, as it has played a large part in influencing the development of British society and culture, but where possible it is considered in the context of other beliefs. Students are encouraged to compare all religions studied to secular and non-religious ideas and to concepts from their own lives. Students in Year 7 will focus particularly on Philosophy and Critical Thinking, learning to consider and evaluate their own beliefs and ideas.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Comparing Religions	Christian Beliefs and Practices	Social Ethics	Islam	Judaism	Buddhism

Physical Education

Physical Education in Year 7 is focused on our message of 'be the best you can be' and brings to light our strands of Physical ME in PE, Social ME in PE, Thinking ME in PE and Healthy ME in PE. It develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Our aim is to develop students that want to lead a healthy active lifestyle in and beyond their school years.

Skills: Control, Coordination, Precision, Fluency, Advanced Skills, Leadership and Performance Analysis

Setting: Students are not set in Year 7. Classes are taught in tutor groups and are therefore mixed gender and mixed ability to encourage social interaction and to develop confidence within the year group.

Class Size: Usually 30 students

Home Learning: Any home learning set in Year 7 PE is research-based work in preparation for starting new activities.

Materials/equipment: Bring your PE kit to every lesson. If you need your football boots your PE teacher will have advised, you to bring them. Have a bottle of water. Bring an inhaler if you have one. If you are injured, bring your PE kit and a note excusing from physical participation. You will still be asked to change unless you have an injury preventing you from changing. Please ensure your PE kit and your kit bag is named including your tutor group so that we can get it returned to you quickly

Assessment and Reporting: Students will be assessed using Collingwood's STEP system and personalised learning checklists (PLC). These are made up of steps 1 – 9. The extent to which students meet PLC steps is based upon their performance in lessons. Students can make progress through both practical and theoretical demonstration.

How parents/carers can help:

- Parents can help by ensuring that students have the correct Collingwood PE kit and that they wear this kit to every PE lesson.
- Ensuring students bring PE kit in, even when they are injured, not to participate physically, but to create a culture where they are still part of the lesson
- Encourage students to attend a wide range of extra-curricular sporting clubs at lunch time and after College. This timetable is available to view in their Form rooms and on Edulink.

Useful website: **YouTube** for technique tutorials, slow motion replays or highlights of performance in the activities we teach

BBC Sport for highlights of what is going on in the world of sport

Physical Education

Brief Synopsis: Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of College. Students develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. Activities include outwitting opponents, accurate replication, exploring and communicating ideas, performing at maximum levels, and identifying and solving problems. Aspects of understanding and leading a healthy active lifestyle are threaded into lessons.

Topics Studied: Dance, Gymnastics, Trampolining, Netball, Rugby, Badminton, Games, Athletics, Health and Fitness, Competition blocks and Striking and Fielding (Striking and Fielding includes Cricket, Softball and Rounders)

Autumn	Spring	Summer
<p>The following activities take place across all terms on a rotation basis.</p> <p>Gym Dance Trampolining Rugby Badminton Games Netball Health Related Fitness Dodgeball Competition blocks</p>	<p>The following activities take place across all terms on a rotation basis.</p> <p>Gym Dance Trampolining Badminton Games Netball Dodgeball Competition blocks</p>	<p>The following activities take place in the summer term on a rotation basis.</p> <p>Athletics Striking and fielding Dodgeball Competition blocks National School Sports Week Competition</p>

Science

Science at Collingwood is taught with an investigative approach, a great deal of practical work is done, and students are encouraged to develop inquiring minds.

Skills: Students are taught practical and investigative skills. This helps them improve their understanding of science concepts. We develop the desire to investigate and to learn from those investigations about science knowledge, health, and safety and how science works.

Setting: Students are taught in mixed form groups.

Class Size: Usually between 25 – 30 students.

Home Learning: Home learning is set according to the College home learning timetable. Tasks will be relevant and will be marked promptly.

Materials and Equipment: All students are expected to bring their book, pen, pencil, ruler, and rubber to all lessons. A calculator would also be useful. KS3 revision guides are available to purchase from the department via Parent Pay. Once purchased, they should be collected from the Science Office on the first floor of S block.

Assessment and Reporting: Baseline testing will take place in the first couple of weeks of the school year to inform our setting process. A range of mini assessments are done in lessons and larger test at the end of the Autumn and Spring term to provide information on progression. This larger test will comprise all the topics covered up to the point of the assessment. The end of the year assessment is done in Summer towards the end of the school year. Reports are in line with College Policy.

How parents/carers can help: Parents can help by assisting with revision when a test is imminent or by helping with home learning or just encouraging the student to share what they have learned in Science with you.

Useful websites: <http://www.bbc.co.uk/education/subjects/zng4d2p>

Science

Brief Synopsis: All students follow an accelerated Key Stage 3 course, finishing Key Stage 3 at the end of Year 8. Students then start GCSEs in Year 9 and complete them by the end of Year 11.

Topics studied: Laboratory safety, Cells and organisation, electricity, metals and non-metals, acids and alkalis, ecosystems, the earth, and the universe.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none">• An introduction to laboratory safety• Enquiry process• The particle models	<ul style="list-style-type: none">• Cells and organisms• Plant reproduction• Classification	<ul style="list-style-type: none">• Forces• Separating mixtures	<ul style="list-style-type: none">• Simple Chemical Reactions• Acids and alkalis• Periodic table,	<ul style="list-style-type: none">• Earth – Universe• Energy – Energy store and energy resources• Electricity – voltage and current	<ul style="list-style-type: none">• Ecosystem Interdependence• Ecosystem Photosynthesis• Organism Movement

Technology

Technology inspires students to develop new products by the power of creative thinking.

Skills: Technology will follow the new guidance of the National Curriculum. Students will continue to study the design process and relevant theory as well as a high percentage of practical work.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 20 - 24 students.

Home Learning: Home learning is set to reinforce class work. It is set twice a cycle for Design & Technology and 2 times per cycle for Food & Textiles. As well as written work, for Food Technology lessons students will be required to prepare for their practical lessons by bringing in the necessary ingredients. Students are expected to use ICT wherever possible in their home learning.

Materials/Equipment: Students should come prepared with their Super 7 equipment and ingredients for practical lessons.

Assessment and Reporting: Students are assessed in the following areas:

- Communication of ideas
- Planning and analysis
- Producing a quality product
- Evaluation

Formative assessment is undertaken during the module and completed at the end of each unit of work. Students are informed of their Collingwood Attainment STEP as the unit of work progresses and their target level for the subsequent unit of work. Target reports are based upon the current unit of work being delivered as an average across the two main D&T subject areas (D&T and Food/Textiles)

How parents/carers can help:

- Parents can help by ensuring that students have the correct equipment and ingredients for the lessons wherever possible.
- Parents can support students in learning key words for the subject
- Ensuring all students complete their home learning tasks

Useful websites:

<http://www.bbc.co.uk/education>

<http://thecookeryteacher.com/>

<http://www.technologystudent.com/>

Technology

Brief Synopsis: Technology inspires students to develop new products by the power of creative thinking. It encourages students to search for opportunities in the modern world that need to be developed into the design of a new solution. Students study a wide variety of technology areas including Food, Resistant Materials, Systems & Control, Graphics and Textiles throughout Year 7.

Students are encouraged to develop their own knowledge of a variety of different materials and understand the design process. ICT and wide use of CAD / CAM is incorporated in the Schemes of Work and should help the students develop ideas, gather research, analyse their findings, and produce quality products. Students also develop practical manufacturing skills across all the taught curriculum areas and an understanding of modern technologies and mass production manufacturing processes.

Topics Studied: Health and Safety in the Workshop, 2D Design, soldering techniques, use of basic woodworking tools, Use of Google Sketch Up, 3D CAD and 3D Printing, Cooking Skills, Nutrition, meal planning and introduction to working with fabrics and machining.

Autumn Term	Spring Term	Summer Term
<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • Workshop Skills Project – Engineering: this project gives students an opportunity to learn about health and safety in the workshop and use some of the basic tools and equipment to produce a simple wooden and plastic artefact. • 2D Design – CAD/CAM: students learn how to use one of our CAD programmes, creating work that can be laser cut, the work feeds into the Steady Hand Game that they make later in the year. • Steady Hand Game – Systems and Control: this project teaches students soldering techniques and how simple circuits work and are produced. 	<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • Pewter Casting – Engineering: students use basic woodworking tools to produce a mould and learn heat treatments to form a piece of jewellery. • 3D CAD and 3D Printing –CAD/CAM: students work through a series of tutorials to design artefacts in industry standard 3D CAD software which are then 3D printed and evaluated • Cooking Skills – Food: students are given the opportunity to cook a variety of different dishes and learn a range of practical skills. 	<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • Mobile Phone Covers – Textiles: this project gives students an introduction to working with fabrics and machining. • Humbug – Textiles: this project develops on from the skills learnt previously and students develop both design and practical techniques.

PSHE

PSHE (Personal, Social, Health and Economic) education is taught in a lesson once per cycle, mainly by form tutors. It is a statutory requirement that Secondary Schools teach Relationships and Sex Education, and Health Education and schools are also encouraged to include personal, social, and economic education in their PSHE curriculum. Parents will be able to withdraw their child (following discussion with the College) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until two terms before the age of 16. Parents will not be able to withdraw their child from any aspect of statutory relationships or health education.

Skills: PSHE education is concerned with students' personal development and ensuring students have the knowledge they need to make informed choices in relation to their own wellbeing. PSHE lessons are designed to equip students with knowledge, understanding, attitudes and practical skills to live healthy, safe, and productive lives. We encourage them to develop empathy and understanding and aim to reduce the stigma and misconceptions that surround many of the topics we cover. The lessons also enable students to reflect on and clarify their own attitudes and values and explore the complex, and sometimes conflicting, range of attitudes and values they will encounter now and in the future.

Topics studied: The following topics will be included in the PSHE education lessons:

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health, and prevention of illness, basic first aid, the changing adolescent body, families, respectful relationships (including friendships), online and media, being safe, intimate, and sexual relationships (including sexual health)

Materials and equipment: Students need to come equipped with pens. They will have a PSHE workbook which will be kept in College.

Assessment and Reporting: Students' knowledge of course content will be assessed regularly to give them the opportunity to reflect on what they have learned and identify what they need to do next. Tutors will report on students' Attitude to Learning in PSHE education lessons.

How parents/carers can help: There is no formal requirement for home learning, though students will benefit enormously from having discussions with parents and carers about some of the issues raised in PSHE education.

Year 7 Setting Policy

The Year Group is split into quarter bands for teaching purposes with each quarter containing two or three Tutor Groups:

Band	a	b	c	d
Tutor Groups	7A 7B	7C 7D 7E	7F 7G 7H	7I 7J 7K

Student timetables shown on Edulink will display the set code for each subject.

Set codes are made up of 4 components: year, band, subject, and group. For example, 7a/Ar1 means Year 7, band a, subject code Art, group 1.

Subject	Code	Details
Arts	Art (Ar)	All students are taught in mixed ability groups.
	Performing Arts (Pa)	
English	En	All students are taught in mixed ability groups.
Humanities	Geography (Gg)	All students are taught in mixed ability groups.
	History (Hi)	
	PRC (Pr)	
	Citizenship (Cz)	
IT	(It)	All students are taught in mixed ability groups.
Mathematics	(Ma)	Students are set in ability groups.
Languages	Languages (Ln)	All students are taught in mixed ability groups.
Physical Education	(Pe)	All students are taught in mixed ability groups.
Science	(Sc)	All students are taught in mixed ability groups.
Technology	(Te)	All students are taught in mixed ability groups.

Home Learning Timetables Year 7

Different subjects have different needs

All subjects will set home learning and all home learning will be uploaded to Edulink.

Subjects may be set tasks which consolidate learning, or they will be set 'long-term' investigations/projects for completion over a longer period. This variation is to ensure that all home learning tasks are meaningful and recognise the fact that the needs of each subject are different.

Do I have to do the work set?

The expectation is that students complete all work set by the deadline given. Failure to complete the task(s) will result in a behaviour point and departments can also sanction should they wish. Sanctions applied will enable completion of the Home Learning and ensure that students remain up to date with their learning.

Feedback

All completed work will receive feedback through a variety of channels e.g., marks, written comments, ways to improve, class discussions etc. Completion of home learning will embed positive learning habits for life-long learning.

How long should I spend on my home learning?

On average students should expect to have home learning set from 2-3 subjects per day. Some children will work quicker than others and get more done in less time. The rough guidelines are between 30 to 60 minutes per day.

The emphasis is on how home learning helps students to learn, rather than on whether it takes a certain amount of time. Students should not be expected to spend much longer on home learning than the guide times. It does not matter if activities do not take as long as the guide times as long as they are useful. If students are spending too long on home learning tasks, please communicate this with us via Edulink.