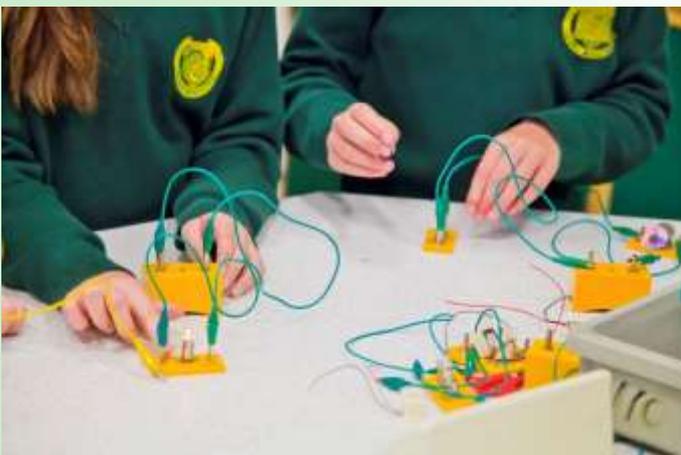


CATSHILL MIDDLE SCHOOL

ACHIEVEMENT : CHALLENGE : OPPORTUNITY

CURRICULUM INFORMATION FOR PARENTS/CARERS OF YEAR 7 PUPILS



Y7

2017-2018

Curriculum Information for Parents/Carers of Year 7 Pupils

Here at Catshill Middle School, we are keen to involve our parents/carers in every aspect of their child's school life, including the curriculum that we follow.

We believe that curriculum should sit at the heart of our school and that it should reflect our values and ethos.

This booklet sets out the curriculum that is planned for the academic year 2017-2018.

Our team of specialist teachers and subject leaders have planned a vibrant *Enquiry and Discovery* curriculum to engage and challenge all learners. Our *Enquiry and Discovery* curriculum is designed to support learners in gaining knowledge and developing the skills that are required for both lifelong learning and for leading happy, safe and successful lives.

Subject by subject, we have set out the learning that is planned for each term and have incorporated sections on how parents/carers might support their child.

Our curriculum is flexible, however, and there will be times throughout the year when additional opportunities will present themselves and be incorporated into our planned programme.

Please feel free to contact me if you have any questions regarding the contents of this booklet and may I thank you, in advance, for the support and encouragement that I am sure you will offer your child throughout the year.

Mrs J. Lodge

Assistant Headteacher
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English

Curriculum – what we're doing

Autumn:

Out of This World

Learners explore the genre of Science Fiction through critical reflection and personal response to a range of texts. They explore how fiction texts can reflect the social, cultural and historical contexts in which they are written. Learners also explore how authors use language and structure and use these techniques in their own stories.

The Identity Kit

Using a range of poetry, pupils consider: What's in a name? Who would we like to be? How do other people see us and what is our collective identity? Pupils write and perform poetry as well as analysing poetic devices.

Spring:

An Introduction to Shakespeare's World

Learners develop their research techniques, including note taking, to write a non-fiction text about an aspect of Shakespeare. They are introduced to key characters from Macbeth and explore the language and drama of the bard.

Private Peaceful by Michael Morpurgo

Through the novel Private Peaceful, pupils consider the role of propaganda in World War 1 and the power of persuasive speech. They study the development of plot and character with opportunity for role play and discussion.

Summer:

Traveller's Tales

With thoughts turning to Summer, we study travel writing and a range of texts with a focus on websites and on-line brochures. Pupils write their own persuasive text.

The Power of Language

Learners explore language and techniques used in media including bias, summary and presentation and develop their debating skills.

GPS (Grammar, Punctuation and Spelling)

Spelling and GPS are taught within lessons. Homework is often used to reinforce these key skills.

How you can help

- Encourage your son/daughter to read. Does he/she have a favourite author or subject?
- Ensure your son/daughter has a quiet/private place to complete their homework.
- Discuss their strengths and targets with them.

Useful Websites:

Listen to more poems by Grace Nichols

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

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

<http://www.educationquizzes.com/ks3/english/>

Mathematics

In Year 7, the mathematics curriculum is divided into 5 key areas. These are Number, Geometry, Algebra, ratio proportion and rates of change (RPC) and statistics and probability.

Curriculum – what we're doing

Autumn:

Learners focus on three areas: - Number, Geometry and Algebra

In Number, learners start by comparing and ordering numbers. They then explore the properties of numbers including prime numbers, factors, multiples, and powers and roots. Finally the focus moves to the four operations (addition, subtraction, multiplication and division).

In Geometry, learners identify correct notation, labelling and vocabulary for polygons and circles and then construct diagrams from written descriptions.

In Algebra, learners work on simplifying and manipulating algebraic expressions and using formulas.

Spring:

Learners focus on three areas: - RPC, Geometry and Algebra

In RPC, learners develop their understanding of fractions, decimals, percentages and ratios including applying all four operands to fractions.

In Geometry learners study the properties of 2 dimensional and 3 dimensional shapes, develop their use of standard units and apply knowledge of angles to solve problems.

In Algebra, learners study sequences.

Summer:

Learners focus on four areas: - Geometry, Algebra, Number and Statistics and Probability

In Geometry, learners calculate perimeters, areas of a variety of 2 dimensional shapes and the volume and surface area of cuboids. Learners then solve problems on coordinate axis and develop previous work on reflection, rotation and translation. In Algebra, learners solve simple equations. In Number, learners use rounding, estimation and inverse operations and continue to develop their number skills. In Statistics and Probability, learners interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts pictograms and vertical line charts. Learners then analyse and compare data sets through measures of central tendency (median, mean and mode) and spread (range).

Learners also solve problems across the curriculum and make links between the topics.

How you can help

- Support learners to attempt homework tasks.
- Encourage all learners to have a secure knowledge of tables.
- Ensure revision tasks are completed.

Useful Websites:

<https://trockstars.com/login> (for practising times tables)
<http://www.topmarks.co.uk/maths-games/11-14-years/number>
<http://www.bbc.co.uk/education/subjects/zqhs34j>
<http://nrich.maths.org/secondary-lower>

Science

Curriculum – what we're doing

Autumn:

Matter, Organisms and Forces

Learners learn about particle theory and relate the particle model to the properties of materials in different states. They devise ways to separate mixtures, based on their properties. Learners then study cells and their functions; they explore how the skeletal system and muscular systems work together to cause movement. Learners investigate the variables that affect the speed of moving objects and study the force of gravity.

Spring:

Earth, Energy and Reactions

Learners study the structure of the Earth and the Solar System. They consider energy costs and use a model to explain energy transfer. Learners explore the differences between metals and non-metals and learn about acids and alkalis.

Summer:

Genes, Ecosystems, Waves and Electromagnets

Learners investigate how species vary and the population of organisms within an ecosystem. They learn about the process of reproduction, in both plants and animals. Learners then study light and sound before exploring current, voltage and resistance.

How you can help

Parents and carers can help support pupil learning in science by encouraging children to ask questions about the world around them and how things work. There are a number of science-based documentaries on television that explain key concepts, such as Horrible Science and new scientific discoveries are regularly reported on in quality newspapers. Thinktank in Birmingham provides a stimulating environment to learn about Science.

Useful Websites:

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

<http://www.schoolscience.co.uk/home>

<http://www.scibermonkey.org/>

Art

Curriculum – what we're doing

In Key Stage 3, learners are taught to develop their creativity and ideas, and increase proficiency in their executions. They develop a critical understanding of artists, architects and designers expressing reasoned judgements that can inform their own work. Learners use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas. Learners will use a range of techniques and media to increase their competence in the handling of different materials. They will analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Their studies will include the history of art, craft design and architecture, including periods, styles and movements from the past up to the present day.

Autumn:

Symbolism in Painting

Within this topic, pupils will be encouraged to examine the work of Hans Holbein. They will research and investigate symbolism in paintings by focussing upon 'The Ambassadors'. Technical skills such as lines of symmetry and appropriate media to create still-life images will be explored.

Spring:

Adventurous Architecture

Pupils will research into landscape, cityscape and seascapes. They will consider the work of Antoni Gaudi and Stephen Wiltshire and will consider their own environment surrounding them. Observational drawing will be encouraged as well as fantasy sketching. All of this will culminate in sculptures.

Summer:

Pop Art

This topic will require individuals to present onomatopoeia words in the style of Roy Lichtenstein. They will use bold colours and shapes as well as practising the use ellipses and different viewpoints. Also in this topic they will consider works by Warhol and other Pop artists and pupils will be expected to share their opinions on each other's work as well as that of famous artists.

How you can help

Visit one of our galleries such as the Birmingham Art Gallery or the Ikon Gallery. Weekly support can be given by checking planners to ensure your child's homework's are completed and that they are properly equipped for lessons as this would greatly benefit their learning.

Useful Websites:

<http://www.bbc.co.uk/education/subjects/z6f3cdm>

www.tate.org.uk

Computing

In Year 7, learners will start on the Key Stage 3 programme of study for Computing. The emphasis will be on preparing the learners for GCSE and enabling them to acquire basic programming and computational thinking skills.

Curriculum – what we're doing

Autumn:

How can I use technology safely, responsibly, and securely?

Learners will look in more detail at the dangers that can exist online, and investigate their legal and ethical responsibilities. They will also examine how they can protect their online identity, and what impact a digital footprint can have on their future lives. During this unit learners will be issued with a Gmail account for school use.

What are Computers?

This unit will give learners an understanding of the key components that make up a computer system, including inputs, outputs, and hardware. They will look at the different parts inside a computer. They will also investigate and find out about the BBC Microbit, a miniature computer which can be used for programming, and has been part of the “making it digital” campaign. In addition they will gain a basic understanding of computer networks and operating systems.

Spring:

How can I develop my programming skills?

Learners will create/design algorithms to solve a problem, and produce simple flowcharts. They will be introduced to the programming language Python and the basic structure of programming, which they will use to write a basic program.

How can I use multiple applications to solve a problem?

Learners will be working on a project, which will involve them in selecting and using a number of different applications to complete a challenge. Learners will be expected to keep a diary/blog as they work through the different activities and show the computational thinking behind the decisions they have made.

Summer:

How can we be web aware? Examining the fundamentals of the web.

Learners will investigate what the web is and how a website is designed. They will look at existing websites and identify the main design features and the key components of a web page. Pupils will then be able to use these skills to produce a web site.

How you can help

Engage in discussion about the Computing activities and challenges your child will be experiencing, take an interest in the work being carried out with the BBC Micro-bit. There are many programmes on television and You Tube, which can help to develop computational thinking that is central to the computing curriculum.

Useful Websites:

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

www.microbit.co.uk

www.thinkuknow.co.uk

Design and Technology

In Year 7, learners follow a rigorous and inspiring DT course using their creativity and imagination to make products that solve real and relevant problems. They acquire a broad range of subject knowledge covering Food, Electronics, Textiles and Resistant Materials.

As some of our teaching groups rotate during the year pupils may access this curriculum at a different point in the academic year.

Curriculum – what we're doing

Autumn:

TEXTILES

How can we encourage sustainability in the products we make?

Working with waste material (old denim jeans) our learners design an innovative, functional and appealing product. They take into account the need to cut back on waste by reusing existing products. Creating annotated sketches, including magnification views they model their ideas using prototypes and pattern pieces before accurately constructing their unique notebook/ planner cover. The project also focuses on understanding fabric properties, fibre sources and fabric structures. Learners become proficient at using the electric sewing machine and are given the opportunity to use and programme our computerised sewing machine to personalise their product creating different effects. They write their own specification and create a production schedule to clearly inform their method of manufacture. Finally they will test and evaluate their product taking into account the views of others, refining their ideas for future development.

Spring:

FOOD & ELECTRONICS

What skills do we need to cook a repertoire of predominantly savoury dishes?

In this short 6 week project, learners cook 5 times. They acquire skills to cook and prepare food safely, use a variety of utensils and equipment, apply heat in different ways and learn how to feed themselves and others a healthy and varied diet.

How can we incorporate electronic circuits into our product designs?

This short 6 week project engages learners to link knowledge from Science, incorporating electronic systems with inputs and outputs into their products. Learners are encouraged to generate creative ideas incorporating biomimicry as they design and make an 'electronic mini beast'.

Summer:

RESISTANT MATERIALS

Can I create a unique clock inspired by past and present designers?

Looking at existing products, incorporating artistic influences and understanding user needs are all key elements of this project. Our learners are encouraged to take creative risks and combine ideas from a variety of sources. They understand how to classify materials by structure working with wood and plastic, and also select recycled/reused items considering their fitness for purpose. They can communicate their plans clearly and adapt their method of manufacture to changing circumstances as they construct their clock. They competently use a range of manufacturing and finishing techniques to achieve a quality outcome and are encouraged to consider how new and emerging technologies might influence the development of their work.

How you can help

Encourage an interest in the practical application of new and emerging technologies; consider what is in the news and how these new ideas impact on our life in the future. Past designers made their mark e.g. James Dyson, Jamie Oliver. Who will be our next inspirational, enterprising, engineer, chef, designer, and technologist?

Useful Websites:

www.mr-dt.com

www.bbc.co.uk/food

www.allrecipes.co.uk

French

In Year 7, pupils have two periods of French a week. Pupils have access to a wider range of resources including audio files for listening practice and course books. During the year, pupils will develop their ability to understand and produce French with greater accuracy and start to use more varied and complex structures in the present tense. Pupils will explore various cultural facts about French schools, food, sports and hobbies.

Curriculum – what we're doing

Autumn:

Who are you?

What is it like in your school?

During the Autumn term, pupils will learn to talk about themselves, others and their school life more in detail. They will be given the opportunity to review basic structures and vocabulary, before moving on to more complex language and texts. They will work more explicitly on their knowledge of articles, question words, the present tense of "avoir" and "être" as well as -er verbs, adjectives, conjunctions and adverbs. They will start to learn how to justify their opinions.

Spring:

What are your hobbies?

Where do you live?

During the Spring term, pupils will learn to express themselves about leisure activities and their town. They will explore activities and sports they like to do and places they like to go to and will explain why. They will work more explicitly on phrases followed by the infinitive form or certain prepositions, more irregular verbs and impersonal phrases.

Summer:

How to order food and drinks? How much is it?

Where are you going to go on holiday?

During the Summer term, pupils will learn to order food and drinks in a restaurant or café, using Euros to pay, of course! They will work on talking about their food preferences, giving reasons for their opinions. They will also learn about the countries in Europe, and think about travel arrangements.

How you can help

Learning a foreign language provides many skills and advantages in life from reinforcing literacy to enhancing job prospects. Learning one language sets the path to learning other languages and widens their opportunities. Parents can support pupils by helping them gain confidence and by encouraging their children to practise at home or on holiday. Learners always appreciate a member of the family to test them on vocabulary or go through speaking test preparations.

Useful Websites:

<http://www.languagesonline.org.uk/>

<http://www.french-games.net/frenchgames>

<http://www.atantot.com>

Geography

Curriculum – what we're doing

Autumn:

Geographical Skills

Learners develop their skills of map reading. They learn about different types of map and undertake research on a country of their choice which leads to a class presentation.

Into Africa

Learners explore the social, economic and political connections between the UK and Africa, through a focus on tourism, food, technology and charity.

Spring:

How can Earth meet our resource needs?

Learners discover how resources shape their world and consider some of the biggest issues facing the world in the twenty-first century, and what needs to be done to resolve them.

Water Works: Do we have an equal right to resources?

Focusing on the Middle East, learners examine the demands placed on this limited natural resource; geographical disparities of access; and water as a source of possible future conflicts. Learners decide for themselves if our current rate of water consumption is sustainable, and how water conflicts might be resolved.

Summer:

USA

Learners discover how the USA was formed. They study the geography of the USA including industries, tourism and migration. They explore the concept of 'Super Power' and learn how the USA has responded to world terrorism.

How you can help

Encouraging your children to read newspapers and watch news reports is a good way of developing their understanding of the world and global issues. There are a number of television programmes that will also develop their learning and enjoyment of geography, in addition to YouTube clips.

Useful Websites:

<https://www.natgeokids.com/uk/>

<http://www.bbc.co.uk/education/subjects/zrw76sg>

<https://www.ordnancesurvey.co.uk/mapzone/>

History

Curriculum – what we're doing?

Autumn:

How powerful is religion? Part 1

Learners analyse the importance of religion in medieval times and explain how monks and nuns contributed to society. They investigate 'The Crusades' and identify how life in Europe changed after contact with the Muslim world.

Who rules?

Learners investigate the power struggle between the Church and the Crown and analyse the consequences of Thomas Becket's murder. They study the Magna Carta and the origins of Britain's Parliament and explain the causes and consequences of the Peasant's Revolt.

Spring:

What causes war? Part 1

Learners investigate the relationships between Medieval England and its neighbours. They study the causes and consequences of The Hundred Years War and the Wars of the Roses, studying the life of Henry VII: the first Tudor King.

How powerful is religion? Part 2

Learners explore the life of Henry VIII and evaluate the impact of his private life on religion in England. They study the dissolution of the monasteries and the impact of further religious change implemented by Henry's children during their reigns.

Summer:

How safe is Parliament?

Learners discover why the throne of England passed to the Scottish royal family and explore the concept of 'Divine Right'. They investigate 'The Gunpowder Plot', explore the rising belief in witchcraft and discover why and how the English began to settle in North America.

What causes war? Part 2

Learners examine the causes and consequences of the English Civil War. They study the development of the New Model Army, explore why Charles I was executed, analysing key events of his trial.

How you can help

There are many excellent documentaries on television and YouTube which will develop increased awareness and understanding of the past. Reading relevant books, especially biographies of key Historical figures is always helpful and will improve literacy as well as historical skills. Visits to places of historical interest will also help. Encouraging your child to read a newspaper or watch the news will make them aware of some of the issues which we study in the past.

Useful Websites:

<http://www.bbc.co.uk/education/subjects/zk26n39>

<http://www.bbc.co.uk/cbbc/shows/horrible-histories>

Life Skills

Curriculum – what we're doing

At Catshill Middle School, we have designed our curriculum taking into account the best practice advice from the PSHE Association and The Citizenship Foundation. In addition to our planned curriculum, which is summarised below, we have the flexibility to address other issues and events as they arise during the course of the year.

Autumn:

7.1 Study Skills

Learners discover how the brain works and identify their preferred learning style. They learn strategies to improve their memory; practise creating mind maps and develop strategies to identify the key learning points from texts and lessons.

7.2 Can you manage money?

Learners explore the history of money, ways of managing personal finance and the consequences of money mismanagement, including gambling. They learn about the entrepreneurial skills required for successful business.

Spring:

7.3 How to be kind to your mind

Learners consider the importance of forming positive relationships and explore how to develop the qualities and skills required for emotional well-being

7.4 Magna Carta: What has it done for us?

Learners consider the impact Magna Carta has had on modern life. They also explore what clauses a Magna Carta for the 21st century might contain.

Summer:

7.5 How can I stay healthy, happy and safe? (Relationships and Sex Education)

Learners explore how the role of the media affects body image. They learn how sex is used by the media to influence readers and how social media can be misused. Learners explore types of relationship and different levels of intimacy and the consequences. They examine the law in relation to consent, the benefits of delaying sex and the consequences of unsafe sex.

7.6 How cyber-savvy are you?

Learners explore what is meant by 'personal data' and whether everything that is personal needs to be private. They learn how data is held and how to make a subject access request.

How you can help

You can help support the Life Skills programme by encouraging your child to be aware of current affairs and that tolerance and respect are necessary for a safe environment.

Useful Websites:

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

Music

The Music curriculum is designed to allow pupils the opportunity to explore a range of music from different countries, time periods and styles in a creative and practical way. Learners develop key skills in performing music, composing their own music as well as listening and responding critically to evaluate the music they hear. All pupils are warmly invited to join one of our choirs, form a band or start/continue instrumental lessons. We have a growing musical tradition within our school which we hope our Year 7 pupils will enjoy and contribute to.

(Please request a separate letter for instrumental lessons from the Office for details of charges).

Curriculum – what we're doing

Autumn:

Year 7, pupils will explore rhythm and pulse through the study of African music and body percussion - exploring sounds using the body as a percussion instrument.

Pupils will listen to and be encouraged to think about different genres and styles of music and to think about performers or composers who inspire them to want to sing or play an instrument.

Spring:

Pupils will have the opportunity to play a variety instruments from around the World, both percussive and tuned building on their knowledge of pitch and melody. They will develop a deeper understanding of the music they perform and listen to, and its history.

Summer:

Pupils will develop their musical ideas using the knowledge and skills gained. They will work as a whole class and in smaller groups to compose and perform their own music.

Pupils will learn performance skills in order to play and perform confidently in a range of solo and ensemble contexts.

All pupils will have the opportunity to learn an instrument in a class band project delivered by Seven Arts, each form will do this for a term so the curriculum content may vary accordingly.

How you can help

- Encourage pupils to listen to music.
- Talk about your favourite music.
- Encourage pupils to think about who inspires them as a performer.

Useful Websites:

<http://www.tribalgroove.com/tg/>

PE

In Year 7, during Physical Education, pupils build on and embed the physical development and skills learned in Key Stage 2 to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.

Curriculum – what we're doing

Autumn:

Can I use and refine learnt skills in competitive games?

Learners will use and apply core skills of games through football, hockey, netball, rugby, cricket, rounders and basketball. They will apply basic principles suitable for attacking and defending. They will use a range of tactics and strategies to overcome opponents in direct competition. Games units will run through the whole school year.

Spring:

How can physical education develop my understanding of how my body works?

Learners will develop their body capabilities through dance and gymnastic activity. In Dance they will use advanced dance techniques within a range of dance styles and forms. In Gymnastics they will use appropriate actions to perform a choreographed sequence.

Summer:

Can I compare my performances with previous ones and find improvements to achieve my personal best?

Learners will explore through athletics how they can achieve fastest times, heights and distances. Pupils will learn skills associated with a range of track and field events. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

How you can help

Pupils often need help to remember named P.E. kit on the correct days. This information can be found in their planners on their timetable page. Encourage pupils to participate in extra-curricular clubs both inside and outside school. These activities along with healthy eating will encourage pupils to adopt lifelong healthy lifestyles.

Useful Websites:

<http://www.bromsgrove.gov.uk/things-to-do/sports-fitness.aspx#>

<http://www.wychavonleisure.co.uk/our-centres/bromsgrove/>

<http://www.rylandcentre.co.uk/>

<http://www.rylandnetball.com>

Philosophy and Ethics

At Catshill Middle School, the Worcestershire Agreed Syllabus for Religious Education 2015-2020 forms the basis of our curriculum. We aim to engage Learners in systematic enquiry into significant human questions which religion and worldviews address through three main strands: *Believing*, *Expressing* and *Living*.

Curriculum – what we're doing

Autumn:

What is good and what is challenging about being a Sikh/Buddhist/Muslim in Britain today?

Learners explore how Muslim, Buddhist and Sikh teenagers express their faith in Britain today. They consider challenges that the teenagers face and how they respond. They investigate beliefs about Western values and examine and evaluate British society's treatment of immigrant religious groups.

Spring:

What is so radical about Jesus?

Learners compare and contrast images of Jesus and suggest reasons for varying depictions. They consider how radical Jesus' views towards women, wealth and poverty and violence.

Summer:

Should religious buildings be sold to feed the starving?

Learners consider the question 'What is worship?' and debate whether charitable giving is a form of worship. They consider whether the value of spiritual sustenance found in religious buildings exceeds the monetary cost of their upkeep.

How you can help

Religious Education provides rich opportunities for children to learn about the things that matter in the lives of local people and the wider world. Parents can support learning by encouraging their children to have an awareness of current events and to have a thoughtful and questioning approach to life. Understanding people's views can be a first step to recognising and appreciating diversity.

Useful websites:

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

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