



**YEAR 7**

**Curriculum Information  
Booklet**

## A warm welcome to Year 7

Dear Parent / Carer

Year 7 students have already settled well into their new secondary school.

Year 7 is an important year. It is the start of an exciting and active partnership between home and school and the beginning of a successful school career for your child. We hope you find this booklet helpful in providing you with information on the subjects your child will be studying this year as well as assisting you with maintaining and monitoring the progress of your child.

Our hope is that you will have the opportunity to meet each of your child's subject teachers at the Year 7 Parents' Consultation Evening during the summer term. We will be in touch as soon as possible should we be in a position to arrange this event. If you feel that you need any further information, or you would like to discuss your child's progress please do not hesitate to make an appointment with your child's tutor or individual subject teachers. We are always pleased to hear from you.

We hope that you will find this booklet useful. Please do not hesitate to contact us should you have any questions at any time.

Yours sincerely

A handwritten signature in black ink, appearing to read 'C Wheeler', written in a cursive style.

C Wheeler  
Head of Key Stage 3

## Learning and Curriculum

Teaching at The Clere School is founded upon the latest educational research so that we are using the most effective methods to help students learn. Students at The Clere School are given a wealth of opportunities to develop the depth of their knowledge and understanding, improve their skills and engage in problem solving and critical thinking. We take pride in seeing students foster a love of learning in a positive and studious classroom atmosphere. We understand how children learn and use this to our advantage to ensure that they can remember and connect their knowledge and understanding.

We expect students to have an exemplary attitude to learning and these high expectations result in students who are resilient, independent and challenged to achieve more than they thought possible.

At The Clere School we are committed to excellence in teaching. This includes providing the very best training opportunities for our teachers and making sure they are supported to get the most out of the learners in the classroom. We are determined to provide academic challenge for learners to stretch their understanding and deepen their knowledge. This means that students become familiar with tackling difficult problems and equips them with the skills and understanding to become successful individuals at college, university, in the workplace and beyond.

The curriculum is founded on providing equality of access to a range of subjects and experiences. We offer a suite of subjects that are academically challenging and provide for development of specific skills such as Catering, Computer Science, Performing Arts and Modern Foreign Languages. We also offer more traditional academic subjects.

The curriculum also has foundations in personal development. All students have opportunities to learn about PSHE (Personal Social Health and Economic Education), Citizenship, RSE (Relationship and Sex Education) and Careers Education. This not only ensures that they are academically prepared for the future but also that they are socially and culturally aware and able to safely navigate the complexities of life as a young adult.

## English

English teaching at The Clere encompasses reading, writing and speaking and listening, with students encouraged to debate, to explore issues and ideas, to express themselves clearly and to enjoy reading a wide range of novels, plays and poems.

The Year 7 curriculum begins with a transition unit called *It's My Life*, which begins by exploring Roald Dahl's autobiography, *Boy*, before moving into a longer study of autobiographical writing. This exciting unit asks students to explore a variety of extracts from the autobiographies of celebrated writers and thinkers including Maya Angelou, Laurie Lee and Gerald Durrell. In addition, students are introduced to key concepts of studying literary texts at secondary level such as analytical writing and what-how-why paragraphs. We encourage students to read a class text to support their learning from a selection of autobiographies such as *Chinese Cinderella* by Adeline Yen Mah or *The Diary of Anne Frank*.

In the second half of the Autumn term, students move onto an Introduction to the Gothic unit which builds on reading and writing skills learned in Autumn term. Students will explore a range of Gothic texts from *Dracula* to *Dr Jekyll and Mr Hyde* as well as writing their own work in the Gothic style. This unit aims to begin developing crucial skills and understanding for GCSE, linking directly to the reading of *Dr Jekyll and Mr Hyde* for GCSE English Literature in Years 10 and 11.

In the first half of the Spring term, the focus of the third unit is *Heroes and Villains* in which we study a range of Greek Myths as well as analysing how heroes and villains are presented in media and literary texts. This is a relatively new scheme of work and is based on feedback from students who thoroughly enjoyed their studies of this unit during lockdown in 2020!

After half-term, we have an exciting 'Whodunit' unit based on crime, detective and spy fiction. Students will read a wide variety of stories from the crime genre, including a selection of Sherlock Holmes short stories and more modern crime fiction. Report writing, focus on detail and reading quickly and accurately are key skills learned in this unit. Students can also experience what it is like to follow clues to solve a crime!

In the final unit of the year, there are two linked units that explore the History of English Language and Literature before moving in to a study and dramatic interpretation of Shakespeare's *A Midsummer Night's Dream*. Students will have the opportunity to watch and act in their own versions of the play as a thrilling end to their first year at secondary school.

We are passionate about students' reading at The Clere and work hard to ensure that all students are given appropriately challenging and engaging reading material. To this end, we introduced weekly Library lessons several years ago for all Key Stage 3 students so that students have a chance to read widely and regularly as part of the English curriculum. We use the Accelerated Reader programme to track progress in reading and all students will sit termly STAR reading tests (which measure reading ages) to assess how well they are doing with their comprehension and decoding skills.

Students are encouraged actively to draft their work in an effort to learn from initial mistakes and to improve their assignments. The use of ICT is encouraged. Homework is set twice weekly and parents can check on the tasks and deadlines on Satchel: One (previously called Show My Homework). Homework is divided into grammar work and a reading or writing task.

Throughout the year, and during most lessons, students are given opportunities to talk in a range of contexts for different purposes. They engage in class discussion, group work and individual presentations.

## Assessment

Students' work is assessed against a framework based on GCSE reading and writing skills, as this ensures that we can tackle any knowledge or skills gap before our students begin their GCSE studies. Core Assessments occur once per half-term and are marked against a set of criteria that are shared with students before the assessment begins.

In line with school policy, students are then awarded a flightpath of W, M2, M1, C or S to reflect whether their progress is in line with age-related expectations.

Towards the end of the academic year, students will sit a formal exam in English.

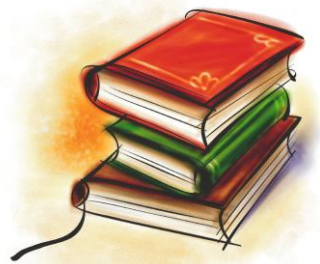
## Enrichment and Extension

Throughout the year the library will provide an extended reading list directly linked to the units being studied in class. We encourage students to read from these lists but as widely as possible.

If you haven't found a book you love yet, we are sure we can help you find one!

- Read newspaper or magazine articles together and discuss what you've read; <http://www.bbc.co.uk/schools/ks3bitesize/english/> is a useful website for revision purposes and to consolidate skills;
- Play Scrabble, watch Countdown or complete crossword puzzles to enjoy playing around with language and words.

As part of our desire to get children reading and writing for pleasure, we enter students regularly for competitions such as the Young Writers Mini-Saga competition and the Busta Rhyme poetry competition.



## **Mathematics**

In Year 7 we aim to help all students build up their confidence in the use of mathematical principles and to develop their mathematical thinking. We endeavour to make the transition from primary to secondary school as smooth as possible. Throughout the whole of Year 7 – 8 students study Maths based on the Key Stage 3 Schemes of work from Kangaroo Maths which are based upon the National Curriculum Mathematics programmes of study for Key Stage 3. Learning will be a continuous process, building on knowledge gained during Key Stage 2. In the year there will also be frequent opportunities for students to use ICT to aid their study of Mathematics.

## **Setting**

Students will be grouped in ability sets within the first half term. This will be based on their progress at Key Stage 2 and internal assessment.

## **Programme of Study**

Years 7 to 8 follow a Stage process through Kangaroo Maths. The curriculum is based upon the fundamental principles of creating students who are fluent in mathematics, can reason mathematically and solve problems across all subject content.

The core content covered across Key Stage 3 is:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## **Assessment**

Students will be regularly assessed throughout the year on their class work, home study and written tests. Students will complete tests termly. The movement of students between groups will be according to their progress in each of these, along with teacher assessment.

## **Equipment**

All students need to bring basic writing equipment plus a scientific calculator to all maths lessons.

Textbooks will all be provided in school by the department but there is no one fixed book appropriate for home purchase. Parents can support students in their studies by encouraging their use of the following online resources:

<https://www.bbc.com/bitesize/subjects/zqhs34j>

<https://corbettmaths.com/>

## Suggested Enrichment and Extension

Can we suggest that Year 7 parents encourage their children to engage in problem solving and exploring mathematics in a variety of contexts such as looking at utility bills, bank statements, etc.

The Nrich website gives students and parents access to thousands of mathematical problems across all key stages so that problems can be chosen to suit any ability.

<https://nrich.maths.org/>



## Science

### Why do students study Science?

Science is the perfect opportunity to fire students' curiosity about the world and provide opportunities to test their own theories, thoughts and ideas and find explanations to the world around them. We use experiments to develop their practical, social, and thinking skills, and encourage them to think critically and reflect on evidence, forming conclusions that are based on an analysis of evidence.

Students will learn that knowledge and understanding in Science is based on evidence and how scientific ideas have contributed and continue to contribute to technological and environmental change. They will explore the causes and consequences associated with Science developments, enabling them to discuss and form opinions regarding the issues raised by these developments that may affect their own lives and society in general.

In Year 7 students will develop key skills and knowledge that will not only excite and stimulate their brains, but enable them to engage and achieve success in their upper years at The Clere School. Year 7s will follow a course that links into Key Stage 4 concepts allowing the students to have a much more in-depth understanding which they will be able to build upon as they move through the school maximising their potential and reaching the higher grades at GCSE.

In the first half term, students will develop skills in the context of How Science Works (HSW). They will look at how to set up practical's safely, understand about safety issues and how to prevent accidents, how to collate data and present it correctly as well as being able to conclude and evaluate.

The units below are explored through short topics resourced by the department. Within each topic students will also learn maths for science and literacy for science. This allows students to access the higher order thinking skills needed to tackle more complex concepts and improve their vocabulary to better communicate their answers. Students are also provided with a confidence boost to their overall essential mathematical skills. All of these techniques allow our students to become more proficient at science. The order of topics delivered will depend on which class your child is in. In Year 7 we will be learning the following:

**Biology:**

- Cells, microscopy and setting up microscope slide
- Muscles and bones
- Ecosystems
- Sexual reproduction in animals

**Chemistry:**

- Elements and molecules
- Particle model
- Mixtures and separation techniques
- Acids and alkalis

**Physics:**

- Forces
- Energy
- Current electricity
- Sound

### Assessment

Over the course of the year, we aim to assess students in a variety of ways. Formative and summative assessments will be completed, alongside a number of practical and investigative assessments. Some of the assessments we will expect students to revise for, some assessments take into account scientific skills and their day to day understanding of scientific concepts.



All assessment results will be recorded in the student's class book so that students and parents know and understand what their current level is, but also what they need to do to improve their level of achievement.

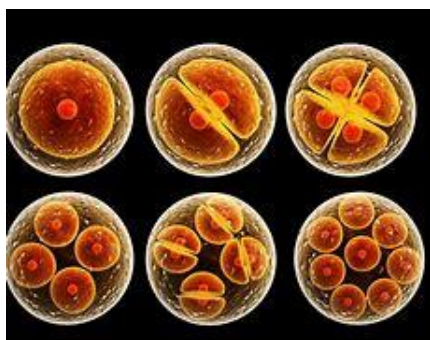
## Enrichment Activities

With each topic will come a project or research based activity. This activity will have parental guidelines on how to support and advise your child in completing the task.

The syllabus will allow Year 7 students (initially) to extend and enthuse their science education through wonder, investigation and having fun. Tasks such as: building suspension bridges, woodlice training, model intestines and many other activities.

## Suggested Enrichment and Extension

BBC Bitesize is a great resource for activities you can do at home with your child. If you are in London, visiting the Science or Natural History Museum are great places to interact with the world of science.



## Computing

In Year 7 students are introduced to Computing through a framework of lessons that form part of the KS3 knowledge and skill building pathway into KS4 options. Computing technology is a rapidly changing environment. At The Clere our aim is to offer a curriculum that is fluid, adaptable and will give a strong platform for future studies

The Computing national curriculum has 9 strands:

- 5 cover Computer Science;
- 2 cover Information Technology;
- 2 cover Digital Literacy.

In Year 7 the curriculum will focus on 6 of these areas:

### NC strand

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

**My Personal Computer:** Using ICT at The Clere, including organising workspaces, file management, using email and online safety.

**Useful link:** [BBC Bitesize-e-safety](#)

### NC strand

Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

**Computer Hardware:** - Defining a computer - Identifying the various components of a computer and understanding their function - Understanding of how the devices work together (the CPU, RAM, Hard Drive, IO Devices).

**Useful link:** [BBC Bitesize-Digital devices](#)

### NC strand

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

**Data representation through images:** Data represented as bit patterns – how computers represent images - simple binary - bitmap images - vector images.

**Useful link:** [BBC Bitesize- images](#)

### NC strand

Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

**Digital Marketing:** Looking at the importance of digital marketing and creating a brand using the software Fireworks.

**Useful link:** [Graphics software](#)      [Free Fireworks software download](#)

## NC strand

Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

**Introduction to Programming:** Using block coding to cover key concepts of inputs/outputs, variables, sequence, selection and iteration. Computational thinking processes of decomposition, abstraction, patterns and algorithms.

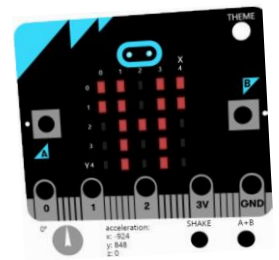
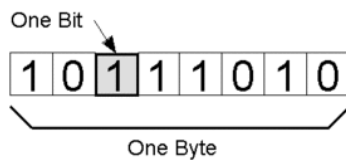
**Useful link:** [BBC Bitesize- Computational thinking](#)

**Micro:bit coding:** Extended coding and computational thinking. Writing algorithms and block code to solve problems and introduce physical computing.

**Useful link:** [Microbit coding](#)

## Assessment

The department makes use of Assessment for Learning which provides the opportunity to involve students in their own learning and progress. Student work is continually assessed through the unit of study and with an end of unit summary assessment. This is used to support reporting to parents and the development of further learning.



## Physical Education

The Clere Schools PE department endeavours to encourage and inspire all students to develop their full potential through a broad range of activities.

Physical Education in Years 7, 8 and 9 aim to provide an enjoyable and satisfying programme with opportunities for every student to develop physically, socially, emotionally and cognitively. Lessons are planned by specialist teachers to meet the needs of individual students and encourage active involvement by all as performers, observers and officials. Students learn to develop physical competence and promote skills necessary to effectively plan and evaluate movement and movement related activities, safely and with confidence.

The development of resilience, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Students are encouraged to appreciate their own strengths and weaknesses, and respond appropriately to the needs of individuals and groups. Students are encouraged to develop personal attributes of commitment, fairness and passion with an appreciation of honest competition and good sportsmanship.

Students will also develop an understanding of the benefits of participating in sport and the impact it could have on their health and well-being.

In Year 7, students initially receive a skill based curriculum to build upon what they have been taught at Key Stage 2. Students cover a broad range of sports throughout the year: Netball, Football, Rugby, Basketball, Badminton, Health Related Fitness, Gymnastics, Dance, Athletics, Rounders and Cricket. The students are given the opportunity to evaluate their own and others performance. Within practical lessons students also develop an understanding of:

- The bones and muscles in the human body;
- The short and long term effects of exercise on the body;
- Understanding the benefits of a warm-up and cool-down.



## **Assessment**

Students are baseline tested at the start of each academic year and then assessed within each sport during Key Stage 3. Assessment is used to support reporting to parents and the development of further learning.

## **Extra-Curricular Opportunities**

All students who are interested in sport and those who have the ability to perform beyond the expectations of the Key Stage are welcomed to take part in extra-curricular activities. The PE department organise a wide range of extra-curricular clubs, which run at lunchtimes and after school.

Regular weekly competitive fixtures are available throughout the year. We compete in local leagues and are involved in competitions that can take the students up to county and national levels of performance.

The department also lead Ski Trips as well as a Netball and Football Tour. We also offer the opportunity for students to go and watch national and international events in certain sports.

## **Facilities**

Sports Hall, Gymnasium, Fitness Suite, extensive fields, basketball courts and tennis courts.

## Design & Technology

In Design & Technology lessons Year 7 students will learn about designing and making products. They will develop their design and technology ability with a series of structured 'design and make' projects that will teach them a range of skills and knowledge. These projects will be taught on a carousel arrangement, with students spending half a year in food and half a year in Design & Technology.

Students will learn a range of practical skills as they use the workshop tools and equipment safely to make a wooden pencil box using traditional hand craft skills. They will also learn to use a piece of computer aided design software that will allow them to cut the design decoration on our laser cutter. They will also carry out a series of shorter 'design and make' activities including designing and making a Maze Puzzle. Design and Technology covers a range of materials including woods / metals / plastics / textiles; therefore, students will be encouraged to consider this range when designing. Computer aided design is also important components of this course, of which they will be taught how to use.

### Assessment

Students will be monitored on their progress throughout the course. Assessment will be made up of subject knowledge, designing capability and making skills.

### Homework

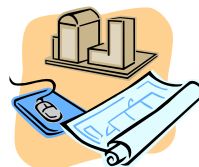
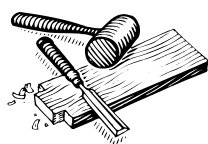
Students will be set a variety of tasks. Sometimes this will be completing a piece of design work. At other times it will be a piece of research work or learning some of the theory work covered in lessons.

### Equipment

It is the policy of the Design & Technology Department to ask Year 7 parents for a one-off contribution of £20.00 towards the cost of materials used throughout Key Stage 3. This contribution allows us to use higher quality materials throughout your child's time in Years 7, 8 and 9 and allows you to keep the products they have made. The software we use for computer aided design, called Techsoft 2D Design, is available as an educational home use licence that students can have on their home computer.

### Enrichment

As part of teaching children to design products we ask them to evaluate the design of existing products. It would be a great enrichment activity for you to encourage them to look critically at the design of products that they use or encounter in their daily lives, whether it is a simple object such as a mug or a pen, or a complex piece of furniture or machinery. Encourage them to consider questions such as: Does it work well? Is it comfortable/safe/easy to use? Is it attractive? How could it be improved?



## **Food Studies**

This course prepares students for the Eduqas Level 1/2 Award in Hospitality and Catering. It is intended to be a practical and creative course which focuses on providing students with necessary practical skills and nutritional knowledge. The National Curriculum programme of study for Key Stage 3 Cooking and Nutrition are covered and the course features an end of unit Food Preparation Task linked to the core topics delivered in Years 10 and 11:

1. Food, nutrition and health.
2. The Hospitality and Catering Industry.
3. Food safety.
4. Food choice.
5. Food provenance.

### **National Curriculum Requirements at Key Stage 3**

- P Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- P They should work in a range of domestic and local contexts, such as the home, health, leisure and culture, and where possible industrial contexts.
- P Students will be taught to prepare and cook a range of nutritionally balanced dishes safely and hygienically.
- P The course aims to extend students' knowledge and understanding of food, diet and health, further developing their practical skills in food preparation and different cooking techniques enabling them to make informed decisions about their own diet and food choices.

### **Practical Cooking Lessons will include the following:**

Savoury dishes that meet the guidelines of the Eatwell guide.

Adapting products to meet the nutritional requirements of teenagers.

Nutritionally balanced multicultural foods.

Use of high risk ingredients.

Producing suitable dishes for a wide range of special dietary requirements.

Use of local and seasonal foods.

## **Geography**

In Year 7 we begin the journey of understanding our world around us learning the key geographical skills and local features that will be built upon throughout their time at The Clere.

### **Programme of Study**

#### **Autumn Term:**

Geographical skills – including elements such as scale, symbols, direction, field sketching and other key elements.

Local Geography – applying the geographical skills to the local area and the main features of geography.

Human Geography – local urban areas, settlements, transportation and people.

Physical Geography – local relief, landscapes, rivers.

Environmental - considering local ecosystems, conservation and sustainability.

#### **Spring Term:**

Weather and Climate – types of weather, measuring and recording weather patterns, climate zones and other features.

Resource Management/Energy - studying the provision of food, water and energy in the UK and globally.

#### **Summer Term:**

Location Study: Russia – linking a European/Asia country to our local geography knowledge and studying one of the BRIC countries.

Coasts - formation of coastlines, geology, wave action, main features, famous places.

### **Assessment and Additional Support**

Students will be assessed on the work produced in class and for homework and at the end of each unit there will be an assessment.

### **Suggested Extension & Enrichment**

To be a strong geographer, having a good awareness of current affairs and events around the world is essential, watching the news, weather forecasts, nature programmes and current affairs.





## History

In Year 7 we will be learning about mainly British History from the Roman Conquest, through the Middle Ages until Tudor times. Starting with the Roman Empire we learn about the role of authority as well as the lives of the different groups in society. We learn about some key conquests, as well as events which challenged society like the Black Death, and when we reach the Tudor period, we study the Reformation and how it affected people at the time.

### Programme of Study

#### Autumn Term:

The Roman Empire – Foundations, Conquests, Life in Rome and Systems of Government.

#### Spring Term

The Norman Conquest – Castles, Domesday Book and the Feudal System.

Problems of Medieval Monarchs including King John, The Magna Carta, Black Death and Peasant's Revolt.

#### Summer Term:

The Tudors, including the Reformation, 16<sup>th</sup> Century society and the sinking of the Mary Rose.

### Assessment & Additional Support

Students will be assessed on the work produced in class and for homework and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

### Suggested Extension & Enrichment

Take a visit to any castle! This is a great way to understand a little about life in the Middle Ages. Reading books set in the Middle Ages will also help develop understanding. In the summer term visiting Tudor estates or taking a trip to Portsmouth to see the Mary Rose are wonderful ways to help bring history to life. There are also many documentary resources and wider reading available through the BBC.



## Religious Studies

Students in Years 7 – 9 study a wide range of themes and topics chosen from the Hampshire Agreed Syllabus and Edexcel Religious Studies GCSE specification. The modules are chosen in order to provide a balance between Philosophical and Ethical debate while discovering more about the beliefs and values of the religions adhered to in our own country and across the globe.

In Year 7 students cover the following key questions – so it is always useful to talk to your child about these.

- Is there life after death?
- Who is God and does he exist?
- What does it mean to be a Jew?



## Assessment

As well as home study tasks students will complete an assessment task for each module. These pieces will be marked to reflect the new GCSE grade descriptors.

## Additional Information

The Hampshire Agreed Syllabus *Living Difference* is concept-based and taught in a manner that encourages students to draw on their own opinions and experiences in addition to the topic material presented. In addition, students are encouraged to develop empathy and to be able to appreciate the perspectives and beliefs of others. Healthy argument and debate are also used to foster confidence and to consolidate learning.

## Suggested Extension & Enrichment

We would encourage further research of topics, concepts and religions using the BBC News website or BBC Religion and Ethics website.

We would also suggest that students are given the opportunity to watch the daily news, read newspapers and discuss at home issues that are of importance to society i.e. euthanasia, peace and conflict, observing religion, how you should live a 'good' life.



## **Personal, Social & Health Education (PSHE)**

In PSHE we aim to cultivate students' spiritual, moral, social and personal development by promoting the importance of responsibility, integrity and community. We believe this will allow for the development of confident, articulate citizens who are able to offer a diverse and adaptable range of personal, social and academic skills to the wider community.

### **Programme of Study**

#### **Autumn Term:**

Rules, Fairness, Rights and Responsibilities.

Relationships & Sex Education: Facts and Feelings.

#### **Spring Term:**

Emotional Well-Being, Healthy Lifestyles, Risk & Safety.

Issues Surrounding Drugs.

#### **Summer Term:**

Identity & Communities.

Planning for the Future: Money & Me.

### **Assessment & Additional Support**

Students will be assessed on the work produced in class and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

### **Suggested Extension & Enrichment**

Talk about the issues covered in PSHE lessons as a family, as it is likely that there will be a variety of different opinions about different issues. Watching the news together is an excellent prompt for discussion of local and personal issues.



## Art

In Year 7, students will have one lesson of Art per week. Your child will have the opportunity to use a variety of materials including pencil, oil pastel, charcoal, wax, ink, paint, collage, papier-mâché, clay and batik throughout their experience in Art throughout Key Stage 3.

There will be three projects set during the year (at least one per term). In theme-based projects students will explore the formal elements of line shape, form, tone, colour, texture and space through drawing, painting and sculpture. Home study will normally be set as continuation work linked to current class activities.

Below are the units studied throughout Year 7:

Colour theory and 3D construction

Mixed media installations with a focus on Climate Crisis

Human and natural forms: an exploration of cultural celebrations using mixed media

## Assessment

Assessment will take place at the end of each project. The National Curriculum provides guidelines for assessment criteria which the Art Department will record and share with students.

Art teachers will award grades and interim levels to students for individual pieces of work but they will be aware that these levels can go up and down as students try new materials and techniques. Final levels will be based on the complete project. All assessment developments will be recorded in their booklets.

We will always encourage interested students to extend projects beyond the minimum requirement and we are also keen to see any artwork unrelated to school.

## Equipment

Students must have a school sketchpad/file for their art projects. These can be purchased in the classroom at the start of term. These sketchpads will be used in class and for home-works. Students must also be equipped with basic drawing materials and a large old shirt for painting etc.

## Extra Curricular Activities

Each Tuesday after school the Art department offers opportunities for students to extend or consolidate the theory and skills developed in lessons.

There may also be out of school visits relating to projects being undertaken.

## Suggested Extension & Enrichment

Taking your child to an Art gallery is a great way for them to be inspired by great works of famous artists. Have a look at your local arts centre or theatre to see if there are supplementary art classes you could attend. You could learn pottery, glass blowing or textile work.



## **Performing Arts**

All students in Year 7 are taught Performing Arts that include Music, Drama and Dance. Students receive one lesson every week of Music following the National Curriculum Key Stage 3 programme of study. Students receive one lesson every other week in both Drama and Dance.

### ***Music***

In Music, students develop their skills in performing, composing, listening and appraising throughout the units of work studied during the year. These skills are reinforced and strengthened in Years 8 and 9 and prepares students for later study of GCSE Music.

#### **Autumn Term:**

The Music of Africa with a focus on developing skills within African Drumming

#### **Spring Term:**

Instruments of the Orchestra with a focus on developing listening skills and performing as an ensemble

#### **Summer Term:**

Waltz Music with a focus on composing within more complex structures

## **Instrumental Tuition**

We are proud to be offering 'Plug+Play' by @HoganMusicNewbury at our school from September 2021. This is an innovative way of teaching contemporary musical instruments with band coaching at the heart of it. Instrumental tuition available through Plug+Play include: keyboard, electric guitar, bass guitar, drums and vocals. We also offer lessons on violin, flute and saxophone which is delivered through Hampshire Music Service. Speak with Mrs Kirton to find out more information.

## **Instrumental Exams**

Students can be entered for external music exams in consultation with their instrumental teacher and Faculty Leader. Students receiving lessons outside of school may also be entered.

### ***Drama***

The drama curriculum is designed to ensure all students' engage in a range of forms, genres and techniques required to succeed in further learning and future careers in performing arts, whilst also developing perspective and empathy in supporting the school vision of creating ambitious, well-rounded members of society. All year 7 students experiment within three different topics over the year that develop theoretical knowledge and practical application to support understanding.

#### **Autumn Term:**

Theatrical Skills and Conventions

#### **Spring Term:**

Theatre Roles and Responsibilities

#### **Summer Term:**

Practitioners Study

## **Dance**

Dance at The Clere School promotes a passion for performance and a foundation in emotional intelligence, whilst challenging learners in all aspects of the subject; including performance and choreography. The curriculum provides opportunities for students to work independently and collaboratively as they explore the history of dance and how powerful movement as speech can be. These messages encourage all students to develop new knowledge creatively. Students achieve this through the following topics.

### **Autumn Term:**

Dance through the Decades

### **Spring Term:**

Gumboots

### **Summer Term:**

ASDR (Actions, Space, Dynamics, Relationships) Superheroes

## **Assessment within Performing Arts**

Assessment **for** learning takes place continuously in the form of target setting and advice to develop your child's work as they complete tasks during each unit, supporting their learning. Assessment **of** learning is the formal assessment that will take place at the end of each unit.

## **Enrichment Activities within Performing Arts**

A number of opportunities are offered within Performing Arts:

- Performing Arts Club runs every Wednesday after school for students interested in drama, dance and/or music and students will work towards a performance of the musical 'Hijacked Fairytales'.
- The Clere Voices (vocal ensemble) rehearse every Thursday after school and perform at all concerts. Some members of our vocal ensemble were part of the Arts Community Project recording of 'Rather Be' with a number of schools from the Basingstoke and Deane area.
- Dance Club runs every Tuesday lunch for Year 7, 9 and 11.
- Music Tech Club
- Ukulele Club

Please encourage your child to take an active part in the Performing Arts Department through the extra-curricular activities available during lunchtime and after school.



## **Modern Foreign Languages**

In Year 7, students study French or German for four 1 hour lessons per fortnight.

We aim to develop a range of language learning skills throughout the year consolidating the skills learned at primary school. Students are introduced to a wide variety of texts and activities, following an integrated programme of speaking and listening, reading and writing. Teachers use a range of working styles, from small groups to paired and individual activities. By the end of the year, students will have a range of vocabulary and, with some support, be able to use simple spoken and written language to communicate with each other. By the time they begin their GCSE course, we wish students to be able to work independently so in Year 7 we will begin to teach key skills and strategies to support them.

The use of the target language is a key focus for the department, and students will be expected to use French / German as the main language of communication in the classroom.

Students are now expected to develop translation and prose skills in order to demonstrate their grasp of a foreign language and hone their literacy skills.

In addition to the common course content, students will have the opportunity to learn about everyday life in France / Germany as well as some French / German traditions and customs.

### **Assessment**

Student progress in the five language skills – listening, speaking, reading, translation and writing are assessed throughout the year. These skills will be assessed formally at the end of each half term, alongside ongoing teacher assessments. Students will be given a mark which will correspond to the school's Age Related Expectations Flightpath system. Students will have the opportunity to regularly review their learning and set themselves appropriate targets to ensure they make progress.

### **Homework**

Students will be set one piece of homework totalling 30 – 45 minutes' home study per week. This will be in the form of one learning (vocabulary or grammar) or one written homework, which may be research, reading activities, preparation for spoken tasks, or some written work.

### **How you can support study at home**

The greatest support a parent can give to our subject is to reinforce the message of how vitally important it is to learn a modern foreign language in terms of being able to truly appreciate a different culture, developing the young mind and improving employment prospects.

A wide vocabulary is vital for success in language learning. You may support your child with homework by testing them on words learnt in class. Although the 'look, cover, write and check' method works well, students are encouraged to try out different learning techniques. We will explore a variety of techniques in lessons, so please ask your child about these. We will build on the phonics introduced at primary school so that students are able to pronounce words accurately. Alternatively, it is great practice if students use the recommended MFL websites to consolidate and extend their learning.

If you have time, allowing yourself to be 'taught' what your child has learnt that week in class, particularly if you have some knowledge of the language in question is very helpful.

## Equipment

We recommend the purchase of a Collins French or German bi-lingual dictionary (A5 size please, not pocket size). The dictionary is simplified for Years 7 - 9 and Year 10 and 11 with headwords clearly set out in colour and definitions which are well presented and easy to understand. Importantly, all verbs are clearly cross-referenced to a section of verb tables in the centre of the dictionary.

For lessons, students will need a blue, black and green biro, pencil, ruler, and rubber. They will also need a few colouring pencils (yellow, blue, red and green).

Students will be provided with an exercise book in which they will do classwork, homework and vocab tests. There will be access to textbooks in lessons and be told how to learn and revise using the Linguascope website which the MFL department subscribes to.

