

SECTION ONE



CURRICULUM INFORMATION

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All pupils will initially study English, Mathematics, Science, German, French, History, Geography, Religious Studies, PSHE, P.E., Technology, Computing, Music, Art and Drama.

There follows a series of subject descriptions with recommendations on how parents can play a part.

Homework

Homework is an important part of students' learning; it supports and extends learning begun in class and enables students to develop habits of study and strategies for personal organisation and time management. It is also a means by which parents can support and show a direct interest in their child's learning.

Homework tasks will vary according to subjects and learning activities; not all homework will be written exercises. Some may involve practising, drawing or making. Some may involve IT and different types of research. Some could be based around your son / daughter watching a particular TV programme or listening to a podcast, but the purposes listed below remain the same.

Homework Policy:

1. All homework must be purposeful and meet one of the following purposes:

- Independent Learning
- Extending Learning
- Consolidating Learning
- Informing and Involving Parents
- Managing demands of the course (eg coursework)
- Preparing for lesson activities

2. Homework should not be set for the next day, unless it's a short consolidation task or preparation task.

3. All homework must receive feedback: formal/informal/teacher assessed/peer or self-assessed, or be used as part of the learning process, as a starter, for example.

Classroom teachers will set homework, as per school and department policy, and will ensure that all pupils write the homework in their diaries. Form Tutors have the responsibility to ensure that pupils are using their diaries properly; recording homework and asking parents to sign the diaries.

KS3 Subject	Time allocated/expected
English	45-90 minutes per fortnight
Maths	45-90 minutes per fortnight
Science	40-60 minutes per fortnight
RS	45-90 minutes per fortnight
MFL	45-90 minutes per fortnight
Geography	30-60 minutes per fortnight
History	90 minutes per fortnight
Computing	30 minutes per fortnight
DT	30-60 mins per fortnight
Art	60-90 minutes per fortnight
Music	30 minutes per fortnight
Drama	30 minutes per fortnight

Testing

Tests will ensure that pupils have understood their work before we move on to the next topic and formal examinations will take place over three or four days in May next year.

Departments use short end-of-topic tests periodically to ensure that knowledge is consolidated.

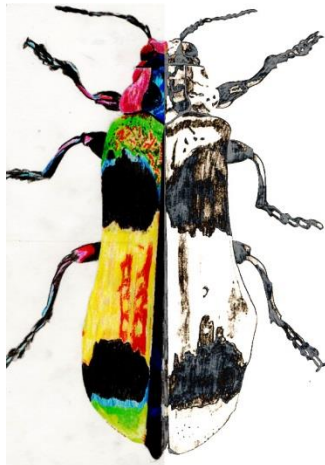
Reporting to Parents

Parents will be invited into school for an informal evening mid-way through the first term in Year 7 to meet Form Tutors; the Head of Year will also be available. The more formal parents' evening where appointments can be made with subject teachers will be held later in the school year – please see the school website for dates. Monitoring grades will be sent home three times a year and an action report is sent to parents during the year.

Learning Feedback and Reflection

As part of our focus on active learning, feedback and reflection, all pupils are required to have a purple pen and a mini-whiteboard pen as part of their normal stationery equipment; we will supply all pupils with the first one of these. They may use any brand of pen.

Course Outline



Brief Overview

The art department provides pupils with extensive art facilities, interesting topics and a relaxed, yet well-structured and disciplined, area in which they can achieve their full potential. The familiarisation of methods and materials in all aspects of this subject is most important at this stage, in order to give pupils a visual language and the confidence to develop their imaginative, practical and personal response to the world.

The main objective in Year 7 is for each pupil to achieve some personal success in this subject area in a relatively short period of time. Pupils will have an introduction to design and realisation through the study of a given topic and will embark on a programme to include formal development of their skills which will include learning about space, form, shape, pattern, composition, line, tone and colour. Pupils will also develop their direct observational drawing skills, their painting techniques and either printmaking and/or 3D techniques will be experienced.

Contextual study is required to complement practical work and takes the form of research for a set brief, or the continuation of preliminary studies, and should be presented neatly and creatively. The use of a computer is encouraged.

How Parents Can Help

Parents can assist by supporting the development of observational drawing skills, by encouraging artistic research, by visiting galleries, allowing attendance at after school art club, by buying books in relation to specific artists or the development of basic techniques and by offering access to a camera or camera-phone, a computer and a colour printer (if possible).

Equipment

All materials are provided for the lessons but we request that pupils always have the basics of a pen, a couple of marked HB pencils, coloured pencils, a sharpener, an eraser and a 30cm ruler.

Most students are already consumers of digital technology, but we aim to move students forwards towards becoming designers and creators of computer programs and interactive digital media. We hope our computing curriculum will draw upon the students' natural creativity and imagination.

One of the students' main activities will be learning computer programming. All students will start programming in Scratch, a visual programming language and many students will already have gained experience of this in primary school. This is used as a platform for solving increasingly complex problems. Students will also gain experience in using a range of text based languages and physical computing using a Raspberry Pi. Students work both collaboratively and individually to solve problems and generate new ideas.

Many of the skills they will learn in computing lessons will also help them in other subject areas. Students will learn how to break problems down into sets of smaller problems, and think about the solutions as a series of steps so that, in addition to programming, the students will also develop computational thinking skills.

We also teach students how to develop web pages in HTML, CSS and JavaScript and how to use general application packages such as databases and spreadsheets to store data and create computer models. And we ensure that our learners understand the safe, legal and responsible use of digital technology.

Moodle

Most of our teaching resources are available to students via our virtual learning environment, Moodle, and we also use Moodle as a place where students can store their files, work collaboratively with other students and receive feedback from their teachers.

Homework



Students will receive three computing lessons per fortnight and they will usually be set homework once per fortnight. Homework tasks will involve the students completing exercises and researching the use and development of computing systems. Some learning tasks will require the use of a computer and Internet access and these facilities are provided for students before school, at lunchtime and after school. It is also possible for students to access their school account remotely from their home computers.

Course Outline



In each year of KS3 pupils study one module of food, one module of product design and one module of textiles. This is done by rotating teaching sets into specialist rooms approximately every 11 weeks during the year. The teaching modules are designed to develop knowledge, design skills and making skills year on year until the end of KS3 at the end of year 9.

In order to undertake the work, your child will need the following equipment:

- Food apron
- A calculator

Basic drawing equipment, including:

- a ruler
- drawing pencil and drawing pens (biro's will do)
- a pencil sharpener
- eraser
- fine black outlining pens
- colouring pencils
- pencil case



Course Content

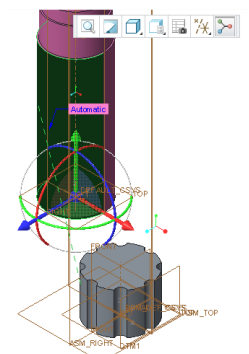
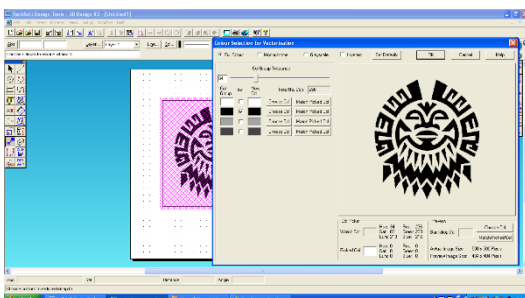
Product Design

Throughout KS3 pupils are challenged to solve real life design problems by designing and making realistic solutions which they can create in imaginative ways. Within the work pupils will design to a variety of contexts, considering their own and others' needs, wants and values. Their design and making outcomes will consider health and the environment. They will acquire a broad range of subject knowledge and draw upon disciplines such as mathematics, science, engineering, computing and art. The wide range of topic areas will provide opportunities for varied approaches to their making and provide them with experiences of different making processes including CAD and CAM.

Product Design in year 7:

In project 1, pupils will be tasked to research, design and make a recycled passive speaker for mobile phones with an aim to encourage sustainability and responsible design. They will develop their modelling, CAD and graphic skills with a focus on laser cutting and functionality.

In project 2, pupils will develop their 3D computer modelling skills by using CREO PARAMETRIC 3. This program is a complete professional engineering modelling program. Pupils will quickly learn the basic steps beyond which they will enjoy the unlimited world of 3D computer modelling.



Food Preparation & Nutrition

In year 7 pupils are taught about making healthy food choices, dietary initiatives like the 'Eat Well Guide', and '5 a day' and the consequences to health of making bad food choices. Pupils also learn about seasonality, food miles and the function of ingredients. As investigative work and product analysis ingredients are provided by the department for the pupils to taste a small donation is requested at the start of the module.

Pupils are taught how to work in a safe and hygienic manner in the practical environment using basic equipment and the different parts of the cooker. Practical work focuses on the use of fruits and vegetables. Pupils learn how to make vegetable soup, pizza snack, fruit salad, fruit crumble and a fruity breakfast bar. Pupils are required to bring Ingredients from home and are told approximately a week in advance. For each practical lesson pupils are also required to bring an apron and a container to take their food product home in. It would be very helpful if ingredients could be weighed out at home, the evening before the lesson. Having one hour lessons, time is very precious and pupils can end up losing about 15 minutes if they need to weigh out their ingredients. Please encourage your child to do this independently as it is also part of the learning process.

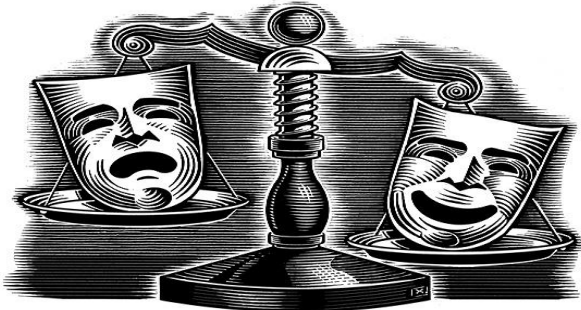
Textiles

The aim of Textiles in Year 7 is to equip students with skills and knowledge relevant to the textiles they see and use every day and to the wider textiles industry. Consequently, pupils learn about specific fabrics, their sources, their uses and their properties. Pupils begin to learn about the design process and the issues that designers consider before creating a product. We also aim to teach pupils the basic practical skills of how to use a sewing machine, how to hand stitch and how to applique, leading towards the pupils completing a hand sewn item and a machine sewn item. We begin our lessons in Textiles by learning key health and safety skills in the use of the Textiles room and the safe use of the equipment in the room. We have a range of materials in school for the students to use at a small cost. These materials are purchased at wholesale prices and this saving is passed onto parents. It is a fantastic opportunity for the students to be creative, have fun and learn an important life skill they can take with them.



Overview:

Drama is a discrete subject at BRGS in tune with the rising importance for pupils to be furnished with strong communication skills, compassionate understanding and some creative ability. In **Year 7**, all pupils have approximately one drama lesson a week where we aim to endow pupils with a range of communication, teamwork and performance skills.



“The most valuable asset a nation has is the creativity of its children.”

Alan Plater (playwright)

At BRGS, drama is considered an art form, a practical activity and an intellectual discipline. Our drama education, which begins naturally with learning through dramatic play, will eventually include many elements of theatre and language. Like other arts, it involves imagination, intellect and emotion and helps us to make sense of the world. It does this through the creation of imagined characters and situations, and the relationships and events that they encounter. Through engagement in drama at BRGS, pupils apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. In addition, Drama should develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts.

How Parents Can Help:

Seeing live theatre or public events! There are frequent opportunities for all pupils at BRGS to attend theatre trips from the seasonal pantomime to Shakespeare at the Royal Exchange and even the occasional hit musical. It is not essential to book a succession of theatre for your child in the extremely expensive, west end of London; however, accessing local theatre including school shows or church events etc. is all extremely useful for drama.

Equipment: Whilst we are trying to rapidly increase our props and costume cupboard, occasionally pupils prefer to bring items from home to aid their characterisation or dramatic piece. This is not compulsory and parents should not send their child to school with anything valuable (sentimental or monetary), dangerous or breakable as we cannot guarantee a safe return.

Additional: Drama is a popular subject at BRGS and is highly beneficial for all personalities from very extroverted to the painfully shy. Year 7 drama is invaluable in developing intrinsic creativity and nurturing effective communication.

Overview

The Year 7 English programme is designed to introduce students to the challenge and rigour they will experience in their study of English at BRGS whilst ensuring a smooth transition from KS2. The year begins with a study of 'Myths, Legends and Fairy Tales', a course that equips students with an understanding of the importance of genre and time period with a particular focus on creative writing skills, building on their creative work from primary school.



Then, students go on to develop their analytical skills through the study of a novel in 'Literature and Identity', engaging with the concept of identity at the heart of a chosen class text and developing their understanding of literary craft.

Following this unit, students continue in their exploration of themes and concepts in 'Establishing a Voice'. This is a module that centres on the construction of narrative voice, particularly those considered an 'outsider', using a range of political poetry as a creative springboard.

Having honed their skills of both reading and writing, students go on to explore the increasingly popular dystopian genre, developing their understanding of literary tropes and themes in preparation for their end of year assessment. Students study extracts from a selection of dystopian texts, employing and perfecting skills of interpretation and analysis and also creating their own dystopian worlds in their writing.

Lastly, students develop their ability to deconstruct the English Language in a non-fiction unit which explores the functions and purposes of language in the media, helping them to process and access the rapidly changing world around them.

Throughout the year, emphasis will be placed on students' technical accuracy, with a focus on vocabulary, spelling, punctuation, grammar, and academic expression.

How Parents Can Help

The most effective and fulfilling way for students to improve their control and understanding of English is to read avidly. Please encourage your child to read widely for both information and pleasure (particularly topical journalism and canonical literature) in order to develop personally and academically.

Equipment

Whilst there is no requirement to purchase equipment for the course (any texts studied will be provided by the department) it can be helpful for students to have access to a thesaurus, dictionary, and grammar reference handbook. Oxford and CGP publications are popular choices.

Independent Learning

Students will be given an 'Independent Learning Booklet' for every topic. These include a wide range of tasks of which students have a choice in completing. They need to collect 'pencils' throughout the unit and their teacher will take these booklets in to check students' work.

Course Outline

The aim of the Geography course in Years 7 to 9 is for our students to become increasingly aware of the importance of understanding the world around them and their place within it. The Year 7 students are taught basic map, atlas and fieldwork skills whilst learning about the local area and how it differs from other parts of the United Kingdom. Further work will focus on the physical processes, which have shaped the landscape, using the Lake District to illustrate the impact of glaciation in the UK. Students will also be introduced to human and environmental concerns by discussing issues causing conflict in our National Parks. Towards the end of the year we will investigate the weather and climate of the UK.



All necessary books are supplied by the department but coloured pencils, glue and scissors would be helpful in lessons to complete tasks and keep exercise books neat and tidy. Some parents have been interested in purchasing atlases to assist their children with homework tasks. This is not necessary but if you consider it helpful, we generally use the Collins Students' Atlas.

The main aim in Geography lessons in year 7 is to inspire students to be observant of the world around them and to begin to ask questions. Our ambition is to develop within pupils a thirst for knowledge and understanding that will engage them in lessons and will remain with them outside the classroom.

Parents can get involved by encouraging the children to describe their surroundings; discuss topical issues; watch the news; read newspapers and turn off their electrical device to look out of the window!

HISTORY

Overview

History is the memory of mankind. It gives us a foundation and context from which we proceed with our lives in the present. It gives us a sense of our identity, community and culture and puts us in a framework from which we can relate to the rest of the world. Our pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, they will develop a chronological framework for their knowledge of significant events and people. What they learn can influence their decisions about personal choices, attitudes and values. Pupils begin their work with an introduction to the study of history and will then consider:

1. "Historians are dangerous people. They ask questions" What is History all about at BRGS?
2. Pyramids and Pharaohs. Could you walk like an Egyptian?
3. Groovy Greeks. Could you survive the Olympics?
4. The Rotten Romans. How and why did the Roman Empire grow?
5. Endless marching for 25 years? What was life like in the Roman Army?
6. The greatest city on Earth! Were the Romans savage or civilised?
7. What have the Romans done for us?
8. How did the Normans conquer England?
9. How did Medieval Monarchs keep control?
10. How measly was life in the Middle Ages?



We use a variety of resources, including textbooks, DVDs, PowerPoint, the LRC, and the internet, and we aim to make lessons as interactive as possible.

How Parents Can Help

- Share family history with your child, particularly your own memories of the people and places of your childhood.
- Read with your child about people and events that have made a difference in the world and discuss the readings together.
- Help your child know that the people who make history are real people, just like them, and that they have ideas and dreams, work hard, and experience failure and success.
- Watch TV programmes about important historical events (even Horrible Histories!) with your family and encourage discussion about the programme as you watch.
- Visit museums, art galleries, castles and other places that could provide a physical link to the past.

Recommended Reading:

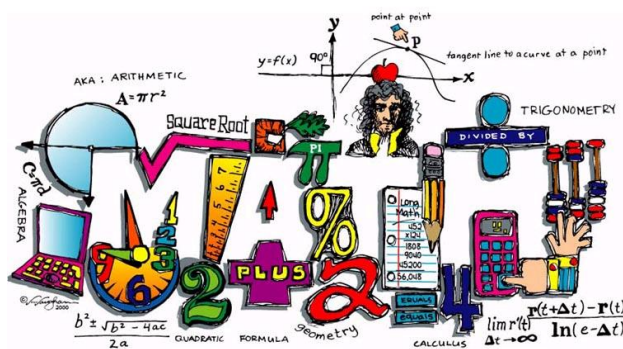
- The Time Traveller's Guide to Roman London
- Horrible Histories: The Rotten Romans
- The Time Traveller's Guide to Medieval London
- Horrible Histories: Measly Middle Ages
- The Time Traveller's Guide to Tudor London

Recommended websites:

- <https://www.natgeokids.com/uk/category/discover/history/>
- <https://www.bbc.com/bitesize/subjects/zk26n39>
- <http://www.historyforkids.net/>
- <https://www.ducksters.com/history/>

Course outline

The course will follow the National Key Stage 3 strategy for mathematics. There will be some consolidation of work covered at KS2 but the majority of skills will be built upon the knowledge gained within KS2. Throughout the year pupils will have the chance to develop problem solving skills using the core mathematics they are learning. Students will follow a mastery curriculum which gives them more time to study each topic within mathematics to establish their skillset within that topic before moving onto the next topic. Topics will include mastering the skills within areas of number and algebra, as well as others, which will then support them later in KS3 and 4. Students will be expected to be continually practicing their skills and knowledge over the course of the year.



Equipment needed

Students will be expected to carry with them the following items:

Pen (blue or black), pencil, sharpener, eraser, ruler (15cm or 30cm), scientific calculator (we recommend Casio ones such as Casiofx-83GT Plus, but any will do provided they are scientific). Student will also be expected to have a compass and protractor as well.

How you can help your child in mathematics.

Although people say “I can’t help my son/daughter as I wasn’t confident in mathematics when I was younger” this is not the case. In year 7 just taking an interest in what your child is doing can be of enormous benefit. Please check regularly that they are engaged in their homework and encourage them to take pride in their work. Neatness and clarity, as well as mathematical rigour, are important, but so is supporting your child in thinking how can I work through to a solution? Often they will not know how to do a question and just stop before having a go, usually with the phrase “I can’t do it”. Gentle encouragement to get them to reflect on what it is that they feel they can’t do and guiding them to think about how they might find the information to support them in doing the work. Outside of school time there are plenty of areas to get help and support such as friends, parents but also the internet has a wealth of resources to support mathematics from Khan Academy to MyMaths and well as hundreds of hours of lessons on YouTube on every topic all the way through to A-level Mathematics.



Brief Overview

At BRGS, every student takes a Modern Language through to GCSE level as an integral part of our rich and diverse curriculum. In Year 7, we will build on the language skills developed in Key Stage 2 and students' ability to both speak and to write in the target language will develop at a faster pace with considerably more depth. They will love the active learning and the added level of challenge! All our students will start with German and French or Spanish and continue with both languages through to the end of Year 8. At this point, they will be able to decide which language they would like to take through to GCSE or whether they would like to continue with both. We encourage stronger linguists to keep **both** their German and their French or Spanish going not only to boost their intellectual challenge and enjoyment but also give their later university applications that little extra something which makes them stand out from the crowd.



The course itself

The course is based on typical topics such as Personal Information, Family, Where we live, Daily Routine and Holidays but we do try to maintain a healthy balance between effective communication skills and the necessary grammatical understanding in order to speak and write accurately and in some depth.



Trips

We run an annual exchange with our partner school in Bad Homburg near Frankfurt where our youngsters stay with German families for a week, experience life in a German school and take trips around the Frankfurt area. This is not only a very enjoyable trip socially and culturally but is a massive help in developing both receptive and productive language skills. We advertise the trip early in the Autumn term for the following year – please do keep an eye out for the letter and get your application in early!

Equipment

Traditionally, we have advised students to have a pocket dictionary to enable them to access vocabulary independently but increasingly, students will also need access to a smartphone as we make use of internet learning platforms such as Kahoot and Quizlet both for independent and for interactive learning.

How parents can help

Even if parents' own language skills are a little rusty, we very much appreciate it when they keep a quiet eye on the careful and consistent completion of homework and we are especially grateful when they assist their child in the learning of vocabulary. Even if you are a non-linguist, it can be quite fun!

MUSIC

Overview

In year 7 students receive 3 music lessons per fortnight (one with a music technology focus and two practical/music theory lessons).

The curriculum in year 7 covers:

- The basics of traditional and non-traditional musical notations.
- An introduction to performance skills using voices, keyboards and ukuleles.
- An introduction to listening and appraising skills using correct musical terminology.
- The basics of music technology including sequencing, use of samples and basic editing techniques using industry standard software include Cubase.

How Parents Can Help

Parents can support students by encouraging them to engage in as much musical activity as possible. Students who take peripatetic instrumental lessons should be encouraged to practise 'little and often', as appropriate to the level they are working. All students should be encouraged to enjoy live music making as much as possible (either as a participant or audience member).

Equipment

Pupils should bring a pencil case and their planner to every lesson.

Additional

Peripatetic Instrumental Lessons

The music department has an experienced team of specialist instrumental teachers who provide lessons (on any instrument) at an extremely competitive rate. Guitar, piano, voice and drum lessons are particularly popular so you will need to sign up early to ensure a place on the carousel timetables.

Extracurricular Ensembles

BRGS prides itself on the comprehensive and varied range of extracurricular opportunities provided by the music department. There is truly something for everyone. Currently we run the following exciting musical groups : **Concert Band, Brass Band, Woodwind Group, String Group, Chamber Choir, Musical Theatre Choir, Senior and Junior Guitar Groups and Jazz Band.**

Course Outline

The course covers vital issues to help young people settle into secondary school, learn to study, manage relationships and understand their developing bodies and minds.



In the Autumn term the focus is personal and social education and understanding their role in the BRGS community and being safe in the wider community. In the Spring term we focus on health and fitness and aspects of puberty and the importance of personal finance. In the Summer term the emphasis is on First Aid and careers education .

Skills' development is an important part of PSHCE. The key skills approach is taken in the department, with an emphasis on developing communication and problem solving skills and the

ability to work with others.

Homework is occasionally set to develop the skills acquired during lessons.

Students will also engage in self assessment in PSHCE. For the next five years they will have the opportunity to learn skills in preparation for life, and identify issues which are relevant and important to them as young people growing up in an exciting world

PHYSICAL EDUCATION

Overview

Students will embed the physical development and skills learned at Key Stage 2. They will become more competent and confident in their own ability whilst gaining the knowledge to analyse and evaluate the performance of themselves and others. They should develop an understanding of the long term health benefits of physical activity.

Activities included in year 7 are football, netball, hockey, gymnastics, dance, badminton, basketball, trampolining, athletics, rounders and cricket.



How can parents help?

Parents can assist pupils by ensuring they have the correct PE kit and students are appropriately dressed for the weather conditions. (Please see kit list).



Equipment

Gum shields and shin pads are advised for contact activities such as hockey and football. Outdoor lessons are on astro turf. Students in football teams will require football boots.



Additional Information

Extra-curricular sport is popular at BRGS and students in year 7 will have opportunities to take part in football, netball, table tennis, orienteering, badminton, basketball, indoor and outdoor athletics, rounders and cricket.



Course Outline



Religious Studies at BRGS follows the Lancashire Agreed syllabus which is operative in a number of our partner primaries. Thus work embarked upon by a Year 7 pupil builds naturally upon work already carried out in his/her primary school. It is believed that Religious Studies has a key role in helping pupils to develop a respect for religious beliefs and an appreciation of other people's religions and ways of life.

Religious Studies is a multi-faith course, but with the majority of the time spent in any one year studying Christianity; the other religions studied in Year 7 include Islam, Buddhism and Hinduism. Religion will be introduced as a living experience and pupils are encouraged to explore it through beliefs, values, practices and those questions, sometimes termed “ultimate questions”, which arise at the heart of general human experience and engage people throughout the world at the deepest level. Religious and non-religious responses to those questions will be discussed.



The theme of Year 7 is **Community** and pupils will consider what this term means to each faith group. Year 7 is a vital year for us since it is during this time that staff within the department try to lay the foundations upon which the rest of their Religious Studies programme is based. To this end the department aims to help pupils to explore the question “What does it mean to be human?”

Pupils will encounter a variety of teaching methods ranging from individual to active group work. They will be encouraged to question, explore, examine, evaluate and develop their powers of reasoning. This will be conducted in an open, critical, but sympathetic manner. As all faiths, humanism and atheism are examined, parents are encouraged to help students approach the subject with an open and enquiring mind.

Overview

The programme of study at key stage 3 has been designed to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The course is designed to encourage our pupils to develop an interest in Science, an enquiring mind and the investigative skills necessary to appreciate the role of science in the world.

Students will study topics from all 3 sciences in year 7 including: an introduction to science and working scientifically, cells, body systems, ecological relationships, forces, sound, the solar system, light, simple chemical reactions, acids and alkalis.

How Parents Can Help

In addition to monitoring homeworks, parents can help their child by encouraging him/her to watch informative television programmes.

The reading of magazines, newspapers, websites and science-based books as well as visits to museums can all provide added stimuli to promote and develop an enquiring mind.

Equipment

In addition to their usual stationery students should be equipped with a calculator, ruler, protractor and pair of compasses.