



Ambition • Service • Kindness

OUTLINE OF COURSES YEAR 7

2021-2022

Dear Year 7 Parents and Carers

This booklet contains information outlining the courses that your son or daughter will follow over the next academic year. The subjects offer a rich and varied curriculum that will help students develop the necessary academic and technical skills they need in preparation for Key Stage 4 and the GCSE courses that they will ultimately follow.

When I look at the opportunities available for youngsters in our modern educational system, I am truly envious, and can't help feeling a little jealous when I compare it to schooling in the last century! From laser cutting in Design and Technology, to performing in our wonderful drama studio there really is something for everyone. I am always amazed by the creativity in art and food technology, the linguistic development of language students, the range of fabulous science experiments, the many opportunities for participation in musical performances and during PE lessons, and the friendly competitiveness of sports fixtures.

The humanities subjects are always very popular choices when students decide their options in Year 9. We have a fabulous ICT suite and students can try their hand at programming in computer science. Life studies enables students to develop their understanding of the complex world around them, and finally, the core subjects of Maths and English cover much of the ground work required to embed the necessary skills to achieve success at GCSE. With Shakespeare, algebra and probability as some of the topics to inspire and enthuse it will be an exciting first year, and clearly students will never have a dull moment when there is so much on offer!

Of course, there will be times when some of the content may be challenging, but then life is full of challenges, and with perseverance and the dedicated support of staff, students will be surprised and proud of what they can achieve over time. In terms of support, that is never more effective than when everyone is working towards a common goal. I apologise for using football analogies right from the beginning, but team work and organisation are always key ingredients to winning big matches. As with football, regular practice, meticulous preparation and patience ultimately produces winning results. I cannot emphasise enough how important the ground work will be over the next few years in terms of preparing the foundations for success at GCSE.

The academic curriculum on offer at Beaminster School is truly amazing, but, outside of lessons, there is a whole other side to school life and opportunity. Lunchtime clubs range from Lego to Badminton, there are a range of exciting trips, both abroad and to other parts of the UK, there are competitions, within school and against other schools, Stop the Clock days and non-uniform days, as well as regular charity fundraising events. I strongly encourage all students to participate in as many of the extra-curricular activities as they can in order to fully maximise their time at school, make new friends and discover and learn new skills.

I would also urge students to share any queries or concerns with us as soon as possible so we can resolve things nice and quickly, and if anyone has a suggestion or an idea for a new club or activity that we might be able to run then do let us know, we will always try to accommodate it if we can, and we always welcome new helpers!

Above all, we would encourage all students to make the absolute most of every moment at Beaminster School, there is a lot on offer, and you won't believe how quickly time will fly by!

Should you have any other questions then please do not hesitate to get in touch with your child's Tutor in the first instance.

We look forward to welcoming all our new students to Beaminster.

Kind Regards

Mrs Walton
Head of Year 7

Art

Topic 1 Pattern and Print

The aim is for students to develop their observation skills through sketchbook work, looking at natural forms. A study of the artist Hundertwasser enables students to relate their observations to the creation of patterns and designs, to integrate colour and marks, and explore aesthetics.

Work is developed using pencil, coloured crayons, pastels and paint. A final painted piece is created by looking at natural forms inspired by Hundertwasser, and a further final piece in the form of a monoprint design, inspired by patterns in nature with a Hundertwasser style painted border.

Topic 2 Self

The aim is to reinforce the idea that art can be *taught* and that everyone can *learn, improve their skills and gain confidence*. We establish practical "rules" for constructing the proportions of the human head and apply this to life drawing and painting.

Students develop an understanding of how the use of tone can give the head structure and form, with both pencil and paint. They also develop observational skills to create the individual features of the face. An understanding of mixing paint to produce skin tones is taught and applied to the final self- portrait.

The work of Picasso and Van Gogh is introduced to enable pupils to produce expressive elements to their portraits in media such as charcoal, chalk and paint.

Topic 3 Painting in Nature

The aim is to develop the observational skills of the students by studying the work of Constable. Applying some of his techniques to studies of trees and skies using watercolour. Weather permitting to go outside and complete a 'cloud diary', practising the brush skills and painting techniques to capture the movement and different shapes of clouds in the sky.

Design and Technology

Groups move around the department in a rotation.

Students gain knowledge and understanding and develop their designing and making skills in the following areas.

Resistant Materials - possible projects

Workshop health and safety

Mechanisms: Levers using timbers and boards

Simple circuits and smart materials

CADCAM using Polymers

Students will be making:

A wooden mechanical toy based on levers

AAA battery tester

Acrylic jewellery or earphone wraps.

Food - possible projects

- Hygiene and Safety
- Making healthy choices
- Seasonality
- Food Science
- Heat Transfer
- Students will be making a range of practical dishes such as wedges, crumble, pasta, ragu, pasta salad, chicken goujons and Dutch apple cake.

Textiles - possible projects

Work is project based and covers the following areas:

- Introduction to the sewing machine
- Health and safety
- Synthetic and natural fibres
- Fabric construction
- Fabric embellishment techniques
- CAD/CAM

Systems and Control – possible projects

- Mini light
A design and make assignment using a light emitting diode
CAD drawings and using a laser cutter

Computer Science

Basic ICT skills are taught including eSafety, word processing, spreadsheets, email, file management and the use of online learning tools.

Computer Science is taught using block-based IDEs. Pupils code short programmes that meet set learning requirements. Students study and apply basic programming concepts such as the use of variables, and the basic programming constructs: sequence, selection and iteration. Pupils code a long-term Maze Game project which applies all their key CS learning for year 7."

Drama

Students will have one Drama lesson a week and will work on their own, in pairs, in small groups and as a whole class. We have lots of fun playing games and devising, performing and studying plays. Students will develop the following skills:

- Self-discipline
- Trust
- Team work
- Resilience
- Confidence
- Creativity

Each term one practical performance assessment will be completed.

Term 1

Introduction to Drama Students will begin to learn how to tell a story on stage and some of the basic conventions of drama including mime, narration and split-staging.

Term 2

Pantomime Students will develop knowledge and understanding of the conventions of pantomime as well as an ability to apply those skills. Oh yes they will!

Term 3

Minimalism Students will work in groups to develop a short play about a student who goes missing...This is when they begin to develop realistic acting skills.

Term 4

Improvisation Students will develop their spontaneous performance skills and the ability to create performance from a stimulus.

Terms 5 and 6

Ancient Greek Theatre Students will learn about theatre in Ancient Greece and how we still apply lots of the techniques in the theatre today.

English

Our English lessons are challenging and engaging. We explore a wide range of texts and complete a variety of creative writing tasks.

Students are assessed using criteria 'ladders' which clearly outline the reading and writing skills required in order to reach each GCSE grade 1 – 9.

	Autumn 1	Autumn 2
Topic	'The Boy in the Striped Pyjamas' by John Boyne	
Assessment	Descriptive writing (writing ladder)	Reading comprehension (PEEZL ladder)
	Spring 1	Spring 2
Topic	Cultural poetry	Campaign on a topic of your choice
Assessment	Reading + comparing (PEEZL ladder)	Spoken language presentation (+ skills from writing ladder)
	Summer 1 + 2	
Topic	Shakespeare: using 'Macbeth' to explore the context in which it was written.	GCSE Reading skills
Assessment	No formal assessment (+ skills from PEEZL ladder)	Paper 2 exam (+ PEEZL ladder)

Homework

- All pupils are expected to read 20 minutes a day.
- Additional homework tasks are set throughout each half term.

French

The units of work studied in Year 7 are taught through the four skill areas **Listening, Speaking, Reading and Writing** and cover the following topics.

Autumn Term

La Rentrée

- Talking about brothers, sisters and age
 - Describing a classroom
 - Talking about likes and dislikes
 - Describing yourself and others
 - Saying what you do
 - Creating a video about yourself
- Grammar:** verbs avoir, aimer, -er verbs and infinitives

En Classe

- Saying what you think about school subjects and why
- Talking about what you wear to school

Spring Term

En Classe (continued)

- Talking about your school day
 - Learning about a typical French school
- Grammar:** using adjectives, using new -er verbs

Mon Temps Libre

- Talking about which sports you play
 - Talking about activities you do
 - Discovering sports in French speaking countries
 - Talking about what you like doing
 - Describing what other people do
 - Forming and answering questions
- Grammar:** verb faire, using aimer + infinitive

Summer Term

Ma Vie de famille

- Describing your family
 - Describing where you live
 - Talking about breakfast
 - Learning about Bastille day
- Grammar:** possessive adjectives my and your, nous form of er verbs, partitive article du/ de la/ des

End of year assessment

Geography

A Question of Scale and Perspective

- How do we view the world?
- How have settlements changed?
- Map skills

Adventure Landscapes

- Cheddar Gorge (to include a visit)
- The Alps
- Coral reefs

Africa

- The Physical features of Africa
- The Human features of Africa
- What resources are there?
- What are the issues?
- What next for Africa?

Tribe

- What is a tribe?
- What do we need and what do we want?
- How are the lives of tribes similar to and different from ours?
- Independent project on a tribe

Rivers

- The water cycle
- The drainage basin hydrological cycle
- What do rivers do?
- Why do rivers flood?
- What happens when they do?

Students are taught in mixed ability classes.

There are four assessments across the year – these include tests and activities to measure a student's understanding of a topic. They will receive feedback on each assessment.

Homework will be set regularly. It will include some extended project tasks, research tasks, preparation for lessons and questions.

History

Year 7 is based on developing students' understanding of the key concepts of chronology, cultural differences, the varying pace of change, why things happen, the relative importance of events, and interpreting the past.

This is done in parallel with building their skills of enquiry, of using evidence, and of communication. These concepts and skills are developed in conjunction with a broad range of historical knowledge. Students will learn about:

HOW TO STUDY HISTORY

- ◇ Using evidence
- ◇ A local murder mystery

MEDIEVAL BRITAIN c1066 – 1500

Themes: Movement and Settlement

- ◇ Who are the British?
- ◇ How did England change from the Iron Age to the Saxons?
- ◇ The Norman Conquest, Feudalism, Domesday Book, Castles

Themes: Power

- ◇ Struggles between Church and the Crown
- ◇ The Magna Carta and King John

Themes: Ordinary Life

- ◇ Change and Continuity in the Middle Ages
- ◇ Medieval Baghdad
- ◇ The Peasants' Revolt
- ◇ The Black Death – impact and consequence

Themes: Ideas and Beliefs

- ◇ The Crusades
- ◇ Religious Changes under the Tudors

Themes: Power

- ◇ The Tudors

Homework is aimed to build and enrich this curriculum. Most will be based on topics that are covered, but there will be opportunities to learn beyond this. Tasks will be half termly projects that allow students to build on their creative sides.

Life Studies (PSHE)

Key Stage 3

Course Content

- Students in Years 7, 8 and 9 follow a broad and balanced course designed to improve their knowledge and understanding of a range of personal, social, health and citizenship issues.
- Lesson topics come from six broad fields of study: Learning Skills, Self Awareness, Citizenship, Economic and Industrial Understanding, Health Education and Environmental Education.
- Much of the Government's five 'Every Child Matters' outcomes are covered in the work students undertake in their fortnightly lessons. These include: Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution and Achieving Economic Wellbeing.

Aims and Objectives

- By the end of KS3 most students will be able to demonstrate an understanding of key Citizenship concepts such as: *rights and responsibilities, democracy, Government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development, the role of the media and the values of honesty, tolerance, respect and concern for others.*
- Life Studies lessons aim to promote positive emotional health and wellbeing to help pupils understand and express their feelings, and build their confidence and emotional resilience, and therefore their capacity to learn.
- They also encourage students to develop their skills of enquiry and communication, and provide them with the opportunity to participate in school and community projects – taking a proactive approach to the topics we discuss.

Elements of Citizenship and PSHE are also covered and reinforced in other subjects across the school curriculum.

Mathematics

To maximise progress, pupils are taught in groups which suit their ability. All pupils cover the same topic areas but at a pace and depth appropriate to their current mastery of the material. Problem-solving skills and the application of mathematics to real-world problems are an integral part of the mathematics curriculum. Extension work is focused on increasing the depth of understanding of topics rather than increasing the rate at which topics are covered.

Working Mathematically

- ✧ Develop fluency using mathematical language, diagrams, symbols and notation
- ✧ Reason mathematically: exploring and extending understanding
- ✧ Develop the ability to solve problems mathematically

Number

- ✧ Mental and written calculations
- ✧ Rounding, estimation and accuracy
- ✧ Links between fractions, decimals, percentages
- ✧ Negative numbers
- ✧ Factors, multiples, primes and factorisation
- ✧ Integers, powers and roots

Algebra

- ✧ Expressions: simplifying and substitution
- ✧ Formulae and equations
- ✧ Number sequences
- ✧ Co-ordinates and graphs

Ratio, Proportions and Rates of Change

- ✧ Converting between related units
- ✧ Understand compound units
- ✧ Use ratio and proportion

Geometry and Measures (2 and 3 dimensional shapes)

- ✧ Properties of shapes and geometrical reasoning
- ✧ Angle notation and relationships
- ✧ Perimeter, area and volume
- ✧ Accurate drawings using a ruler and protractor
- ✧ Transformations

Probability

- ✧ Use the language of probability
- ✧ Understand theoretical probability
- ✧ Record and analyse outcomes of experiments

Statistics (the handling data cycle)

- ✧ Use suitable charts and graphs to display data
- ✧ Use averages (mean, mode, median) and range
- ✧ Compare groups using an average and range

Music

Year 7 is an important year and provides students with the basic skills and knowledge needed for the rest of their music studies.

The Elements *A revision of the main elements of Music. Pitch, Dynamics, Texture, Tempo and Beat.*

Main Activities

- Pupils will learn the basic elements through games and activities
- Pupils perform on voice, keyboard and percussion
- Pupils will use the elements of music to compose music for a particular purpose

Singing *Pupils improve their vocal skills and repertoire of pieces for the voice.*

Main Activities

- Pupils will sing traditional and popular songs in up to two different vocal layers
- Pupils learn to use their voice as a musical tool
- Pupils develop their vocal confidence and accuracy

Notation *Pupils get to grips with the basics of graphic and staff notation*

Main Activities

- Pupils learn the notes of both the treble and bass clefs
- Pupils also learn the main signs and symbols used in graphic and staff notation
- Pupils are introduced to the keyboard and perform a simple melody
- Pupils use their knowledge of staff notation to compose a simple melody, adding chords where capability allows

Listening *Pupils discover about the development of popular music through the study of a historical figure.*

Main Activities

- Pupils research a famous star from the history of popular music
- They study a piece of music through their voice and keyboard performances

Physical Education

Key Stage 3

Pupils will be able to build on and embed the physical development and skills learned in Key Stages 1 and 2, 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. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)
- develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Key Stage 4

Pupils will be able to tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)
- develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics), or other physical activities (for example, dance)
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Science

The teaching of science at Beaminster is about both scientific skills and factual knowledge. Many students will have a good background in science content and some will have studied the scientific method. Year 7 is about introducing new ideas and, importantly, developing safe practical skills in a laboratory. All students will study topics from the three scientific disciplines: biology, chemistry and physics. We aim to ensure that all students, regardless of ability, have access to a broad, balanced, scientific curriculum enriched by laboratory experiments, allowing them to learn and practise new expertise. The department is well supported by two full-time, qualified technicians.

Students begin the year with an **introductory module** of work, familiarising them with the laboratory, safety, apparatus and working scientifically.

The following topics will then be studied, each class working through them in a different order to manage the practical apparatus available. Each module of work is made up of two topics.

Biology

- ✧ Cells, tissues, organs and systems
- ✧ Sexual reproduction in animals
- ✧ Muscles and bones
- ✧ Ecosystems

Chemistry

- ✧ Mixtures and separation
- ✧ Acids and alkalis
- ✧ The particle model
- ✧ Atoms, elements and molecules

Physics

- ✧ Energy
- ✧ Current electricity
- ✧ Forces
- ✧ Sound

Assessments

Students are tested approximately once each half term. Test scores are shared with students and recorded centrally to assist with setting decisions for years 8 & 9.

Homework

Homework is set approximately three times per module. It will vary in difficulty, according to the group, and should take between 20 and 30 minutes per task.