

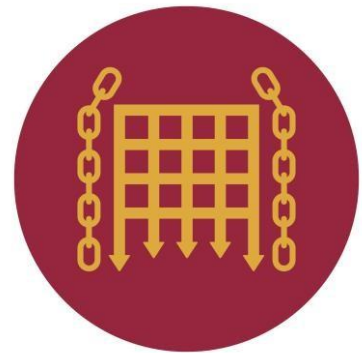
Year 7

Key Stage 3

Programme of Study

2025/2026

Parents' Guide



CARE
ASPIRE
INCLUDE

The
Romsey
School

Index – Year 7 Programme of Study

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Assessment without levels

What is our rationale?

To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.

How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:



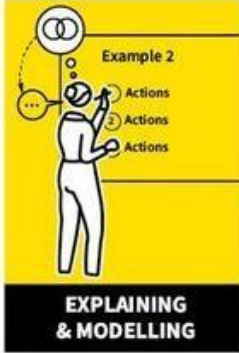


Descriptor, in relation to age related expectations	What this means for your child's attainment in that subject area	Current attainment suggests the pupil is on track to achieve new GCSE grades...
Working well above	Your child's attainment is at least a year and a half above national age related expectations in this subject	Grades 7, 8, 9
Working above	Your child's attainment is approximately a year above national age related expectations in this subject	Grade 6
Working at	Your child's attainment is in line with national age related expectations for this subject	Grades 4, 5
Working towards	Your child's attainment is approximately half a year below what children are expected to attain in this subject	Grades 2, 3
Beginning to work towards	Your child's attainment is at least a year below what children are expected to attain in this subject	Grade 1

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

The Romsey School Curriculum Intentions

Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

Compassionate Excellence					
Core Values	Aspire To inspire confidence, ambition and a desire to go further than others might think is possible.	Care To be able and willing to help, nurture and support both ourselves and each other.	Include To recognise our similarities and seek to appreciate our differences, leading to a feeling of belonging.		
Core Knowledge, Skills & Experiences so that our students are:	Healthy Learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.	Literate Include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing.	Learners Enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy & Reflection.	Numerate Include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.	
	Knowledgeable & Deep Thinkers Provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge & philosophical outlook for each subject.	Culturally Aware Include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Include all in trips, concerts, galleries, plays, sports events & outdoor adventures.	Ethical Global Citizens Create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity people living on it, their rights & responsibilities.	Future Leaders Develop informed decision making by engaging in relevant & meaningful learning, and analysing some of the most complex issues of our times. As a result, influencing others positively.	
Core Teaching through:	 <p style="text-align: center;">BEHAVIOUR & RELATIONSHIPS</p> <p>Establish classroom conditions essential for effective learning</p>	 <p style="text-align: center;">CURRICULUM PLANNING</p> <p>Create a coherent, well-sequenced knowledge-rich curriculum</p>	 <p style="text-align: center;">EXPLAINING & MODELLING</p> <p>Make sense of complex ideas to support students in building secure schema</p>	 <p style="text-align: center;">QUESTIONING & FEEDBACK</p> <p>Use responsive teaching methods to check students' understanding and move them forward</p>	 <p style="text-align: center;">PRACTICE & RETRIEVAL</p> <p>Build secure long-term memory and fluency</p>

Through the aims outlined above in the core values, knowledge, skills and experiences, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.

- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

2022-2023 Tutor Time Activities

Votes for schools:

Votes for Schools exists to help children and young people make informed decisions, develop a powerful voice and engage them in understanding the importance of democratic practice in everyday life. Pupils will have the chance to discuss and vote on a range of issues in the news with a new key question each week.

Tutors facilitate this by using a 15 minute PowerPoint presentation provided each week to discuss the topic with their tutor group and then by carrying out a hands-up vote on the key question and recording their votes online.

Five Steps To Well-Being At The Romsey School:

Evidence suggests there are five steps we can all take to improve our mental wellbeing:

- 1) **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Walk or cycle to school. Find an activity that you enjoy and make it a part of your life. (Autumn 1)
- 2) **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. (Autumn 2)
- 3) **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument or figure out how to fix your bike? (Spring 1)
- 4) **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. (Spring 2)
- 5) **Connect** – connect with the people around you fact to fact; your family, friends, colleagues and neighbours. Spend time developing these relationships. (Summer 1)

We will be looking at each of these during tutor time and during assemblies over this academic year.

Art

The Year 7 Art and Design course provides a foundation of learning that equips students for key stage 4. The course therefore aims to:

- Broaden students experience and develop confidence in working with different media and processes- painting / drawing / print making/ mix media sculpture/ modelling with clay/ digital photography
- Develop student appreciation, confidence and understanding of a broad range of art genres, artists techniques, ideas and approaches.
- Enthuse and excite students about the potential of their creative ideas and skills.

- Develop students understanding of their personal creative strengths and areas for improvement to support them in making a good choices about the creative subjects and courses that are right for them.



Autumn Term	<p>Baseline Assessment Test (First 2 Weeks) At the start of the Autumn Term students complete a baseline assessment test to assess their creative abilities. Their ability to:</p> <p>Investigate- (recording/ observing/ researching) Develop- (explore ideas and media/ experiment/ review and refine ideas and skills) Create (Painting/ Drawing/ Evaluate)</p> <p>Pandora's Box: <u>Mixed Media Sculpture/ Observe and Record/ The Formal Elements (line/ tone/ texture/ form)</u></p> <p>Students respond to a theme: 'Pandora's Box'. They explore their own fears, memories, dreams, pet hates and use this to create their own Pandora's box'. They draw inspiration from exploring other artists that link to the topic. Students are then asked to observe and record (observational drawing) their Pandora's box considering perspective, tone, texture, and composition. They respond to feedback to develop and improve work as it progresses.</p>
Spring Term	<p>Artists Café: Artist research / Art history / Analysis Art History and Appreciation/ / Exploring new ideas techniques and processes. Through this project student explore and investigate: Where do artists get ideas for art? The main learning focus of 'Artists Café' is for students to develop an understanding of Art and Culture. They will complete a series of activities in class with the aid of exciting resources in order to:</p> <ul style="list-style-type: none"> • Research and discuss the work of other artists with the help of others • Begin to understanding the context in which art is made • Describe the work of other artists using Key Words • Identify an artist/ genre of art that they like/ appreciate • Learn about the techniques used by other artists to make their art • Create their own work in response to their preferred/chosen artist
Summer Term	<p>Fantastic Beasts: Collage/ Design development / Sculpture / Clay Design & Imagination/ Exploring new skills/ techniques and processes</p> <p>Students are asked to respond to a project brief: Design through collage a new Fantastic Beast for a new motion picture. Students learn about the qualities and limitation of materials- specifically clay. They develop:</p> <ul style="list-style-type: none"> • Design skills through collage. • Clay building skills – thumbing/ coiling and slab making • Clay decoration techniques- carving/ engraving/ joining clay/ cutting clay/ printing □ Their understanding of how to work safely with clay.

Assessing Art work in Year 7

To further prepare students for the GCSE Art and Design course, the art department uses the following 4 assessment objectives to assessment year 7 art work

Assessment Objective	Descriptor
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Artist Studies	Development of your ideas understanding of other artist's work
Observe and record	Recording Observations usually by drawing, taking photographs, labelling your work.
Develop and Refine	Refinement of skills and ideas through experimentation
Create	Present a personal response - this is usually the final piece

Drama

What skills are Drama students marked on?

Performance: Scripted

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

Performance: Devised drama

- Contribution to the devised performance,
- Artistic reflection of the stimulus,
- Communication of meaning

Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- Justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- Evaluation of their final performance
- Analysis of how to improve for future performances.

Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills. Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

Feedback:

Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards

- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.
- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time
- Video footage (Google classroom), pupils work from the class or peers across the school)
Discussion as a class or individual groups/pairs
- Written feedback from the teacher **Pupil oral feedback**
- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions □ Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

**paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given*

Our Drama Assessment will:

- be challenging for all
- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals
- be literacy transparent

1. Base Line Assessment
2.Characterisation
3.Improvising and devising
4. Pantomime
5. Commedia Dell Arte
6.The Tempest
7.Text: Terrible Fate of Humpty Dumpty
8.Changes/Inside Out

Skills based learning based on 7 strands of learning:

Vocal Skills		Diction, Voice, Pitch, Pace, Tone Volume, Pause, Accent
Physical Skills		Movement, Posture, Gait, Body language, Facial expression, Mime
Strategies	<i>An explorative strategy is a technique to explore and deepen understanding of the drama you create.</i>	Still image, Role Play, Cross-cut, Thought Track, Mark the Moment, Monologue, Soliloquy
Elements	<i>These are the ingredients that give work its shape and character.</i>	Plot, Narrative, Characters, Action, Content Climax, Anti-Climax, Contrast, Cross-cutting, Characterisation, Hot-seat

Form	<i>Is the method you selected to tell the story and explore themes when presenting work.</i>	Mime/mute, Choral work, Physical theatre, Musical theatre, Farce, Satire, Commedia dell'arte Dance
Dramatic conventions	<i>A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.</i>	Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional information to the audience Split role or multi-role, Music to underscore the drama, Symbols, Unison
Genre	<i>Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions.</i>	Absurdist/surreal, Action, Adventure, Comedy, Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism Mystery, Political, Romance, Saga, Satire Science fiction, Social, Thriller

English

The Year 7 English Curriculum is based around reading a variety of different texts across a range of time periods and genres and from different voices and places across the world. We aim to build upon skills learnt in primary school, honing skills in creative writing and building towards analysis of language and the big question: why do writers make certain choices of language and structure? We also want to give pupils the confidence to express themselves orally and have built in several opportunities to present their ideas in formal spoken presentations which help build resilience and confidence for their Spoken Language GCSE. The year comprises:

Autumn Term	<ul style="list-style-type: none"> □ Descriptive writing based around our study of mythical creatures. This unit explores a range of forms including fiction, non-fiction and poetry and offers the chance for pupils to create and describe their own mythical beast. □ Novel study – we have a wide selection of texts to choose from. This decision is made by individual teachers who tailor their selection according to pupil preference and ability. An essay-style response based on an extract from the novel is set at the end of the novel study.
Spring Term	<ul style="list-style-type: none"> □ Growing up – this unit allows us to explore a wide range of fiction and non-fiction texts from a range of writers across the world including: Malala Yousafzai, Laurie Lee, Charles Dickens, Charlotte Brontë, Frank McCourt and Harper Lee. It explores different writers' views on growing up and culminates in a piece of autobiographical writing. □ Shakespeare: Fathers and Daughters – this unit explores different Shakespearean father and daughter relationships including: Miranda and Prospero; Lear and Goneril, Regan and Cordelia; Capulet and Juliet. Students complete an analytical essay exploring one of these relationships as an end of unit assessment.
Summer Term	<ul style="list-style-type: none"> □ Exam preparation – we cover comprehension, descriptive writing and editing skills in the run-up to the end of Y7 exam which tests reading skills, spellings and creative writing.

- **Poetry through the ages** – a range of poems from Wordsworth and Blake to Carroll and Angelou that builds towards an analytical response based on one of the poems studied.
- **Monsters in Literature** – Extracts exploring how people have become monsters including Voldemort, Gollum, Frankenstein’s monster, Dracula and more.

Year 7 also benefit from one library lesson per fortnight. There are a variety of opportunities for Year 7 to become involved in other reading projects such as paired reading and reading to babies and toddlers in the on-site nursery.

French

Autumn Term

Comment tu t’appelles? Saying your name and greeting someone. Saying hello and goodbye
 Comment ça s’écrit? The French Alphabet
 Quel âge as-tu? Saying how old you are and asking someone their age Quelle
 est la date de ton anniversaire? Saying when your birthday is
 C’est de quelle couleur? Saying and asking what colour something is
 A Paris—past tense introduction Je
 suis allé(e)
 J’ai mangé/bu/vu/visité/fait/joué
 C’était
 The verbs être and avoir

Spring Term

La vie dans un château
 Parts of a castle
 Prepositions
 Clothes and relevant vocabulary in the perfect tense.
 More verbs in the perfect tense to describe the life of a knight

Summer Term

Family and pets. Parle-moi de ta famille. Tu as un animal?
 L’emploi du temps - Talking about your timetable
 Une journée au collège - Talking about your day at school and regular er verbs
 Les sports - Talking about sport and saying what you like and don’t like
 Que fais-tu? Saying what sports you do in your free time
 Quelle heure est-il? - Telling the time
 Les matières - Talking about school subjects
 Les Vacances – Talking about holidays
 Asterix et Obelix – French cartoon characters

The year 7 exam involves reading and matching skills based on pictorial clues and a text. Pupils will be asked to translate from French into English and English into French. Pupils also have to correct grammatical errors in sentences.

Geography

Autumn Term

Ecosystems
 UK Resource Management

Spring Term

High Income Country (HIC) Cities Tropical
 Rainforests

Summer Term

Rivers
Cold Environments

Our two key types of assessment to assess pupil progress are issue evaluation and multiple question. Issue evaluation involves justifying a geographical argument using resources to support their view. While multiple question assessments look at a mixed of short and extended written responses and include multiple choice and resource stimulus questions.

History

Term 1	Term 2	Term 3
Battle of Hastings Norman Conquest Medieval Church Crusades Becket The Medieval Inquisition 1233 King John Magna Carta Black Death Peasants Revolt	Edward I Edward I and Jews Castles Agincourt Ottoman Empire War of the Roses Richard III Tudor accession Spanish Inquisition Henry VIII The Reformation Mary I Elizabeth I	Abbey project James I – Act Union and settlement in America English Civil War Execution Charles Cromwell Republic Restoration Jacobites

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

ICT and Computing

Within Year 7, the pupils follow a variety of units of projects. The core aim of this year is to ensure that all pupils have the key knowledge they need to access ICT systems and software applications at The Romsey School. The units that are followed within the first year are:

- Introduction to the School Computer System
- Keeping Safe Online
- Control Systems
- Spreadsheet Modelling
- Object Oriented Programming
- Text based programming

Each unit will contain theoretical aspects together with practical activities based on a variety of software.

Some software used is Open Source meaning it can be downloaded for free at home.

Where software used is from the Microsoft Office suite and also the Google Suite. Pupils have access to the Google Suite from home.

Learning Support

A limited number of pupils who would benefit from support with their reading and writing skills will be withdrawn from Modern Foreign Languages to receive additional literacy support. These pupils will be identified based on their Key Stage 2 results and diagnostic tests. In Year 7, pupils receive a mix of taught Extra English lessons, delivered by a Literacy LSA, and homework sessions supported by LSAs for 5 lessons per fortnight.

During Extra English lessons, pupils will practice high frequency words and learn spelling rules which they will be able to apply to a number of words to improve their spellings. They will also join the Accelerated Reader programme and practise answering comprehension questions to help improve their reading skills. In addition, lessons promote grammar, punctuation and writing skills. Learning is supported through software and games.

Progress in reading will be monitored three times per year and progress in spellings twice per year. Parents can expect to be kept informed about their child's attitude level in the school's termly reports.

Library

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a fulltime Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available. The library also subscribes to some E-resources, which are available either in school or from home on the website.

Year 7 pupils all have a programme of library induction during their first term. This covers all aspects of using the library, both for research and reading for pleasure. Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely.

There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

Recommended Reads for Year 7

<p>Cry of the Icemark series by Stuart Hill The Seventh Tower series by Garth Nix The Inkheart books by Cornelia Funke The Companions Quartet by Julia Golding Children of the Red King series by Jenny Nimmo The Septimus Heap books by Angie Sage The Noble Warriors Trilogy by William Nicholson The Bartimaus Trilogy & Lockwood & Co series by Jonathan Stroud The Mortal Engines series by Philip Reeve Room 13 by Robert Swindells Young James Bond series by Charlie Higson Holes by Louis Sachar Half Moon Investigations by Eoin Colfer Football Detective series by Tom Palmer The London Eye Mystery by Siobhan Dowd Once series by Morris Gleitzman Chasing Vermeer by Blue Balliett The Stoneheart trilogy by Charlie Fletcher Artichoke Hearts by Sita Brahmachari</p>	<p>The Garbage King by Elizabeth Laird Lost Riders by Elizabeth Laird Hoot! by Carl Hiaasen Lionboy series by Zizou Corder Reaver's Ransom by Emily Diamond Time Riders series by Alex Scarrow The Adventures of Tarzan series by Andy Briggs Montmorency series by Eleanor Updale Secrets of the Fearless by Elizabeth Laird Victory by Susan Cooper Chronicles of Ancient Darkness by Michelle Paver Powder Monkey by Paul Dowsell Gladiator by Simon Scarrow Framed by Frank Cottrell Boyce The Percy Jackson series by Rick Riordan Special Operations series by Craig Simpson Young Sherlock series by Andrew Lane Jamie Johnson football series by Dan Freedman All Fall Down by Sally Nicholls</p>
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Mathematics

Year 7 follow the curriculum outline, as shown below. The exact level of the content covered will be dependent on setting and ability. However, we endeavour to ensure that all pupils are appropriately challenged and supported, in order to maximise learning, enjoyment, and potential.

Year 7 complete three internal exams over the course of the year. Provision will be made in liaison with the Learning Support Department for prior agreed exam concessions wherever possible. All exams will take place in the normal classroom environment.

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the junior challenge, which is aimed at years 7 and 8. We regularly see students progress into the next phase of the completion. These students receive additional awards for their merit. Additional online support can be found at www.mymaths.co.uk (login: "romsey", password: "translate").

Further details of the programmes of study for mathematics at Key Stage 3 are on the maths section on the school website

Year 7	
1	Intro to Maths - Number Skills
2	Topic 1 - Fractions
3	
4	
5	Topic 2 - Angles
6	
7	Topic 3 - Algebra
8	
October HALF - TERM	
1	Topic 4 - Number
2	Topic 5 - Statistics
3	
4	Revision & Key Assessment 1
5	Topic 6 - Transformations
6	
7	Ratio and Problem Solving
CHRISTMAS	
1	Topic 7 - Area & Perimeter
2	
3	Topic 8 - Decimals & Probability
4	
5	Topic 9 - Number Patterns
6	
February HALF - TERM	
1	Revision & Key Assessment 2
2	Topic 10 - Percentages
3	
4	Topic 11 - Directed Number
5	
6	Topic 12 - Ratio
EASTER	
1	Topic 13 - Metric Units and Scale Drawing
2	
3	Revision and end of year exam
4	Topic 14 - Statistics 2
5	
May HALF - TERM	
1	My Money Week
2	Topic 15 - Algebra 2
3	
4	
5	Topic 16 - Construction & Shape Properties
6	
7	Topic 17 - Polyhedra

Music

Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music!

The aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

Year 7 Topics

CHORAL SINGING – developing community, ensemble and a singing voice with opportunities to perform at Romsey Abbey and other venues.

GAMELAN – students play an authentic angklung gamelan from the Indonesian island of Bali. This is a very special collection of hand-made instruments. Students begin to understand how to perform in an ensemble and the place that music has in other cultures.

THE HISTORY OF WESTERN MUSIC PART 1 – students begin a two-term exploration of Western Classical Music from it's birth in the Medieval Era through to its re-birth in the Renaissance and it's dominance in the Baroque Era. Performance opportunities galore including the annual Music Festival and Cabaret Café

THE HISTORY OF WESTERN MUSIC PART 2 – this term students continue their studies by exploring Western Classical Music and the elegance of the Classical Era through to the highly expressive Romantic Era. Students end the year by composing a piece of music that reflects the music of programmatic music of the late 19th century.

Personal, Social and Health Education (PSHE)

Personal, Social, Health and Economic education (PSHE) is taught once per fortnight in Year 7. PSHE is taught by a small team of experienced staff, using an enquiry based approach that challenges pupils to think independently and critically about personal and social issues in order to reach their own conclusions.

In PSHE, we aim to:

- Enable students to develop the knowledge and skills that they need to be happy, healthy, safe and prepared for life in modern Britain
- Give students the confidence to ask questions about the world around them
- Develop oracy skills and encourage students to become confident speakers
- Support students social, cultural, spiritual and moral development and promote fundamental British Values

Students' learning in PSHE follows the same three themes every year. Each year, students will progress in their knowledge of key concepts linked to these themes. The curriculum outline for Year 7 is below.

My Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> What makes a 'good' friend? <input type="checkbox"/> Building safe and secure friendships <input type="checkbox"/> Online safety <input type="checkbox"/> Impact of language on others <input type="checkbox"/> Physical and emotional impact of puberty <input type="checkbox"/> Reproduction and consent <input type="checkbox"/> Boundaries – how to say “no” when we feel uncomfortable
The World Around Me	<ul style="list-style-type: none"> <input type="checkbox"/> Celebrating multiculturalism <input type="checkbox"/> Democracy and making our voices heard
	<ul style="list-style-type: none"> <input type="checkbox"/> Developing a moral compass <input type="checkbox"/> Justice in our society <input type="checkbox"/> Importance of equality and protected characteristics <input type="checkbox"/> Impact of knife crime <input type="checkbox"/> Preventing radicalisation <input type="checkbox"/> Britain's role in the international community

Health and Wellbeing	<input type="checkbox"/> Are 'British Values' really British? <input type="checkbox"/> The health trinity: <ul style="list-style-type: none"> • Sleep • Diet • Exercise <input type="checkbox"/> Personal hygiene <input type="checkbox"/> Celebrating our achievements
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PE

Autumn Term

Boys Games – rugby games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended. (gum shields highly advisable and studded footwear is compulsory)

Girls Games- netball and football (shin pads required). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

PE – badminton, gymnastics. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support, whilst gymnastics is performed in bare feet.

Spring Term

Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

Games – basketball and hockey (shin pads compulsory, gum shields highly advisable) PE

– Olympic legacy and Junior Sports Leaders

Summer Term

For the summer term activities pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport.

Games – cricket, tennis, volleyball & rounders

PE - athletics

Religious Education

The focus of RE in KS3 is an exploration of what it means to be a citizen in society today; as part of this pupils have an introduction to the key religious beliefs that are present in Britain today. We aim for pupils to think for themselves and to develop a set of skills, which enables them to question the world around them in order to gain a deeper understanding. This curriculum is designed to foster critical thinking, empathy, and respect for diverse perspectives.

Autumn Term – Identity

- During the autumn term students will focus on the key concept of 'identity'. They will begin by exploring their own identity and recognising their own unique qualities, to help them develop a sense of self-awareness. Students will then discover how religion can influence someone's identity and create a sense of belonging.

Spring Term – Community

- In the spring term, students will discuss the meaning of the concept 'community' and will consider what being part of a community means to them. They will then apply this to their study of religious communities, such as the Khalsa, Sangha and Ummah.

Summer Term – Special Places and Compassion

- In the Summer term, students will debate what is 'special' and consider the special places, moments and experiences within their life. They will then explore special places, including places of worship, within different religions. During the second half of the term, students will look at the concept of 'compassion', by learning about the Nobel Peace Prize winners and their remarkable acts of compassion, empathy and understanding. Students will be encouraged to reflect on their own capacity to show compassion and made a positive change within the world.

Pupil progress will be assessed each lesson in a variety of ways, and there will be assessments throughout the academic year. In the lead up for each assessment, students will be given the tools and knowledge they need to prepare for the assessment, and afterwards will be given in-depth feedback and the opportunity to improve their work.

Science

Autumn Term

Baseline science skills and knowledge assessments are carried out on work covered at Key Stage 2 to help gauge a pupil's skills, knowledge and understanding of their science so far.

KEY: B =Biology, C = Chemistry and P = Physics

Key stage 3 science topics covered:

- Particles behaviour (C - solids, liquids, gases, changes of state, expansion, contraction, density, Brownian motion, air and fluid pressure)
- Separating mixtures (C - diffusion, dissolving, solutions, mixtures, evaporation, chromatography and distillation)

Spring Term

- Life processes (B - cells, tissues, organs, organ systems and microscopy)
- Muscles and skeleton (B – muscles, skeleton, moving, breathing and drugs)
- Current (P – circuits, series, parallel, circuit and current modelling, voltage, resistance and electricity usage)
- Acids and alkalis (C – hazards, indicators, acidity and alkalinity, neutralisation and chemicals used in daily life)

Summer Term

- Forces (P – everyday forces, balanced and unbalanced, springs, friction, pressure, drag, streamlining, floating and sinking)
- Energy (P - food, stores, transfers, energy resources and their usage)
- Plant reproduction (B – classification, biodiversity, types of reproduction, pollination, fertilisation, dispersal, germination and growth)
- Variation (B – adaptations, effect of/on environment and transfers in food chains/webs)

Assessing pupil progress through scientific enquiry, classwork, home learning tasks, mini-tests and minihomeworks goes on throughout the year within topics. Written science topics assessments occur in November, March and May.

Technology

Food Technology

The project focuses on teaching pupils about Diet & Good Health through practical recipes. Pupils will also develop an understanding of their own Nutritional Values and GDA's in relation to government guidelines and the Eat-Well-Plate. Pupils will be introduced to cooking and baking and will learn how to perfect their basic

preparation skills whilst making key dishes to support the learning of basic mixtures. Dishes will include Oat cookies, fruit muffins, sweet and savoury scones, main meals and breakfast dishes.

Product Design- Textiles

Design and make a set of 3 juggling balls and a drawstring bag. Both will feature stencil shape patterns painted onto fabric using dye. Pupils will learn about safety and how to use a sewing machine accurately. They will quilt their juggling balls and have the opportunity to choose from a range of drawstring techniques along the top of the bag. A range of tools and materials will be used.

Product Design - Timbers

Design and make a USB colour changing night light. This involves making an electronic system while working with a range of different materials using a variety of production methods. These methods include cutting and shaping of wood, soldering electronic components and joining together materials using appropriate techniques.

Product Design – Papers and Boards

As an introduction to Graphics pupils will practice accurate drawing and rendering skills including some perspective drawing. Pupils will also learn how to develop their drawings digitally through the use of Photoshop. All pupils will look at basic pop-up mechanism and design and make either pop-up greetings card or a small pop-up story book.