



Year 7

Curriculum Booklet

2018-19

Page 2: Introduction

Page 6: Computing

Page 7: Creative Arts

Page 9: Design & Technology

Page 12: English

Page 14: Humanities

Page 16: Languages

Page 21: Maths

Page 23: Physical Education

Page 24: Science

Introduction

This booklet is intended to give you an overview of the curriculum that we offer to Year 7. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in, other subjects cover the same topics at the same time with all students. Some are in sets, others in tutor groups.

Independent working

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning journey. Importantly, this includes how to deal with success and failure. We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades.

IMPORTANT CAVEATS

Caveat 1 – Timing

Each subject has set out their schedule for the year. You will see dates given for topics and assessments. Please note that individual teachers may change the length of time they spend on a topic depending on how quickly students understand it. We want teachers to have the flexibility to plan effectively for each class so please be assured that the teacher is making the right choice if they delay an assessment for another few weeks or bring it forward. They will always let students know in class and may also list the date on Show My Homework. Equally, subject leaders may review the curriculum and decide that a particular module should be replaced with another to better suit the needs of our classes.

Caveat 2 – Contact

As we are providing additional information to parents via Go4Schools and through this booklet, some parents may wish to follow up with individual queries. Our starting point is that we have an open door policy and value parental interest. However, the rise in electronic communications can make teachers' lives difficult as they respond to frequent emails. Please remember that each teacher has, on average, 150 students that they interact with, including planning and marking work for each of them. We need to be realistic about how many emails they can respond to on a daily basis without detriment to their planning and workload. Also, students should increasingly take responsibility for their learning and be able to relay information from teacher to parent. Our hope is that this booklet and the feedback on Go4Schools will relay rich information to you on a regular basis.

Setting

A substantial amount of research has been carried out to determine whether sets or mixed ability groups support learning best. Historically, politicians who wanted to drive up standards supported setting whereas those who wanted to focus on equality of opportunity favoured mixed ability. When

you examine the research closely you will see that sets/mixed ability offers advantages to some students and disadvantages to others depending on the focus of the study.

The National Foundation for Educational Research concluded that “the findings from the research literature suggest that there are no significant differences between streaming, setting and mixed ability teaching on pupil achievement” (*“Streaming, setting and grouping by ability” by Sukhandan and Lee, NFER, 1998*) and that other factors such as teachers’ ability to match the work carefully to the needs of the student, student self-perception etc had a bigger effect.

Our approach, therefore, is to provide a mix of both so that all students will benefit from the advantages of the different groupings. It is important to remember that our aim is to provide the right level of support and challenge to all students regardless of their set. We aim for all students to “Be the best you can be.”

Subject	Organisation
English (4 hours)	4 sets by ability. Students are reviewed each half term and moved in line with their performance where this is in their best interests but typically students often remain in a set and stay with the same teacher throughout the academy to deepen the teacher-student relationship.
Maths (4 hours)	4 sets by ability. Maths sets are more fluid as students move up and down more regularly depending on how well they have grasped the module. If they fall behind they will join a lower set to help them catch up. If they are making good progress they will join a higher set. Please note the criteria for maths sets on the maths page.
Languages, Computing, PE (5 hours)	These subjects are grouped according to ability in languages. 7B, 7E, 7S, 7T are organised into three sets in French and a mixed ability German group. 7B2, 7E2, 7S2, 7T2 are organised into three sets in Spanish and a mixed ability German group.
All other subjects (12 hrs)	Taught in tutor groups to help build good student relationships.

Expressions used in Go4Schools

We use Go4Schools website to record assessments and provide feedback to students and parents. Instructions for parents and students to log on are available on the academy website. Three times a year we will create a “Snapshot” of the grades achieved to date which serves as a report. We start aligning work to GCSE grades in Year 9. In Years 7 & 8 we use the following methods to provide feedback on Go4Schools:

1. Pearson steps

In languages and maths students will receive grades based on “Pearson steps.” Pearson is the exam board we use for GCSE languages and maths and our scheme of work for Year 7 uses their text books and assessment schemes. Steps range from 1-12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point assuming no prior knowledge of the language / maths concept and Step 12 represents the highest GCSE grade. Students’ achievement in the steps may fluctuate across the year as they tackle new and different topics.

On Go4Schools, your child’s number represents the step achieved in the end of module assessment and the letter represents how strongly they achieved within that Step: Beginning, Developing, Securing, and Excelling. In maths, just the number is used.

An average student is expected to reach the 4th Step by the end of Year 7.

2. Mastery Curriculum

In all other subjects in Years 7 & 8 we use the following six expressions to describe how a student is working in class. These may be reported in individual assessments and will be used as the overall “current grade.”

These expressions are not linked to GCSE outcomes and are intended to help students focus on their development as an independent learner to prepare effectively for GCSE courses in Year 9.

The expressions are:

	In class..	What you should do next is..
Expert	you work independently and in depth using higher order thinking and learning skills at all times. You regularly teach others and show leadership.	5% of students across the country reach Grade 9. Will you be one of them?
Mastery	you apply your learning in new and unfamiliar situations, in greater depth, using higher order skills in a range of contexts over time, and complete the more challenging classroom tasks.	add greater depth to your learning by working more independently, read more widely, take more of a lead in your own learning and in class.
Secure	you complete all main tasks each lesson and your skills and knowledge are mostly secure.	aim to deepen your learning by taking on more of the challenging tasks in class and for homework and by going into more depth in your work.
Developing	you complete most main tasks each lesson and your skills and knowledge are nearly secure.	make sure all your class and homework is finished to a good standard to secure your knowledge and skills
Emerging	you complete basic tasks and sometimes try the harder work	aim to make your learning secure by completing more of the harder tasks in class and for homework.
Foundation	you complete basic tasks with lots of help from others	make good use of all the support given to you so that you are able to complete more of the tasks in class with less help.

Self-Regulation

As part of our core aim we aim to create an environment which allows students to take control over their learning and realise their future. Educational literature has demonstrated the positive impact of self-regulation on learning and progress (Zimmerman, 2000; Zimmerman & Bandura, 1994; Moos and Ringdal, 2012; Moffitt et al. 2011; Lawson et al. 2013; Stajkovic et al. 2018). We use Zimmerman's model of Self-Regulation as this provides a robust explanatory lens. Self-regulation is a skill which can be learnt and is taught through the pastoral programme and used by all teaching staff using the cycle as shown below:



Both long, medium and short term goals are set which provide direction for students. There are strategies that are used to help students learn in the class and at home which are linked to self-initiated rewards and consequences. These strategies range from effective revision strategies to controlling internal distractions like emotions which would reduce engagement and effort. Accurate reflection takes place to evaluate the plan and whether their thinking and behaviour is going to achieve their desired goal or not and then alter accordingly. This cycle would begin again with adjustments made and this would occur daily leading ultimately to students who have control over their learning inside and outside of the classroom.

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing mdixon@oxfordspiresacademy.org

Computing – one period per week

Homework will be set once a week

The course focusses on developing problem solving and independent learning skills through the application of computational thinking. The course covers both practical computer based skills as well as bookwork. Bookwork will cover theoretical and mathematical topics of the subject, while the practical aspect will develop digital literacy and coding skills on a variety of graphical and text based platforms.

Course Outline:

TERM	Bookwork	Practical	Assessment
1	Computer Systems: Hardware & Software	Scratch mini game project	Homework tasks End of term test Project report
2	Computer Maths (Binary Numbers and Boolean logic) and Flowcharts and selection.	Santa's naughty or nice list project using a graphical platform.	Homework tasks End of topic test Project report
3	Flowcharts and iteration. BBC-Microbit hardware. Representing images.	BBC Microbit animation project.	Quizzes Homework Tasks Project report
4	Subroutines and counting iteration. Textual coding using python. Turtle geometry.	Python Turtle digits project.	Quizzes Homework Tasks Project report
5	Revision and consolidation of all bookwork topics in preparation for the end of year tests.	Use of Office programs and software technology like quizlet for studying.	Students will be assessed on the QUALITY of their CORRECTIVE ACTIONS in this term
6	End of Year Assessment	Personal coding extension project using Kodu/Python Turtle or the bbc microbit.	End of year test will take place in the 1 st and 2 nd week. This will consist of a 15-minute computer based quiz and a 45 minute paper based written response.

Useful Resources:

www.teach-ict.com – An online textbook. Login details supplied to students in Show My Homework & Edmodo.

<https://www.bbc.com/bitesize/subjects/zvc9q6f> - BBC Bitesize.

www.edmodo.com – A Cloud based learning platform with many benefits.

www.quizlet.com – A digital flashcard platform. A fun way to learn key terminology.

www.trinket.io – A cloud based coding platform allowing for coding in block and python.

<https://create.withcode.uk/> - A python platform that supports a bbc-microbit emulator.

Creative Arts - one period of Art, Drama & Music per week.

In Art, Drama and Music lessons students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set every other week and will include specific written/creative tasks and ongoing research and development tasks. In Art, students will focus mainly on research tasks as homework because of the materials required for practical work. Year 7 Music homework involves booklets with tasks that enhance and develop the theory and technical language used in lessons. In Music and Drama, homework will occasionally include rehearsals as part of a group, at an agreed time outside of lessons.

Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task. Students will often have an option as to the format in which they present their work and should give careful consideration to their choice.

Useful resources - Art:

London Galleries:	Oxford Galleries:
https://www.tate.org.uk/art	https://www.modernartoxford.org.uk/
https://www.nationalgallery.org.uk/paintings	https://www.ashmolean.org/home
https://www.saatchigallery.com/	https://www.prm.ox.ac.uk/
https://www.npg.org.uk/	

Galleries in Oxford:

Modern Art Oxford, The Ashmolean Museum, Pitt Rivers Museum, The Jam Factory, The Oxford Ceramics Gallery, The North Wall Arts Centre, Arts at the Old Fire Station, The Oxford Gallery, Christ Church Picture Gallery, Sarah Wiseman Gallery, Pembroke JCR Art Gallery, Aria Photography, Taurus Gallery, Sinolink Gallery, The China Shop, O3 Gallery, Story Museum, Aidan Meller Gallery.

Useful resources - Drama:

Frantic Assembly: <https://www.youtube.com/watch?v=Q4mXhW7TXQ8>

Greek Theatre: <https://www.youtube.com/watch?v=GWmfltQOT8U>

Monologues: <https://www.youtube.com/watch?v=R-AbYCYNIQ>

	Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Art	Colour & Pattern						
	Drama	Introduction to Drama. 6 key skills plus characterisation, group work, getting to know you, problem solving.						
	Music	Music is language						
Assessment	Art	Practical: Peg project - Colour theory, application and presentation skills						
	Drama	Use of the 6 key skills and practical performance demonstration in lesson.						
	Music	Workbook tasks, practical development, using Garageband to compose, MAD T-Shirt						

	Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Art	Colour & Pattern							
	Drama	Greek theatre: Narrative, chorus, ensemble, history, starting with a text - modernising a greek myth							
	Music	Music is teamwork							
Assessment	Art	Practical & written: Artist write-up and poly-print outcome. Analytical skills combined with exploring, selecting and reviewing techniques and processes							
	Drama	Performance in Greek theatre style using narrative & working with a script							
	Music	Whole group performance							

	Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Art	Colour & Pattern					
	Drama	Introduction to physical theatre: Chair duets, stage combat, slow motion, fast forward, frantic assembly, scripted physical theatre					
	Music	Music is culture					
Assessment	Art	Practical: Batik outcome. Recording ideas relevant to intentions related to the work of others					
	Drama	Ongoing assessment of practical skills					
	Music	Pop song composition					

	Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Art	Typography					
	Drama	Monologues & dialogues: Learning lines, writing duologues, examples of successful scripts					
	Music	Music is skill building					
Assessment	Art	Practical: Drawing assessment. Developing skills in recording ideas					
	Drama	Performance of monologue and duologue					
	Music	Keyboard skills - knowing the notes, developing chords and melody performance					

	Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Art	Typography				
	Drama	Group performance using all techniques and physical theatre. Polishing for an audience. Using freeze frames, thoughts aloud, narrative, cross cutting, Proxemics, Characterisation, Structure.				
	Music	Music is entertainment				
Assessment	Art	Practical: Lettering outcomes, students demonstrate critical understanding of Art movements through History of Art.				
	Drama	Assessment of rehearsal and polished short performance				
	Music	Group singing				

	Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Art	Typography						
	Drama	Stomp and musical performance building up to public presentation. Analysing key scenes from musicals, discussing key elements of success and working collaboratively with music.						
	Music	Music is media						
Assessment	Art	Written: End of year assessment. All topics across the year covered.						
	Drama	Produce a Stomp performance. Developing music and drama ideas collaboratively through rehearsal						
	Music	Music video presentation						

Design & Technology – two periods per week.

Design and Technology is a growing well-resourced faculty at OSA. Subject specific areas consist of Resistant Materials, Electronics, Design Communication (CAD/CAM), Food and Nutrition. The Department takes pride in challenging students to produce high quality and creative work. This is achieved through teaching pupils core skills of accuracy and construction which lead them to becoming autonomous in the solving of material and functional problems by Year 11.

Within technology we use many cross curricular applications to make pupils aware of how other subjects relate to the creation and development of successful products.

The Year 7 course is designed to develop key skills which ensure high standards are achieved. Small elements of design are included to allow individuality, although all projects are used as vehicles to give pupils of all abilities the security of success and provide the opportunity to develop confidence in a creative practical environment leading to them making maximum progress in their Design and Technology capability.

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

Students will take part in four projects through the year.

Multi Materials Project: Aeroplane Launcher

The project is designed to introduce pupils to:

- Safe working practices
- Knowledge of woods and plastics
- Accurate marking out and planning
- Removal of waste materials through hand tools and machinery
- Plastic forming processes (vacuum forming)
- Construction techniques with wood
- Finishing techniques
- Analytical and evaluation skills
- 3D drawing and rendering (One point perspective)

Students are assessed on:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- Written test

Electronics: Hand Steady Game

The project is designed to introduce pupils to

- Safe working practices
- Knowledge of circuits and their construction (copper strip board)
- Knowledge of electronic components and their application
- Input, process and output – Systems and control
- Soldering components
- Connections permanent and non-permanent.
- Jigs and industrial practices. (Batch production)

- Plastic forming processes (Line bending)
- Knowledge of metals and their application
- Finishing techniques
- Further develop analytical and evaluation skills
- 3D drawing and rendering. (two point perspective)

Students are assessed on:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- Written test

Food

Students will focus on healthy eating. They will learn how to work safely in a practical kitchen environment, preparing and creating different dishes using a variety of seasonal ingredients. They will develop their knife skills, understand the different cooking methods and experience new tastes.

Students will create dishes, such as fruit crumble, focaccia, macaroni & cheese, chicken schnitzel burger, fruit burst muffins and fish cakes. *

* Please note that recipes may change due to the seasonality of the food and depending on the time of year when the pupil's rotation takes place. All recipes can be adapted for dietary/religious requirements.

A list of Ingredients will be given to students one week in advance of their practical lesson and we ask all parents to support us in making sure all students have what they need. If you have difficulty sourcing ingredients or wish to request financial support please email EReynolds@oxfordspiresacademy.org

Textiles

Students will create an electronic bag tag that lights up. They will follow the process of creating their own design, making patterns, cutting fabric and hand sewing the components together in order to create the bag tag.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
7B1	Electronics, materials & processes						
7EH1	Textiles						
7S1	Core manufacturing skills with wood and plastic						
7T1	Textiles						
7B2	Textiles						
7EH2	Core manufacturing skills with wood and plastic						
7S2	Core manufacturing skills with wood and plastic						
7T2	Textiles						

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
7B1	Electronics		Textiles					
7EH1	Textiles		Electronics, materials & processes					
7S1	Manufacturing		Textiles					
7T1	Textiles		Core manufacturing skills with wood and plastic					
7B2	Textiles		Core manufacturing skills with wood and plastic					
7EH2	Manufacturing		Electronics, materials & processes					
7S2	Manufacturing		Textiles					
7T2	Textiles		Core manufacturing skills with wood and plastic					

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
7B1	Textiles			Food		
7EH1	Electronics			Manufacturing		
7S1	Textiles			Electronics		
7T1	Manufacturing			Food		
7B2	Manufacturing			Food		
7EH2	Electronics			Textiles		
7S2	Textiles			Electronics		
7T2	Manufacturing			Food		

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
7B1	Food					
7EH1	Core manufacturing skills with wood and plastic					
7S1	Electronics, materials & processes					
7T1	Food					
7B2	Food					
7EH2	Textiles					
7S2	Electronics, materials & processes (Andrew)					
7T2	Food					

Term 5	22nd April	29th April	6th May	13th May	20th May
7B1	Core manufacturing skills with wood and plastic				
7EH1	Food				
7S1	Food				
7T1	Electronics, materials & processes				
7B2	Textiles				
7EH2	Food				
7S2	Food				
7T2	Electronics, materials & processes				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
7B1	Core manufacturing skills with wood and plastic						
7EH1	Food						
7S1	Food						
7T1	Electronics, materials & processes						
7B2	Textiles						
7EH2	Food						
7S2	Food						
7T2	Electronics, materials & processes						

English – four hours per week.

Assessments are usually carried out at the end of each topic.

Teachers will set homework regularly. Tasks will be adapted to meet the needs of students in each class.

English teachers offer a wide range of exciting extra-curricular opportunities including: debate club; a wide range of public speaking competitions; ‘Accelerated Reader’ programme to inspire wider reading and a love of literature; theatre trips; BBC School Report; poetry competitions – both in-house and national; Shakespeare workshops; World Book Day events and author visits; Mock Magistrate competition and the chance for everyone to work with our own Writer in Residence, Kate Clanchy.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Novel: The Black Book of Secrets / Clockwork / Cirque du Freak / The Tulip Touch						
Reading Assessment	Comparison of extracts from the text : one ‘seen’ from earlier in the text, one ‘unseen’ from later.						
Writing Assessment	Writing of choice						

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	The Canterbury Tales							
Reading Assessment	Analysis of character							
Writing Assessment	Own tale and / or teller							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Shakespeare					
Writing Assessment	Diary entry of a character/actor OR newspaper report					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Shakespeare	"Love that Dog"				
Reading Assessment		Comparison of extracts about Jack - one ‘seen’ from earlier in the text, one ‘unseen’ from later.				
Writing Assessment		Own poem				

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Non-Fiction texts				Moving Image Text
Reading Assessment	Independent comparison of two non-fiction texts on same topic				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	22nd July
Topic	Moving Image Text	"Fat Boy Swim" , "Skellig", other novel						
Reading Assessment		Character analysis						
Writing Assessment	Review of film Writing	Creative task of choice						

KS3 English Reading List

- The Hitch Hiker's Guide to the Galaxy – Douglas Adams
- Watership Down, The Plague Dogs – Richard Adams
- The Wolves of Willoughby Chase – Joan Aiken
- Pig Heart Boy – Malorie Blackman
- The Hound of the Baskervilles – Arthur Conan Doyle
- Framed, Millions – Frank Cottrell Boyce
- The Hunger Games – Suzanne Collins
- The Dark is Rising – Susan Cooper
- Wolf, Tighrope - Gillian Cross
- Paddy Clarke, Ha, Ha, Ha – Roddy Doyle
- Madam Doubtfire, Goggle Eyes – Anne Fine
- The Weirdstone of Brisingamen – Alan Garner
- Lord of the Flies – William Golding
- The Curious Incident of the Dog in the Night-time – Mark Haddon
- I'm the King of the Castle, The Woman in Black – Susan Hill
- The Outsiders - SE Hinton
- Stormbreaker – Anthony Horowitz
- Brave New World - Aldous Huxley
- Diary of a Wimpy Kid – Jeff Kinney
- To Kill a Mockingbird – Harper Lee
- The Haunting – Margaret Mahy
- The World of Norm – Jonathan Meres
- Twilight Saga – Stephanie Meyer
- Warhorse, Private Peaceful –Michael Morpurgo
- Animal Farm, 1984 – George Orwell
- Northern Lights, Subtle Knife, Amber Spyglass – Phillip Pullman
- Percy Jackson and the Lightning Thief – Rick Riordan
- Harry Potter – JK Rowling
- Dork Diaries – Rachel R Russell
- Small Steps – Louis Sachar
- The Catcher in the Rye – JD Salinger
- Geek Girl – Holly Smale
- One Day in the Life of Ivan Denisovich – Alexander Solzhenitsyn
- Girl Online – Zoe Suggs
- Shadowmancer – GP Taylor
- Chinese Cinderella – Adeline Yen Mah
- The Book Thief – Marcus Zusak

Humanities – four hours per week

(The fourth hour dedicated to PSHE is also taught within the department and this is usually with the students' Humanities teacher).

We have a distinctive approach at OSA that treats RE, History and Geography as distinct and important subjects in their own right and acknowledges them as different while also seeing them as complementary ways of understanding the human experience.

We believe in easing the transition between Primary and Secondary school by teaching students in mixed ability form groups. Students usually have all their Humanities lessons with the same teacher. That teacher delivers two units of History, Geography and RE which are studied in a rotation through the year. Thinking skills and enquiry based topics sit at the heart of the year 7 Humanities curriculum. We have constructed our curriculum around the principles of:

- Engaging Lessons – Learning and retaining knowledge, study skills and fun.
- Literacy Activities – Improving literacy levels. Constructing sentences, paragraphs and arguments, writing to time and reading for meaning.
- Extended Homeworks – Independence, resilience, time management, creativity and fun!
- Group Projects – students designing their own learning, Team work and independence

Each unit of work has a big overall question. Each lesson asks a different sub question that helps the students build up to being able to give a comprehensive answer to the overall question. The students then learn to write an answer to this big question in essay form. We use this opportunity to put a real focus on developing literacy.

Alongside the subject knowledge and literacy we also want to help the students develop independent learning skills. For this reason, each unit of work has a group project. Students are encouraged to choose a question that interests them before researching it and producing an outcome such as a documentary, a play or a podcast that answers the question. This work is assessed by the teacher but there is also a strong emphasis on the students reflecting on the process of working independently in order to develop the skills they will need as they move towards adulthood.

Humanities homeworks are long term and project based. They are broken down into manageable chunks. Students will be asked to work on them twice a week for 30 - 45 minutes. Our aim was to make homeworks as creative and inspirational as they could be. We want students to be supported in researching an element of the curriculum and giving them a significant amount of time to produce something which really helps their understanding of the topic and which they can be really proud of. We have been really pleased that parents have been getting involved and supporting the students too. We hope students will be enthusiastically talking about these amazing pieces of work in years to come. Homework is assessed for subject knowledge by the teacher and is also self and peer assessed according to agreed criteria.

Students are supported in all aspects of their work by staff. On Thursday afternoons until 4pm we have dedicated time where students can come and get support with their essays or models or research. We don't presume they will have access to everything they need at home and are happy to provide whatever assistance they require.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Africa to oxford						
Assessment	Essay - 'We are all immigrants' How far do you agree with this statement?						

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Ecosystems							
Assessment	Essay - "It is never acceptable to destroy ecosystems to make money" How far do you agree with this statement?							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Islam					
Assessment	Essay - 'Religious symbols should not have been banned in French schools' How far do you agree with this statement?					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Medieval Times					
Assessment	Essay - "The Feudal system was the most important method William used to control England." How far do you agree with this statement?					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Humanitarianism				
Assessment	Essay - "We have no responsibility to help those suffering from poverty" How far do you agree with this statement?				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	22nd July
Topic	Philosophy & Thinking Skills							
Assessment	End of year exam covering all topics from the year							

Languages – two hours per week (French, German or Spanish)

Modern Foreign Languages is a rapidly growing and well-resourced department at OSA. In order to support this students will have the opportunity to participate in a variety of extracurricular activities. In school they can work on cross curricular projects such as creating altars in art to celebrate the festival of the “the day of the dead”, enter the French film competition or they can get involved in the Oxford German Network (a collaboration between Oxford University and local schools) where they have opportunities to use their German in a range of ways from baking to producing videos. OSA has a strong track record of winning prizes for these events. Staff are always on the lookout for exciting opportunities for our students to participate in and we have been involved in film writing competitions, ancient Japanese drama events etc. Outside of school they can join the PGL trip to Paris, an art and culture visit to Barcelona or the German exchange.

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube “Easy French/German/Spanish”, BBC bite size, and any others that students themselves may find. Additionally, parents will be able to log into “Show my Homework” where the MFL teachers regularly post homework tasks and support materials.

All students will also be provided with relevant grammar and vocabulary sheets to support their progress through each module of work (there are 4-5 throughout each year). At the end of each module students will sit assessments in a combination of skills. They will take these when they have successfully completed a module so this will vary from class to class. To support your child to be well prepared for these assessments please encourage them to use all the resources provided and recommended.

Students will start learning either French, German or Spanish when they join us in Y7. They are given a strong foundation of language learning irrespective of which language they study and also an understanding of the culture of all the countries where their language is spoken. They have opportunities to be creative and independent with the language they learn across the key skill areas of Speaking and Writing and to hear and read authentic texts in their language. This is all supported by the latest interactive resources which also prepare them for the ultimate rigours of the GCSE.

Languages uses the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus.

Assessments are taken at the end of each of the five modules. You need to know EVERYTHING on the relevant vocab sheet, also all the practise writing tasks in your exercise book and all the grammar covered for that module. Also re-revise everything from the modules before as previously learnt work can come up combined with the new stuff.

Each assessment will test 2 skills (1 receptive & 1 productive) at the end of each module. Each class starts with module 1 and will progress through modules 2 – 5 at the right speed for each class. Lower sets will take longer to complete modules than higher sets for example.

Homework is set once a week and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

The following are helpful strategies for revision in languages:

- **ABSOLUTELY KEY = LITTLE AND OFTEN** – you will NOT succeed if you leave this until a few days before the test. Starting early and developing good habits of doing some at least every other day will ensure you are able to learn the language properly. Even 10 minutes will make a difference as long as you start early enough.
- Cover the English, look at the French/German/Spanish and try to say what it means.
- When more confident you should do the same but covering the French/German/Spanish.
- For words/phrases you do not know say it out loud 20 times & then retest yourself. (you might benefit from singing/rapping the vocabulary)
- You should also practise doing the same but writing them (on a mini whiteboard/scrap paper etc) – 20 times is key!
- For sections you are struggling with you could write the language out on little cards (a different coloured card for each section can help the memory)
- Cards/vocab books can be taken around with you so that you can keep checking things and testing yourself – eg. on car journeys, whilst waiting for brothers/sisters at classes etc!
- Looking over written work you have done and corrected in your purple or green exercise books will also be very helpful.

French Scheme

French Module 1: “C’est perso”

- Talking about likes and dislikes, Using regular –er verbs
- Talking about your survival kit, using avoir
- Describing yourself, understanding adjective agreement (singular)
- Talking about other people, understanding adjective agreement (plural)
- Describing a musician, using the present tense
- Introducing yourself in detail

French Module 2: “Mon collègue”

- Talking about school subjects, asking questions
- Giving opinions and reasons, agreeing and disagreeing
- Describing your timetable, using the 12-hour clock
- Describing your school day, using *on* to say “we”
- Talking about food, using the partitive article
- Schools in other French-speaking countries, developing reading skills
- Understand what people like about Christmas, identify words and phrases to do with Christmas, do a short presentation about Christmas

French Module 3: “Mes passetemps”

- Talking about computers and mobiles, using regular –er verbs
- Talking about which sports you play, using *jouer à*
- Talking about activities, using the verb *faire*
- Saying what you like doing, using *aimer* & the infinitive
- Describing what other people do, using *ils* and *ells*
- Understand a detailed text about someone’s leisure activities and favourite sportspeople.

French Module 4: “Ma Zone”

- Talking about your town/village, using *il y a*
- Giving directions, understanding when to use *tu* and *vous*
- Talking about where you go, using *à* + the definite article
- Asking someone to go somewhere, using *je veux/tu veux* + infinitive
- Saying what you can do in town, using *on peut* + infinitive
- Understand detailed information about places in France

French Module 5: “3...2...1 Partez!”

- Using *nous* to say ‘we’, talking about your holidays
- Talking about getting ready to go out, using reflexive verbs (singular)
- Buying drinks and snacks, using higher numbers
- Talking about holiday plans, using the near future tense
- Saying what you would like to do, using *je voudrais* + infinitive
- Talking about where people go on holiday, finding out about holidays in France

German Scheme

German Module 1: “Meine Welt und ich”

- Introducing yourself, learning how to pronounce German words
- Counting to 19, using the verb *sein* (to be)
- Using the German alphabet, using the verb *wohnen* to say where you live
- Describing your character, Using *mein(e)* and *dein(e)*
- Asking and answering questions about your belongings, using the verb *haben* + the indefinite article
- Preparing a poster presentation, checking your work
- Learning about famous people, creating ‘super trumps’ cards

German Module 2: “Familie und Tiere”

- Talking about pets, using pronouns
- Talking about ‘superpets’, using *kann* + infinitive
- Talking about family members and age, more practice of present tense verbs
- Describing family members, using adjectives with nouns
- Talking about birthdays, using ordinal numbers (first, twentieth, and so on)
- Developing speaking skills, practising asking and answering questions
- Learning about Christmas, finding out about German traditions
- Learning about New Year and other festivals

German Module 3: “Freizeit – juhu!”

- Talking about which sports you play, using *gern* with the verb *spielen*
- Talking about leisure activities, giving your opinion
- Talking about how often you do activities, using correct word order
- Talking about mobiles and computers, talking about the future using the present tense
- Developing prediction strategies, understanding longer listening texts

German Module 4: “Schule ist klasse!”

- Talking about school subjects, using *weil* to give reasons and opinions
- Talking about days and times, more about word order
- Describing your teachers, using *sein* (his) and *ihr* (her)
- Talking about school facilities and rules, using the prepositions *in, an, auf, neben*
- Understanding longer reading texts, looking up words you don’t know
- Talking at length about a topic, improving your pronunciation
- Finding out about the solar system, making a display about the solar system

German module 5: “Kapitel 5 Gute Reise”!

- Saying what there is/isn’t in a town, using *es gibt* + *ein/kein*
- Saying what souvenirs you want to buy, using *ich möchte* to say what you would like
- Buying snacks and drinks, more practice with euros and cents
- Talking about holiday plans, using *werden* to form the future tense
- Understanding longer, more varied spoken texts, focusing on high-frequency words
- Writing at length about a topic, adapting a model
- Researching German-speaking places, creating a tourist brochure

Spanish Scheme

Spanish Module 1: “Mi vida”

- Getting used to Spanish pronunciation, introducing yourself
- Talking about your personality, using adjectives that end in *-o/-a*
- Talking about age, brothers and sisters, using the verb *tener* (to have)
- Saying when your birthday is, using numbers and the alphabet
- Talking about your pets, making adjectives agree with nouns
- Writing a text for a time capsule, adding variety to your writing
- Finding out about endangered animals, producing a set of animal cards to trade

Spanish Module 2: “Mi tiempo libre”

- Saying what you like to do , giving opinions using *me gusta* + infinitive
- Saying what you do in your spare time, using *-ar* verbs in the present tense
- Talking about the weather, using *cuando* (when)
- Saying what sports you do, using *hacer* (to do) and *jugar* (to play)
- Reading about someone’s favourite things, understanding more challenging texts
- Taking part in a longer conversation, using question words
- Learning about Christmas in Spain, writing an acrostic about Christmas
- Learning about the Day of the Three Kings, creating a Spanish Christmas calendar

Spanish Module 3: “Mi insti”

- Saying what subjects you study, using *-ar* verbs to say what ‘we’ do
- Giving opinions about school subjects, using *me gusta(n) + el/la/los/las*
- Describing your school, using the words for ‘a’, ‘some’ and ‘the’
- Talking about break time, using *-er* and *-ir* verbs’
- Understanding details about schools, using prediction as a listening strategy
- Writing a longer text about your school, checking your written work is accurate
- Reading about the right to education, creating a plan for a school in Guatemala

Spanish Module 4: “Mi familia y mis amigos”

- Describing your family, using possessive adjectives
- Describing your hair and eye colour, using verbs *ser* and *tener*
- Saying what other people look like, using verbs in the third person
- Describing where you live, using the verb *estar* (to be)
- Reading about the carnival in Cadiz, looking up new Spanish words in a dictionary
- Creating a video about yourself, planning and giving a presentation
- Describing a painting , recording an audio or video guide to a painting

Spanish Module 5: “Mi ciudad”

- Describing your town or village, using ‘a’, ‘some’ and ‘many’ in Spanish
- Telling the time, using the verb *ir* (to go)
- Ordering in a café, using the verb *querer* (to want)
- Saying what you are going to do at the weekend, using the near future tense
- Understanding people describing their town, listening for detail
- Writing a blog about your town and activities, using two tenses together
- Learning about Spanish festivals, creating a brochure about a fiesta

Maths – four hours per week

Success in maths:

- Students should focus in the moment. Don't think too much about what is next, think about what is now
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every unit test (which your teacher will tell you when it will be at the end of every unit) and revising properly for end of year or external exams

Homework - My Maths:

- www.mymaths.co.uk
- School log in: ocs
- School password: addition
- Students will be given new personal log ins and passwords every September
- My Maths is used extensively for homework but other homeworks are set by many maths teachers
- Homework is set as appropriate to the set that students are in and timed to coincide with the pace of work

Setting:

- We set in every year group
- We have a fluid approach to moving students up or down sets
- Set changes may occur with no prior notice to students or parents
- Maths teachers agree set changes between themselves with the final say from the Head of Maths
- Setting is always done based on the departments view of what is in the best interest of the students
- We do not move students up or down sets based on students' or parents' requests
- Decisions are based on a variety and combination of measures: Year 6 data; term 1 testing; unit test results; average of unit test results; end of year tests; effort; class work quality; homework effort, completion and quality; how well (or not) students are coping with the work etc. and occasionally due to behaviour.

Schemes of work and assessment

- These are differentiated for Years 7 and 8 at 3 levels: Lower, middle and higher tiers
- Timing and pace of units depends on what teachers reasonably consider is appropriate for their groups – there is no calendar for when specific units will be covered. This is to allow for the building of confidence, fluency, problem-solving, reasoning and ultimately mastery
- It is possible that not all units will be completed in Years 7 or 8 for lower and middle tiers and that additional units might be added for higher tiers. Some groups might not cover all of the units before the end of Year 11
- Unit tests are conducted in class at the end of every unit
- End of year and external tests are conducted as the school calendar and exam board directs

Topics covered in year 7: (In class test at the end of each unit)

Lower: (set 4)

Unit 1 Analysing and displaying data
Unit 2 Calculating
Unit 3 Expressions, functions and formulae
Unit 5 Factors and multiples
Unit 6 Decimals and measures
Unit 7 Angles and lines
Unit 8 Measuring and shapes
Unit 9 Fractions, decimals and percentages

Middle: (sets 2 and 3)

Unit 1 Analysing and displaying data
Unit 2 Number skills
Unit 3 Expressions, functions and formulae
Unit 4 Decimals and measures
Unit 5 Fractions
Unit 6 Probability
Unit 7 Ratio and proportion
Unit 8 Lines and angles
Unit 9 Sequences and graphs
Unit 10 Transformations

Higher: (set 1)

Unit 1 Analysing and displaying data
Unit 2 Number skills
Unit 3 Equations, functions and formulae
Unit 4 Fractions
Unit 5 Angles and shapes
Unit 6 Decimals
Unit 7 Equations
Unit 8 Multiplicative reasoning
Unit 9 Perimeter, area and volume
Unit 10 Sequences and graphs

Physical Education – two periods per week.

The Department of Sport and Physical Education develops the ethos of Sport for All. Through a variety of traditional and alternative physical activities, students gain the opportunity to progress rapidly in both their physical and cognitive development of sport, physical fitness and vocational sport.

We nurture students through a carefully balanced curriculum, providing opportunities to enhance practical skills, boost confidence and offer opportunities to those who wish to develop coaching or officiating skills. Every student is taught the core values of respect, sportsmanship and fair play as well as developing tactical and strategic awareness to outwit opponents. Lessons offer opportunities to learn how to solve problems through team and individual sports and how to work as a team in a practical environment.

We pride ourselves on leadership development, through our Sports Leadership Programmes. Many students gain accreditation and experience in leadership and become outstanding role models in lessons and in the community. We are at the forefront of life-long learning within the Academy. Whether student interests are in performance, coaching, leadership or officiating, our Physical Education programme has something to offer every student at Oxford Spires Academy. For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

Students will receive a carefully planned programme in multi skills. This programme challenges all students to demonstrate and develop a range of core functional skills required to perform successfully in sport. Sports are often scheduled to match the inter-house sporting calendar, allowing students to develop their technical application of skills required for competing in a variety of sports.

Throughout the year students will be assessed on the following in relation to the sport being undertaken:

- Physical Attributes for Sport
- Fitness Levels for Sport
- Cognitive Understanding of Sport
- Emotional Application to Teamwork, leadership, resilience and self-management
- Standards of PE kit.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Multi Skills across a variety of Sports		Invasion Sports (Football, Rugby, Netball, Basketball)				

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Invasion Sports (Football, Rugby, Netball, Basketball)							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Cross Country and Net Sports (Badminton)					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Gymnastics and Net Sports (Badminton and Tennis)					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Athletics and Tennis				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Striking and Fielding						

Science – two hours per week

Science is about learning through discovery. Students at Oxford Spires can expect to spend science lessons learning how to investigate the world around them through practical work complemented with developing a full understanding of theory.

The most comprehensive and easily accessible place for pupils to consolidate topics and prepare for tests is on this BBC website: <http://www.bbc.co.uk/education/subjects/zng4d2p>

A wide range of trips are run each year. Pupils can gain the greatest benefit from, and be inspired by, the largest amount of research science that happens in Oxfordshire and beyond.

A science club is run in KS3 to enable students to pursue further their interests in practical science. A Lego-League club is run to encourage pupils who are interested in engineering and computer coding.

Assessments are usually carried out at the end of each topic.

30 minutes homework will be set each week.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
7B1, 7B2, 7S2, 7T1	Science skills				Particles		
7E1, 7E2, 7S1, 7T2					Forces 1		

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
7B1, 7B2, 7S2, 7T1	Particles		Forces 1				Chemical reactions	
7E1, 7E2, 7S1, 7T2	Forces 1		Particles				Cells	

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
7B1, 7B2, 7S2, 7T1	Chemical reactions					Cells
7E1, 7E2, 7S1, 7T2	Cells					Chemical reactions

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
7B1, 7B2, 7S2, 7T1	Cells					Reproduction
7E1, 7E2, 7S1, 7T2	Chemical reactions					Energy

Term 5	22nd April	29th April	6th May	13th May	20th May
7B1, 7B2, 7S2, 7T1	Reproduction			Revision	Reproduction
7E1, 7E2, 7S1, 7T2	Energy				Energy

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	22nd July
7B1, 7B2, 7S2, 7T1	Energy	End of Yr7 Exams	Energy			Microbes		
7E1, 7E2, 7S1, 7T2	Reproduction		Reproduction					