Year 7 Curriculum Booklet 2019-20

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.

Curriculum Statement. At Oxford Spires Academy we:

- Define the curriculum as meaning everything that we do that holistically impacts on a child's learning and development. This includes but is not limited to:
    - Formal classroom teaching
    - Super-curricular learning
    - Extra-curricular activities
    - Literacy, numeracy and other interventions
    - Behaviour for learning
    - Tutoring
    - Personal development
    - Leadership development
    - PSHE, citizenship & healthy lifestyles
    - Forming and maintaining good relationships with others
    - Self-regulation
    - Independent learning skills and attributes.
- Provide a broad and balanced curriculum that celebrates the value of each subject equally.
- Recognise that the curriculum is broader than examination specifications and encourage teachers to enrich students beyond the restrictions of the syllabus.
- Believe that the curriculum should enable all students to achieve their best whatever their ability on entry and career goals. This is achieved through a fully inclusive curriculum and individualised advice and guidance.
- Believe that the curriculum should motivate all students to want to learn and prepares students for their future.
- Believe that teacher subject knowledge, questioning skills and general expertise are crucial to good learning and that good professional development is every teacher's right and responsibility.
- Understand that students learn differently to each other and that their learning needs change over time and that the curriculum should be flexible enough to respond effectively to this.
- Understand that learning is different in different subjects and that faculties should have the freedom to develop learning activities that enable success in their subject area. This includes how they approach assessment, marking and feedback.
- Understand that deep learning takes place when students make connections between their learning in different subjects.
- Understand that knowledge and skills are intertwined. Knowledge underpins and enables the application of skill, and skills need to be developed to enable a student to gain knowledge. Our best teaching develops both.
- Understand that the learning process involves our five senses and that activities should capitalise on this by including a variety of tasks over time that utilise each sense. We further recognise that when learning involves more than one sense at the same time it is more likely to stick.

- Recognise that in any lesson students may have learning preferences on any of these continua, that their learning preference may change and that lessons should include aspects of all over time.
    - Working by self – working with others
    - Learning new material – building on previous learning
    - Options to choose from – procedures to follow
    - Goals to work towards – problems to solve (work away from)
    - Active learning – reflective learning

Independent working

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning. 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 the 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. For reports the Pearson Step is converted to one of the equivalent six expressions of the "Mastery Curriculum."

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 Miss Fletcher by emailing sfletcher@oxfordspiresacademy.org

Computing – one period per week

Rationale

Computing in Year 7 strives to balance the development of functional IT literacy skills needed in the modern world (and the broader curriculum) with the academic rigour required for students to progress into Computer Science at GCSE level and beyond. The course is broad in its approach to provide coverage for a wide range of student abilities. This will be achieved primarily through project work, allowing for a range of student abilities, yet supplying enough stretch and challenge to more capable learners. The theoretical content may be less accessible to some students, but it will create an opportunity to develop personal study skills and cross curricular exposure in arithmetic, geometry, history and the sciences. Theoretical content will require home study and will mostly be assessed by Computer Assisted Learning technologies. Students will have the opportunity to develop independent learning skills.

Our Ambition

Students should at the end of the course should have developed computer literacy skills in the use of office packages and the use of the internet and email to cope with the broader requirements of the curriculum, both in Year 7 and beyond. In addition, students should have developed an appreciation for the flavour of computational thinking and rigours of Computer Science as an academic discipline to make an informed decision whether GCSE Computer Science is a good choice for them.

Computing Concepts

The course thus focusses on four strands which are developed simultaneously:

- Computer Literacy and IT appreciation – skills in the use of the most common office programs (PowerPoint, Word and Excel) in addition to using email and cloud-based platforms including – but not limited to – Show My Homework and Edmodo. An understanding of how basic IT technology works, as well as an appreciation or the evolution of pervasive technology - such as the internet - will also be fostered. Responsible use of email, social media and the internet will also permeate the curriculum.
- Problem Solving – in addition to developing skills, students will be exposed to problem solving requiring the application of IT skills.
- Computational Thinking – the formal discipline of computer science in designing solutions as algorithms that can be carried out by a person or a computer system. Implementation platforms will include flowcharts, HTML, a block coding language and python as a textual coding language. Most problems will rely heavily on turtle graphics, which is both more engaging and links into spatial awareness and geometry.
- The Mathematics of Computer Science – an introduction to the discrete mathematics exposing students to the binary number system and the basic logic gates.

The course draws upon the National Curriculum for Key Stage 3 and proposes to build upon the Primary School Tenderfoot study programme.

Homework

The frequency and nature of homework will depend on the Theoretical Topic and Project being undertaken. All study tasks and project tasks will be published on Show My Homework.

- Theoretical Topics will require home study. The "quality" of these homework sessions will be evaluated by an in-class Computer-Aided Assessment. The DUE date of the Home Study task will mean the date the Computer-Aided Assessment will take place on.
- Practical tasks to ensure completion and quality of the current term project. Projects are electronic in nature. Submission will be by upload to Show My Homework AND by email to your computer teacher.

Useful resources

- EDMODO – The Learning Platform used for Computer-Aided Assessment. Students can also make use of an Online version of Word, PowerPoint and Excel. Students have a BACKPACK – cloud storage – to be used to save their Computer Literacy Work into.
  Students create an account matching their stu12345 login name and password.
- TEACH-ICT.COM – The online computing textbook. The username for OSA students is OX42AU. The password will be emailed to all students.
- BBC-Bitesize KS3 Computer Science – Another excellent resource for home study.
- Trinket.io – A cloud-based platform for creating, saving and sharing HTML, Blocks or Python coding projects. Students create an account matching their stu12345 login name and password.
- Office 365 – Cloud based account for students. Provides access to OneDrive, Outlook (email), SharePoint amongst others. Login is the student's stu12345 number followed by @oxfordspiresacademy.org. Password is the student's school login password.
  Example Login: stu12345@oxfordspiresacedemy.org using their school login password.
  Office 365 is the GROWN UP version of EDMODO and can be used for ALL subjects. Edmodo resources will be "shadowed" on office 365 SharePoint.

Computing Timeline

TERM	Theory - Study	Project - Practical
1	Computer Systems: • Hardware vs Software • Input vs Output Devices • Hardware – Storage • Hardware – CPU and RAM	A PowerPoint documenting the completion of three mini-tasks: TASK 1A – Understanding the acceptable use policy. TASK 1B – The evolution of the Internet Time Line TASK 1C – Glossary of Network Devices PROJECT EXTENSION WORK: HTML Glossary HTML References Page
2	The Logic Gates – The logic gates – NOT, AND OR Truth Tables of NOT, AND, OR Circuit Symbols of NOT, AND, OR Tracing Simple Logic Circuits	PowerPoint LOGIC Gate "Simulator" EXTENSION TASK: HTML Version of the Logic Gate "Simulator" on Trinket.io
3	The Binary Number System: • Understand the need for Binary • Decode a binary number (up to 4-bits) • Encode a decimal number (0..15) into a binary number. • Extension: Work with up to 8-bit binary numbers. Turtle Graphics: • Understand directional turning • Understand the Compass Rose in the Turtle World • Write and Trace Turtle Pseudocode	BLOCKS (Trinket.io) Turtle Graphics in blocks - Compass Project. Extension: • Use of an input variable • Us of the if-statement
4	Basic Theory of Spreadsheets: • Key Terms – cell, row, column address. • Types of cell value – numeric or Text • Simple cell formulae making use of the standard arithmetic operators +, -, * and / Extension: • Built in function: sum, average, if	BLOCKS (Trinket.io) Simple INPUT → CALCULATE → OUTPUT program • Variable types: string;int;float Extension: • Use of an input variable to alter the calculator function (such as different rates for different age group).
5	Flowcharts: • Basic Symbols – terminator; input; output; declare; decision • Instruction flow for IF family EXTENSION: • Iteration Searching: • Linear Search Algorithm • Binary Search Algorithm	A SELECTION BASED PROGRAM/SOLUTION using either • A spreadsheet • Trinket.io Blocks • Python
6	END OF YEAR ASSESSMENT REVISION: • Software vs Hardware • Input vs Output Devices • CPU and RAM • Logic Gates • Binary Numbers • Flowcharts and Program Flow • Turtle Graphics	HTML & JAVASCRIPT WEB PAGE ANIMATION: • Create a simple walking sequence (or other) animation using PRIMARY IMAGES.

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

Rationale

The Arts (Art, Dance, Drama and Music) are practiced and valued across the school. They form important outlets for the communication of ideas, feelings and beliefs. Through the Arts we build skills in; creativity, imagination, autonomy, independence, leadership confidence and cooperation. There is a positive and purposeful atmosphere fostered within the faculty, which allows students to thrive. KS3 schemes are based on the requirements of GCSE and A Level, a Spiral Curriculum is designed to raise expectations and standards. From the start of KS3 the Arts are explored and experienced both practically and theoretically, encouraging students to be individual and experimental, to engage with the world around them and take ownership of their own practice. Homework is vitally important, allowing students to consolidate prior learning and prepare for future lessons – it also promotes an enquiring and independent approach to their learning.

Our Ambition

The aim of the Creative Arts Faculty at Oxford Spires Academy is to equip students for life beyond the classroom; build and develop personal skills which can be relied upon to succeed in school life, further education and future employment. At the heart of the curriculum is the development of engagement and communication, the ability to express ideas and opinions with fluency and confidence. We also strive for all students to make at least the expected progress against their targets and achieve their full potential as well as a lifelong passion for the Arts.

Arts Concepts

Across the Arts students are introduced to the core skills and throughout KS3 these are revisited to create a solid foundation and interest. Through exploration of more advanced skills and techniques students develop a 'tool kit' of strategies that enable them to move into KS4 with confidence and resilience. Looking at a broad range of genres and topics students engage in the process of developing an understanding of different styles and conventions. This promotes a developing awareness of artistic and aesthetic intention but also an understanding of the social, historical, political and cultural relevance of the Arts in our society today. Fundamentally, as a team, we all believe that the Arts should bring pleasure and enjoyment to our lives and the lives of those within our community – Arts are FUN!

Assessment in the Arts takes place on a termly basis – with a balance of practical and written tasks. Students develop their ability to reflect on their work and the contributions, using interim assessment and target setting to help shape final outcomes. There is a strong emphasis on independent study and those students making the greatest levels of progress will be those who use their time well in lessons, complete independent research and rehearsals, complete all homework consistently going beyond the expectation. These expectations of self-regulation prepare students for the challenge of GCSE and A Level.

Homework

Homework is set on a regular basis and is used to consolidate learning, students must complete homework in order to make the progress expected. Homework is generally a mixture of learning activities that may include research tasks, written tasks, listening tasks, line learning and practical projects.   If students are struggling with a piece of homework it is vital they ask their class teacher for help in advance of the lesson and not on the day the homework is due.   All homework and support materials are put on 'Show May Homework' and additional help is always available.

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-AbYCYNlQ

		Term 1
Topic	Art	Colour and Pattern
	Drama	Baseline Assessment – The Lion, The Witch and The Wardrobe
	Music	Elements of Music and Vocal Skills
Assessment	Art	Practical: Observational drawing task, assessed on use of tone & composition.
	Drama	Monologue Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Ensemble Performance and Reflection: Vocal performance focusing on technique, expression and interpretation, accuracy and fluency.

		Term 2
Topic	Art	Colour and Pattern
	Drama	Horror – Frankenstein, Dracula and The Woman in Black
	Music	Peter and the Wolf – Music Technology
Assessment	Art	Practical: 'Peg Project': Presentation board. Colour theory, application and presentation skills
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Composition and Reflection: Using Logic as a compositional tool focusing on developing musical ideas, technical control and composing with a sense of style

		Term 3
Topic	Art	Colour and Pattern
	Drama	Melodrama
	Music	Keyboard Skills
Assessment	Art	Practical and Written: Artist write up and Poly-print outcome. Analytical skills combined with exploring, selecting and reviewing techniques and processes.
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Duo Performance and Reflection: Keyboard performance focusing on Technique, Expression and Interpretation, Accuracy and Fluency.

		Term 4
Topic	Art	Typography
	Drama	Conflict: West Side Story Scripted Performance
	Music	African Drumming and Samba
Assessment	Art	Practical: Batik outcome. Recording ideas relevant to intentions related to the work of others
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Ensemble Performance and Reflection: Percussion Performance, focusing on Technique, Expression and Interpretation, Accuracy and Fluency.

		Term 5
Topic	Art	Typography
	Drama	Conflict: West Side Story Devised Performance
	Music	Holst's Planets – Music Technology
Assessment	Art	Practical: Lettering outcomes, students demonstrate critical understanding of Art movements through History of Art.
	Drama	Ensemble Performance and Reflection: Devised performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Composition and Reflection: Using Logic as a compositional tool focusing on developing musical ideas, technical control and composing with a sense of style

		Term 6
Topic	Art	Typography
	Drama	Greek Theatre
	Music	Reggae
Assessment	Art	Written: End of year assessment. All topics across the year covered.
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Duo Performance and Reflection: Keyboards and Singing, focusing on Technique, Expression and Interpretation, Accuracy and Fluency.

Design & Technology – 2 lessons a week

Rationale

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Our Ambition

The Design and Technology Department aims to provide a safe learning environment where pupils can develop confidence, self-esteem and are encouraged to take risks. The curriculum is designed to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world through the application of mathematics and science to solve everyday problems.

Design & Technology Concepts

All pupils are given the opportunity to develop a wide range of skills, whilst gaining valuable knowledge and positive values and attitudes in all the subjects within DT- Food, Textiles, Graphics, Resistant Material Technology and Systems & Control. Across this range of subjects pupils have the opportunity to develop their technological capability by:

- Analysing contexts to identify design opportunities
- Research and evaluation skills
- Communication skills, including designing and the use of CAD
- Iterative design and development of solutions
- Measuring, marking, cutting and shaping skills in a range of materials and using a range of tools and equipment including CAM.
- Joining and assembling skills.
- Finishing skills.
- Health & Safety; risk assessment.
- Numeracy; literacy; Science; ICT skills.
- Other key life skills including team work skills, work related skills, environmental awareness skills, problem solving skills.
- Critical evaluation skills and techniques

Homework

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.

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 so that they make maximum progress in their Design and Technology capability.

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.

- 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

Textiles

Students will create a bag tag. They will:

- Have analysed a context which leads to a design opportunity.
- Appropriately researched a design opportunity
- Demonstrated the ability to produce running stitch, hemming stitch, back stitch, back stitch blind stitch and tack.
- Designed to a specification.
- Produce a prototype product
- Demonstrated the ability to finish a product
- Evaluated a product and made suggestions of improvements which would make it a commercially viable.
- Apply correct method of stitching

Term 1	4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
7B, 7B2, 7S, 7S2	Multi Materials							
7E, 7E2, 7T, 7T2	Textiles							

Term 2	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec
7B, 7B2, 7S, 7S2	Multi Materials		Textiles				
7E, 7E2, 7T, 7T2	Textiles		Multi Materials				

Term 3	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb
7B, 7B2, 7S, 7S2	Textiles				Electronics	
7E, 7E2, 7T, 7T2	Multi Materials				Food	

Term 4	24th Feb	2nd March	9th March	16th March	23rd March	30th March
7B, 7B2, 7S, 7S2	Electronics					
7E, 7E2, 7T, 7T2	Food					

Term 5	20th April	27th April	4th May	11th May	18th May
7B, 7B2, 7S, 7S2	Electronics	Food			
7E, 7E2, 7T, 7T2	Food	Electronics			

Term 6	1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July
7B, 7B2, 7S, 7S2	Food							
7E, 7E2, 7T, 7T2	Electronics							

English – four hours per week.

Rationale

The English curriculum aims to expose students to a wide range of literary and non-literary texts throughout the course of their education at OSA. The skills required for GCSE have been mapped down into the KS3 curriculum along with command words and question styles so that there is enough time to focus on the considerable content that has to be learnt in KS4. Students who continue in to the 6th Form are well prepared for the demands of the A-level course.

The GCSE does require confidence reading 19th Century texts so we have planned coverage of these from Yr 8; however, we are mindful of the dangers of a narrowing curriculum so maintain a wide selection of forms and media from contemporary and historical periods. This helps sustain student interest, excitement and engagement.

We believe that the construction of meaning when reading is a creative process so seek to promote creativity in teachers and students. Teachers are encouraged to try new approaches to teaching and learning and the creative work of our students is highly valued and celebrated.

Students are set in English based on KS2 data and these class groupings are reviewed regularly at department meetings; the Head of Faculty makes the final decision on all moves. Within each lesson, teachers aim to adapt approaches and activities to meet the needs of students. Homework is used to prepare, revise and redraft work in class.

The English classroom is the ideal space in which to celebrate the diversity of OSA: exploring different perspectives and discovering the cultural products of different times and places.

Our Ambition

The ambitions of the English department are wide ranging and varied. We want all students to achieve the best grade they can in public examinations irrespective of prior attainment. We do not believe, however, that exam results are the only measure of a good education.

We want to develop our students' written and verbal communication skills so that they can express themselves with ease and confidence in their professional and personal lives. Through discussion and reading, we want students to listen to the thoughts and opinions of others so they become tolerant, empathic and compassionate members of society. We hope that our students enjoy their English lessons and that many will continue their study of language and literature to higher levels. Even if students stop their formal English lessons at 16, the distilled human experience they encounter in prose, poetry and drama will continue to offer them joy, perspective, hope and comfort throughout their lives.

English Concepts

In our experience, development in English is not simply linear and so we return to skills and develop these throughout the course of the KS3/4 curriculum. Close analysis requires a level of emotional intelligence and sensitivity to tone that develops throughout a student's time at secondary school. We do not repeat texts but plan units with clear thematic, contextual and formal links to build background knowledge.

Our dynamic and skilled teachers adapt content and approaches to suit the need of the learners in each class: this is based on subject and pedagogical knowledge. Students study many of the same key texts but decisions on original or abridged versions are made to facilitate engagement and support the best outcome for each child. As a department, we seek to create safe and supportive environments in which students are willing to take risks and strive to achieve. Assessment, both formative and summative, informs teacher planning for individual classes. Clear criteria and objectives for each unit of work allow teachers and students to chart progress and intervene where necessary.

The academy's super-curricula opportunities clearly support speaking and listening skills (especially ESU and Mace debating) and writing (poetry and creative writing) for children of all ages and attainment levels.

Term 1	
Topic	Novel: The Black Book of Secrets / Clockwork / Cirque du Freak / The Tulip Touch / Matilda
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	
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	
Topic	"Love that Dog" / Poetry Anthology
Reading Assessment	Comparison of extracts about Jack - one 'seen' from earlier in the text, one 'unseen' from later.
Writing Assessment	Own poem

Term 5		
Topic	Non-Fiction texts; Touching the void	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
Topic	Moving Image Text		Fat Boy Swim / Skellig / Warhorse / The Mortal Engines				
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, Tightrope - Gillian Cross
- Paddy Clarke, Ha, Ha, Ha – Roddy Doyle
- Madam Doubtfire, Goggle Eyes – Anne Fine
- The Weirdstone of Brisingasmen – 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

Rationale

We aim to develop students' learning skills to provide a platform upon which to build towards future study at Key Stage Five and beyond. Students rotate humanities subjects throughout the year so they study two topics of history, geography and religious education. As well as engaging lessons, each term students have a long term homework project designed to be a meaningful extended piece of work that develops their creativity and independence and which gives them a real sense of achievement. Literacy skills are developed through extended writing in the form of essays and this is alternated each term with a knowledge test to help students improve their ability to memorise and recall factual information. Students also complete a group project in class each term which gives them the opportunity to choose a question about the topic to research and present. Students reflect on the process of learning and how to improve it. Students are taught in mixed ability tutor groups. The curriculum as a whole provides opportunities for everyone to excel and be challenged. Students have three lessons of humanities each week and an additional lesson of PSHE.

Our Ambition

In Year Seven Humanities we aim to create a love of learning in general and of humanities in particular by giving students the opportunity to develop in a variety of different ways. We want to give them the opportunity to learn about new, important and exciting topics within the humanities and to develop the core skills of independence, team work, creativity and literacy.

Humanities Concepts

Each topic has an overall question. Each lesson answers a sub question that allows students to build towards answering the overall question for the topic.

Essays, formal tests and homework projects provide progress data each term. Each piece of work contributes to an overall grade for the students. This is moderated at regular intervals. Students' progress is assessed using the data and teachers provide tailored interventions to support them the following term.

Each teacher plans their lessons to meet the particular needs of their class. The curriculum is also planned to incorporate a wide range of different styles of learning. The more able are stretched by being given more challenging work and more complex resources whilst those who need more support are helped to organise and scaffold their work appropriately.

Homework

Each term students will be given a long term project to complete, with an increasing range of choice about what they do as the year progresses. They will be given clear instructions and help breaking the work down into manageable pieces. Homework support will usually be available on Thursdays after school until 4pm. Students should aim to spend 45 minutes on their homework twice a week.

Term 1

Topic	Africa to Oxford
Assessment	Test
Homework	Stone Age Settlement

Term 2

Topic	Islam
Assessment	Essay
Homework	Minecraft Mosques

Term 3

Topic	Ecosystems
Assessment	Test
Homework	Ecosystems in a Shoebox

Term 4

Topic	Empires
Assessment	Essay
Homework	Board Game

Term 5

Topic	An Introduction to Philosophy
Assessment	Test
Homework	Journalism

Term 6

Topic	The Geography of Food
Assessment	Essay
Homework	Sustainable Urban Environments

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

Rationale

Studio, Stimmt and Viva are fully differentiated 11–14 French, German and Spanish courses in three stages – Book 1 for Year 7, Book 2 for Year 8 and Book 3 for Year 9. Books 1 and 2 are suitable for use on their own as a two-year Key Stage 3 course and this is how we use them.

The course has been written to reflect the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French, German or Spanish people of their own age on topics that interest and stimulate them. They are introduced to young French, German and Spanish people and given insight into the everyday life and culture of France, Germany or Spain and other French/German/Spanish-speaking countries, encouraging intercultural understanding.

At the same time, Studio Stimmt and Viva ensure that pupils are taught the language learning skills and strategies that they need to become independent language learners.
The four elements of the Key Stage 3 Programmes of Study (Key concepts, Key processes, Range and content and Curriculum opportunities) and the five strands of progression in the Key Stage 3 Framework for languages are fully integrated into the course. In addition, pupils have the chance to experience cross-curricular studies and are given regular opportunities to develop and practise the personal, learning and thinking skills required to operate as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

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), Duolinguo, 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

Introduction Module
- Introduce self, greetings, name, numbers, ages and birthdays - Question and answers
- Cognates, Phonics, Alphabet, Classroom language, colours
- Avoir and Être, pets (+ adjectival agreement), family

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 collège"
- 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: "Freizet – 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 cuidad"
- 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

Rationale

The curriculum for mathematics from Years 7 to 11 (and beyond) has pedagogy at the heart of it. It is based on the creation of leading mathematics educational researchers and experienced teachers. The focus is about developing both deep knowledge and understanding of mathematics to enable students to have the confidence and fluency to use mathematical reasoning and solve problems. This not only develops their academic capability and exam success but also enhances transferable life skills such as logic, reasoning and proof. Homework is set (see details below) in order to further develop and enrich students thinking, practice skills they have learnt and to revise for assessment. Mathematics at Oxford Spires contributes significantly to literacy through the development of vocabulary and comprehension.

Our Ambition

Fundamentally we want students to understand the mathematics they learn and develop a love for learning mathematics. Naturally we want them to achieve the highest possible GCSE results that will also provide them with greater choices and opportunities for their futures.

Maths Concepts

The learning structure for our mathematics curriculum is based around some key principles:

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- CPA approach – Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

We aim to cater for students of all abilities through stretch, challenge and support. Our resources are structured to deliver engaging and accessible content across differentiated tiers supported by worked examples, key points, literacy and strategy hints.

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: 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
- These are differentiated for Year 9, 10 and 11 at higher or foundation.
- 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 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.

Rationale

Physical Education and Sport at Oxford Spires Academy offers students and balance of a broad curriculum, with depth of study across key sports. Students will be taught the fundamental skills required to be successful in a number of physical activities, many of which are transferable skills. The purpose of this is based around our ethos of "Sport for All". Every student will have the opportunity to participate in sports that offer physical and cognitive development whilst enhancing social skills and leadership qualities through the medium of sport.

The curriculum will build into the Inter House Sport calendar, offering the depth of competition for those who wish to take particular sports to a level beyond participation. This inclusive approach to the curricular and extra curricular provision of Physical Education and Sport places "Sport for All" at the heart of all we do.

Our Ambition

From Year 7, students are exposed to GCSE and examination terminology to build a deep and meaningful understanding of how the body works through sport, and how the sports they are participating in feature in the wider context of the sporting world. We aim for every student to leave each lesson having not only developed an aspect of their physical ability, but having also enhanced their cognitive understanding of the theory that underpins performance.

Physical Education Concepts

"Sport for All" means every student has the opportunity to fully access the Physical Education curriculum. Progression of learning occurs both through individual sports and by transferring skills across a range of physical activities. Each year, students have the opportunity to build on their learning, with signposting and exit routes towards clubs (internal and external) regularly highlighted.

Students are given a key balance of skills development and knowledge building, linked closely to the key content of both GCSE and Btec level 2 syllabi, exposing students from Year 7 and through Year 8 to the key principles of study in Key Stage 4.

Extra curricular sporting provision provides a clear extension for those who wish to enhance their skills and techniques further, with a view to many of these students representing their House and the Academy in competitive sport. With this comes the opportunity to develop leadership skills and work to the morals and values of the Academy as a whole.

For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

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	2nd Spt	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct
Topic	Multi Skills across a variety of Sports		Invasion Sports (Football, Rugby, Netball, Basketball)				

Term 2	
Topic	Invasion Sports (Football, Rugby, Netball, Basketball)

Term 3	
Topic	Cross Country and Net Sports (Badminton)

Term 4	
Topic	Gymnastics and Net Sports (Badminton and Tennis)

Term 5	
Topic	Athletics and Tennis

Term 6	
Topic	Striking and Fielding

Science – two hours per week

Rationale

We understand that secondary school present pupils with a huge opportunity to study science in a way they have not had access to up until this point. Our KS3 curriculum has been written to promote inquiry and a love for the subject by including a large amount of investigation and practical science. Our main focus is therefore in developing practical and investigatory skills within the context of learning about different topics across Biology, Chemistry and Physics. The order of the topics has been chosen to link with the order of topics in KS4 in order that pupils don't repeat topics too soon or with too much of a gap when they return to study them in greater detail. In each module we have a revision skills and recall lesson half way through. The purpose of this is to promote the importance of recall in science given the large amount of content there is to learn across the three disciplines and also to explicitly teach the pupils methods for committing information and ideas to memory.

Our Ambition

Our ambitions for the pupils include for them to develop a love for science and a methodical and analytical method for approaching problems. We also intend for them to gain the study skills required to make a success of science at GCSE and in any further study they undertake.

Science Concepts

The science curriculum is topic based throughout KS3 & KS4. Pupils will often return to the same topic numbers of time throughout Y7-9 recapping pre-taught work and adding depth and breadth to it. For example, Ecology is taught in Y7, 9, & 11. Our teaching style aims to force pupils to think for themselves by focusing on inquiry, open questioning and investigation. We intend to challenge the most able through extension and further questions often asking them to justify, explain or plan. We also intend to support those who need it through one on one support, scaffolding and through building confidence with appropriate questioning. At some points in the year a KS3 science club will operate at lunchtime. There is also the opportunity for pupils to be involved in house science during the final term of the year which gives pupils the opportunity to work as a team, improve their practical skills as well as their ability to present to an audience.

Assessment in Science

Pupils are taught through an in house scheme of work and are assessed linearly at the end of two topics of study. The purpose of this is to familiarise pupils with the process of preparing for linear assessments and promote memory recall over a longer period of time.

Homework

Pupils should expect weekly homework with variety in the tasks set.

Useful resources

www.bbc.co.uk/education/subjects/zng4d2p.

www.senecalearning.com

Term 1	4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
7E1, 7B2, 7T1, 7B1	Practical Skills				Particles			
7E2, 7S1, 7S2, 7T2					Forces 1			

Term 2	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec
7E1, 7B2, 7T1, 7B1	Particles	Forces 1					
7E2, 7S1, 7S2, 7T2	Forces 1	Particles					

Term 3	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb
7E1, 7B2, 7T1, 7B1	Chemical reactions					Cells
7E2, 7S1, 7S2, 7T2	Cells					Chemical reactions

Term 4	24th Feb	2nd March	9th March	16th March	23rd March	30th March
7E1, 7B2, 7T1, 7B1	Cells					Reproduction
7E2, 7S1, 7S2, 7T2	Chemical reactions					Energy

Term 5	20th April	27th April	4th May	11th May	18th May
7E1, 7B2, 7T1, 7B1	Reproduction			Energy	
7E2, 7S1, 7S2, 7T2	Energy			Reproduction	

Term 6	1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July
7E1, 7B2, 7T1, 7B1	Energy				Microbes			
7E2, 7S1, 7S2, 7T2	Reproduction				Microbes			