



Year 7

Curriculum Booklet

2021-22

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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

Context

Oxford Spires Academy serves the entire City of Oxford though most students come from the nearby area. The academy serves a comprehensive intake with approx. 43% students from the middle, 26% lower and 22% higher prior attainment bands. 60% of students are from a wide range of ethnic minority groups the largest of which are Pakistani (12%) followed by Black-African (11%) and other white (8%). For 40% of students, English is an additional language. This is more than double the national average of 17%. 37% of students are disadvantaged which is higher than the national proportion of 17%. 19% receive additional support for SEND which is also higher than the national 12.5%. Many students have complex needs, for example half of all SEND students and 42% of EAL students are also disadvantaged.

Intent

Our motto at Oxford Spires Academy is “Be the best you can be.” Our commitment to inclusion and equality means we aim to raise the aspirations of all students, regardless of background, by holding the same high expectations of everyone in our community to achieve their best.

We plan our ambitious curriculum to fulfil and go beyond the requirements of the National Curriculum and examination syllabi to meet the needs of students within our context. All students will have equal access to a wide range of subjects and opportunities. This will enable them to learn the knowledge and skills they will need to ensure they are well prepared for the next phase of their education or employment and life in modern Britain. It will take account of students’ aspirations, the local, national and global job markets so that students become confident, thoughtful, successful and satisfied adults that contribute to the economy, society and the communities that they live in.

Many students arrive at the academy without having reached the standard of being “secondary ready.” We intend to identify those students before joining the academy and through a programme of intervention in the summer holiday and during year 7 aim for them to catch up with their peers. We recognise the challenge that covid has placed on students and that some of these students may need additional support for more than a year.

In addition to having secure knowledge from a broad and balanced curriculum, all students will develop secure speaking, reading, writing and numeracy skills and social, moral, spiritual and cultural awareness. They will be digitally literate to enable them to access, evaluate, organise and utilise information from the internet thereby developing their ability to work independently, including when they cannot access the school site. These themes, alongside British values, will be developed across all subjects as they are the foundation of a child’s experience at school. For example, in Key Stage 3 we aim to increase students’ cultural capital and improve confidence and communication by extending arts provision to include drama. This continues in Key Stage Four with additional options to study dance, media and photography.

We intend to enrich students' experience of the world and develop cultural capital through a broad extra and super-curricular offer. We intend the House System to provide a framework for creating smaller communities within the academy community and play a particular role in developing challenge, confidence, commitment, self-regulation and leadership. We intend that this offer will particularly support disadvantaged students who join the academy with less cultural and social capital than their peers.

Our Academy is uniquely placed for students to interact with other students from very different backgrounds. The curriculum is therefore enriched to address equality issues both in the taught curriculum and through extra-curricular activities. We intend our students to be world leaders in recognising and challenging the inequalities in the world and to eradicate any prejudices that exist together as a community. Our PSHE programme is planned to be effective in maintaining harmony and respect in our community and keeping students safe. We intend for all students to be able to work in a safe environment free from harassment or violence from others and to practise the OSA value to #BeKind in all situations.

We intend to meet the needs of our most able students by extending their depth of understanding in the concepts we teach and increasingly take on leadership roles and self-directed research. It is our intent that teachers will receive sufficient advice and guidance from leaders to enable them to provide the individual support SEND students need to follow the same curriculum as their peers and aim for similar outcomes. We intend that students who are disadvantaged should achieve as well as their peers from similar starting points and move on to similar destinations when they leave the academy.

We intend for our students to reach the government's targets for 75% of students to study EBacc GCSEs in 2022 and 90% by 2025. We recognise the impact covid has had and that students will need greater confidence and to have support identifying and remedying gaps in their knowledge, particularly in languages, to be able to achieve these goals.

Key Stage 3 (Years 7 to 9)

We focus on giving every child the widest possible experience across a range of subjects. These include the arts, languages, humanities, PE and technical subjects whilst maintaining a strong focus on the core subjects of English, mathematics and science. All subjects support the development of literacy and numeracy of students and their understanding and application of British values. The PSHE and tutor programmes teach student to live healthy lives, to be the best they can be and to make the best contribution to their community. This includes delivery of statutory Citizenship and Relationships and Sexual Education and Health education.

Year 7 Overview

In Year 7, students are taught a combined humanities programme that helps reduce the number of teachers they access after primary school. This also enables them to make connections between humanities subjects and there is a focus on developing greater literacy skills through the humanities. In library lessons they read for an hour using the accelerated reader programme.

Subject	Lessons per week	Notes
English	4	
Maths	4	
Science	3	
Art	1	
Drama	1	

Humanities	3	Geography/History/RE
Languages	3	French, German or Spanish.
Library	1	
Music	1	
PE	2	
Technology rotation	2	Design & Technology / Food Tech / Computing / PSHE in termly rotation.

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.

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."

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. The Go4Schools website lists all the formal assessments that are carried out.

As a minimum, teachers will input a formal assessment three times a year in time for the end of term snapshot reports. Teachers will add additional assessments as and when they are completed and these can be viewed as soon as they are entered on the website.

You will see two different types of assessments used. The maths and languages departments use a progression Scale of 12 Steps to describe performance and these are set by Edexcel, the exam board they will ultimately take their languages and maths GCSEs with.

Pearson Steps range from 1 to 12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point and in languages assumes no prior knowledge of the language. Step 12 represents the highest GCSE grade. Students' achievement in the steps may fluctuate across the year as they tackle new and different topics and language. The maths department report the step achieved so far. For example "5th" means Pearson Step 5. The languages department report the step and also how well they have achieved that step through four letters: Beginning, Developing, Securing, Excelling. So a student with "4-E" has achieved Pearson Step 4 and they are nearly ready to achieve Step 5.

All other subjects use the following six expressions to describe how a student is working in class. These are reported in individual assessments and, in most cases, an average of them all is given in the "current grade." In some subjects the current grade reflects the best or most recent grade achieved. These expressions are not linked to GCSE outcomes but are intended to help students focus on their development as an independent learner to prepare effectively for GCSE courses in Year 10 & 11.

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. You support others which helps you summarise and retain information better.	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 improving the quality of your work and/or going into more depth.
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 tasks with some help from others.	aim to make your learning secure by completing more tasks with less support.
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.

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

Computing – one period per week for one term

Rationale

The aim in delivering Computing in KS3 is two-fold. Firstly, computing aims to address the need for digital literacy (previously addressed by IT) to equip students with skills and knowledge to utilise computers as a useful tool in the modern world. The second aim is to lay sufficient grounding in Computer Science so that students can make an informed choice for their GCSE KS4 subject choice.

Ambition

The first goal is to provide students with a working knowledge of MS office programs, as well as digital literacy skills to ensure students understand how to remain safe in an online world as well as utilising IT infrastructure appropriately. Students will also learn the basic hardware components, their function, as well as develop a deeper appreciation for Boolean logic and binary numbers that underpin the theoretical working of computer systems. Finally, students will be able to apply themselves to the logo-like blocks programming platform in trinket.io in order to produce a numeric digit's project.

Concepts

- Computer Systems (hardware Components)
- Abstraction & Models
- E-Safety (Staying safe online and the legal implications)
- Data Representation of Binary numbers
- Boolean logic gates & their circuit models
- Trinket.io blocks turtle coding project

Assessment

- Homework Tasks
- In Class MS Form Quizzes
- Blocks trinket project

Homework

Students are expected to revise the days lesson and complete unfinished prior to the next week's lesson. This revision and work completion should take roughly 30 minutes per lesson.

In addition, homework tasks may also be set but this should not exceed another 30 minutes over a fortnight.

Useful resources

www.teach-ict.com – An online textbook. Login details supplied to students.

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

<https://www.tinkercad.com/joinclass> - Tinkercad - an online virtual circuit simulator.

www.trinket.io – A cloud-based coding platform for coding in blocks or python3.

Timeline Year 7

Year 7 will take computing in carousel groups alternating every term.

Over the term the following 3 UNITS of work will be studied:

UNIT	Topics	Assessment
Unit1 4-5 lessons	<ul style="list-style-type: none">* E-Safety (& British Values)* Use of Ms PowerPoint / Ms Word* Using Teams & OneNote & OneDrive* Computer Architecture (Hardware)	<ul style="list-style-type: none">* Various Tasks* MS forms Quiz (mid-point test)* Build a virtual desktop pc task
Unit2 5 Lessons	<ul style="list-style-type: none">* Tinker cad circuit simulations* Use of Ms Paint / Ms Excel* Logic Gates: NOT; AND; OR* 4-digit binary conversions	<ul style="list-style-type: none">* Various Tasks* MS forms Quiz (terminal assessment)
Unit3 3-5 Lessons	<ul style="list-style-type: none">* Concept of an Algorithm* Concept of pseudocode* Basic Turtle Commands* Concept of procedures to group and structure useful code.* Independently explore the use of input & selection.	<ul style="list-style-type: none">* Blocks trinket digits project

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.

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.

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:

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

Useful resources - Music:

musictheory.net

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Creative Arts: Term 1		
Topic	Art	Baseline Assessment project – Peg Project
	Drama	Baseline Assessment – The Lion, The Witch and The Wardrobe
	Music	Elements of Music (Part 1)
Assessment	Art	Practical: ‘Peg Project’: Presentation board. Colour theory, application and presentation skills
	Drama	Monologue Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Developing a basic grasp of the Musical Elements in theory and practise.

Creative Arts: Term 2		
Topic	Art	Colour and Pattern
	Drama	Status
	Music	Percussion Skills
Assessment	Art	Practical and Written: Artist write up and drawing and painting outcomes. Analytical skills combined with exploring, selecting and reviewing techniques and processes.
	Drama	Ensemble Performance and Reflection: Devised mime performance focusing on facial expression, gesture and body language, to show status.
	Music	Working as an ensemble to develop rhythmic and dynamic elements

Creative Arts: Term 3		
Topic	Art	Colour and Pattern
	Drama	Conflict: Westside Story Scripted Performance
	Music	Keyboard Skills
Assessment	Art	Practical and Written: Artist write up and print and textiles outcomes. 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.

Creative Arts: Term 4		
Topic	Art	Typography
	Drama	Conflict: West Side Story Devised Performance
	Music	Guitar Skills
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	Working in pairs to develop guitar technique & harmonic understanding

Creative Arts: Term 5		
Topic	Art	Typography
	Drama	Horror: Frankenstein and Dracula
	Music	Vocal Skills
Assessment	Art	Practical: Lettering outcomes, students demonstrate critical understanding of Art movements through History of Art.
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Working as an ensemble to develop vocal technique and textural understanding

Creative Arts: Term 6		
Topic	Art	Typography
	Drama	Greek Theatre
	Music	Pop Song
Assessment	Art	Practical: Lettering outcomes, students demonstrate critical understanding of Art movements through History of Art. Application of skills, techniques and presentation skills.
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Composing a pop song using Logic to create instrumental layers and timbre

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.

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.

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, making healthy lunch box meals.

- 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 learn about healthy eating and gain a better understanding of how to make healthy choices.
- Gain knowledge and skills when developing and evaluating their products using sensory analysis.
- Begin to understand some dietary needs of others and how to adapt simple recipes.

Students are assessed on:

- Uses of food safety and practices.
- Hygiene when preparing and cooking.
- Demonstrate a range of techniques and skills while cooking.
- Follow a recipe and adapt this to suit a different dietary need.
- Understand and explain the basic principles of the Eatwell Guide.
- Use Hedonic ranking to evaluate their products and develop.

English – four hours per week.

Rationale

At OSA we value the community we serve. Our students bring a wealth of experiences to our classrooms and our intention is to capitalise on the diversity our students offer by exploring a range of engaging texts from the literary canon and contemporary literature. We strongly believe that students should be given the opportunity and arena to explore texts that challenge their thinking whilst reflecting the current climate they live; this is the reasoning behind our text choices and curriculum design. Across all key stages, we revisit key skills and knowledge frequently to solidify students' understanding of these whilst allowing them to explore each topic and skill in more detail, therefore offering both breadth and depth to the curriculum.

In Years 7-10, we have moved to a mixed ability as we believe students can learn so much from each other and mixed ability facilitates this whilst allowing every student to flourish.

Ambition

Our aim is that each and every student progresses through the English curriculum developing key reading, writing, speaking and listening skills that enable them to understand, participate in and challenge the world in which they live. Of course, assessment and exam results are important but we want to ensure that we engage students with key social, political, cultural and historical issues so that they feel confident and prepared to share this both verbally and in writing. If students engage with this fully, they will not only achieve well in their exams but they will be prepared for the world beyond this.

Concepts

Across KS3 and KS4, we will study a range of fiction and non-fiction texts that encapsulate a range of themes and skills. The idea is: students will, at first, explore these on an introductory level. Then, explicit links will be made to the skills and knowledge within each unit. As students progress throughout the curriculum, they will be given the opportunity to develop their understanding of these key skills and concepts in a deeper, more critical way.

Within this, we recognise the importance of consistency, teacher autonomy and the individual needs of the class. To support this, each scheme of learning will have a series of core lessons which include core knowledge and skills. To complete the unit, teachers then plan flexi lessons which can be used to revisit a topic, spend longer on key knowledge or skills or approach a text more critically.

Homework

In English, we aim to set homework that is purposeful and supports students' knowledge, recall and key revision skills. Students should expect to receive homework once a week and all work will be available on Teams. For this, homework will follow the cycle:

1. Embedding key vocabulary and spelling - embed vocabulary taught at the beginning of the unit. Students will write the definitions of the key words taught in class, practise spelling them accurately and putting them into a context by responding to a question.
2. Embedding key knowledge – students will have been taught new knowledge in this unit and the next stage of this term's homework will focus on consolidating and embedding this knowledge. Examples of this might include: quotation squeeze, reading an extract and identifying key information, responding creatively to a stimulus, creating a revision resource to synthesise new information, applying their new knowledge to a different or unseen text.

3. Consolidating key knowledge: Students will have been taught the new knowledge needed for this unit and begin adapting this to suit the assessment objectives and skills for this unit. The next stage of this term's homework will be focusing on teaching students to practise these skills. Examples of this might include: creating a new revision resource for the new knowledge taught across the unit, answering an exam style or assessment questions, planning for 2-3 exam style or assessment questions etc.

Feedback

Students receive feedback that identifies what progress they have made, what they need to do to consolidate this and make further progress.

Students' exercise books, verbal and written contributions exemplify them taking ownership of their learning.

Students will receive a variety of feedback in their English lessons and the frequency will differ as outlined below:

Verbal	<ul style="list-style-type: none"> • Every lesson • This will either be in response to a verbal contribution offered in class or when the teacher is circulating in the classroom.
Written (teacher marked)	<p>Twice a term (this is inclusive of a termly assessment)</p> <p>The process of this will always include an exemplar (either before, after or both) and a whole class feedback sheet.</p> <p>A feedback lesson will always happen if written feedback is given which students will be expected to respond to. *</p>
Peer or Self-Assessment	Weekly and in homework (for more information about homework, please see our homework policy)

*A response task may include:

1. Students identifying the strengths and developments in an exemplar and **re-writing** a section of their work that solidifies their strengths and shows progress towards their developments.
2. Students identifying the strengths and developments in an exemplar and applying this to a **new piece** of writing either in the feedback lesson or following lesson.
3. Students will complete a **reflection activity** where they identify their strengths, their developments and state what they would do next time to improve.
4. This will be used when students have already been given an exemplar in the preparation lesson.
5. Students will go back to their **original piece of work and edit this** for their developments. For example, they might change some of their vocabulary choices, go back to add an additional interpretation etc.

British Values

Our curriculum supports British values as we ensure we include texts that give students the opportunity to learn and understand about our key values in a diverse range of contexts. Our curriculum and schemes of learning are taught thematically and we introduce, embed and develop knowledge of British values throughout all key stages. We are proud that our curriculum includes diverse texts that allow students to explore relevant themes, issues, relationships, ideas and challenges and our lessons give students safe space to read, write and discuss about this.

Recommended Reads: Key Stage 3

<p><u>Action & Thrillers</u> <i>Bodyguard</i> or <i>Young Samurai</i> (& sequels); <i>Bullet Catcher</i> or <i>Gamer</i> by Chris Bradford* <i>Alone</i> by DJ Brazier <i>Mortal Chaos, Speed Freaks, The Everest Files</i> (& sequels) or <i>Lie, Kill, Walk Away</i> - Matt Dickinson (!) <i>Lightning Girl</i> (& sequels) by Alesha Dixon * <i>The London Eye Mystery</i> by Siobhan Dowd (!) <i>Silverfin</i> or <i>The Enemy</i> (& sequels) by C Higson <i>Stormbreaker</i> (& sequels) by A. Horowitz* <i>Wild Boy</i> by Lloyd Jones <i>Girl Missing</i> (& sequels) by Sophie McKenzie <i>The Recruit</i> (& sequels) by R. Muchamore* <i>Hatchet</i> by Gary Paulsen <i>Wolf Wilder, The Good Thieves, The Explorer, Rooftoppers</i> by Katherine Rundell <i>Night Speakers</i> or <i>Carjacked</i> by Ali Sparkes <i>Murder Most Unladylike</i> (& sequels) – R Stevens <i>Lost (Choose Your Own Adventure)</i> -T Turner.*</p> <p><u>Dystopian & Science Fiction</u> <i>Gone</i> or <i>BRZK</i> (& sequels) -Michael Grant <i>The Boy Who Flew</i> by Fleur Hitchcock <i>The Giver</i> and <i>Gathering Blue</i> by Lois Lowry (!) <i>Legend</i> (& sequels) by Marie Lu <i>The Knife of Never Letting Go</i> (& sequels)-P Ness (!) <i>MetaWars: Fight for the Future</i> (&sequels)-Norton* <i>Railhead & Mortal Engines</i> (& sequels)-P Reeve (!)^ <i>Remade</i> (& sequels) or <i>Time Riders</i> - Alex Scarrow <i>Dry, Scythe, Unwind</i> (& sequels) – N Shusterman (!) <i>Contagion</i> or <i>Slated</i> (& sequels) by Teri Terry <i>The 5th Wave</i> (& sequels) by Rick Yancey (!)</p> <p><u>Fantasy, Magic Realism, Horror & Ghost</u> <i>Children of Blood and Bone</i> by Tomi Adeyemi</p> <p><u>Relationships & Tough Situations</u> <i>Boy Underwater</i> by Adam Baron <i>Noughts and Crosses, Cloud Busting, Boys Don't Cry</i> or <i>Pig-Heart Boy</i> by Malorie Blackman (!)</p>	<p><i>Cogheart</i> by Peter Bunzl <i>Mind Writer</i> by Steve Cole* <i>Artemis Fowl</i> (& sequels) by Eoin Colfer (!) <i>The Dark is Rising</i> by Susan Cooper <i>The Stormkeeper's Island</i> by Catherine Doyle <i>Rumblestar</i> by Abi Elphinstone <i>Who Let the Gods Out</i> (& sequels) by Maz Evans <i>Ranger's Apprentice</i> or <i>Brotherband</i> - J Flanagan <i>Inkheart</i> (& sequels) by Cornelia Funke (!) <i>The Graveyard Book</i> by Neil Gaiman (!) <i>Blackberry Blue</i> by Jamila Gavin (!) <i>Girl of Ink and Stars</i> by Kiran Millwood Hargrave (!) <i>Skulduggery Pleasant</i> (& sequels) by Derek Landy <i>Zom-B</i> or <i>Cirque du Freak</i> (& sequels) by D. Shan* <i>Eragon</i> (& sequels) by Christopher Paolini <i>Through Dead Eyes, Tales of Terror, Mister Creecher, The Last of Spirits</i> –C. Priestley <i>Northern Lights</i> (& sequels) by Phillip Pullman (!) <i>Goth Girl</i> (& sequels) by Chris Riddell* <i>Mrs Peregrine's Home for Peculiar Children</i> -Riggs <i>Percy Jackson</i> or <i>Kane Chronicles</i> series by Riordan <i>Thunderstruck</i> or <i>Unleashed</i> by Ali Sparkes* <i>The Edge Chronicles</i> by P Stewart and C Riddell</p> <p><u>Humorous books</u> <i>Little Badman and the Invasion of the Killer Aunties</i> by Humza Arshad & Henry White* <i>Millions, Cosmic or Broccoli Boy</i> by Frank C Boyce <i>The Last Kids on Earth</i> (& sequels) by Max Brallier <i>Fenway and Hattie</i> by Victoria Cole* <i>Adventures of a Wimpy Vampire</i>(&more)-T.Collins* <i>To Be a Cat</i> by Matt Haig <i>Cookie & the Most Annoying Boy...</i> by Konnie Huq* <i>Enginerds</i> (& sequels) by Jarrett Lerner* <i>Disaster Diaries: Zombies</i> (&sequels)-R McGeddon* <i>The Donut Diaries</i> series – A McGowan* <i>The Accidental Billionaire</i> series- T McLaughlin <i>The World of Norm</i> series by Jonathon Meres* <i>Planet Omar</i> by Zanib Mian <i>Timmy Failure</i> series by Stephan Pastis* <i>Middle School</i> series by James Patterson* <i>Tom Gates</i> series by Liz Pichon (dyslexia-friendly)* <i>Big Nate</i> series by Lincoln Peirce* <i>Killer Animals</i> series by Tracey Turner</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (!) <i>The Hate U Give</i> by Angie Thomas (!)</p>
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<p><i>Blubber</i> or anything by Judy Blume (!) <i>Artichoke Hearts, Jasmine Skies</i> or <i>Where the River Runs Gold</i> Sita Brahmachari <i>A Pocketful of Stars</i> by Aisha Bushby <i>One, Apple & Rain, Moonrise, Toffee</i> -S Crossan (!) <i>Blended</i> or <i>Out of My Mind</i> by Sharon Draper <i>Running on Empty</i> by S.E. Durrant <i>Mind the Gap, Being Billy or Saving Daisy</i> - P Earle* <i>The Many Worlds of Albie Bright</i> –Chris Edge <i>Mockingbird</i> by Kathryn Erskine (!) <i>Tulip Touch, Goggle Eyes or Flour Babies</i> by A. Fine <i>Check Mates & The Bubble Boy</i> by Stewart Foster <i>Unstoppable</i> by Dan Freedman * <i>George</i> by Alex Gino <i>Tall Story</i> or <i>Shine</i> by Candy Gourlay <i>The Island at the End of Everything</i>–KM Hargrave(!) <i>After the Fire</i> by Will Hill (!) <i>Boy in the Tower</i> by Polly Ho-Yen <i>A Different Dog</i> by Paul Jennings* <i>Freedom: 1783</i> by Catherine Johnson <i>Red Sky in the Morning</i> by Elizabeth Laird (!) <i>Scarlet Ibis</i> by Gill Lewis <i>A Monster Calls</i> by Patrick Ness (!) <i>Word Nerd, We Are All Made of Molecules</i>-Nielsen <i>Wonder</i> by R.J. Palacio (!) <i>Pax</i> by Sarah Pennypacker (!) <i>Freak the Mighty</i> by Rodman Philbrick <i>My Sister Lives on the Mantelpiece</i> by A Pitcher (!) <i>Unboxed</i> by Non Pratt * <i>Long Way Down</i> by Jason Reynolds <i>Esperanza Rising</i> by Pam Munoz Ryan <i>The Marvels</i> or <i>Wonderstruck</i> by Brian Selznick*(!) <i>Stargirl</i> by Jerry Spinelli (!) <i>I am Malala</i> by Malala Yousafzai (!) <i>The Boy at the Back of the Class</i> by Onjali Rauf (!) <i>Salt to the Sea</i> by Ruta Sepetys (!) <i>Eagle of the Ninth</i> by Rosemary Sutcliffe (!) <i>Refugee Boy</i> by Benjamin Zephaniah <i>The Book Thief</i> by Marcus Zusak !</p>	<p><i>Goldfish Boy</i> by Lisa Thompson <i>A Boy Called Hope</i> by Lara Williamson <i>Brown Girl Dreaming</i> by Jacqueline Woodson (!) <i>Front Desk</i> by Kelly Yang</p> <p><u>Sports</u> <i>Booked, Crossover or Rebound</i> – K. Alexander* (!) <i>Charlie Merrick’s Misfits...</i> by David Cousins* <i>Stat Man</i> by Alan Durant * <i>The Beautiful Game</i> series by Dhami (girls’ football) <i>Man of the Match</i> (& series) by Dan Freedman <i>The Number 7 Shirt</i> or <i>The Lion Roars</i> - A Gibbons* <i>Kick</i> by Mitch Johnson <i>The Fix</i> by Sophie McKenzie* <i>Ultimate Football Heroes Collection</i> – M&T Oldfield <i>Football Academy</i> or <i>Foul Play</i> series–Tom Palmer* <i>Soccer Squad, Dream On (& series)</i> by Bali Rai*</p> <p><u>War, Conflict and the Refugee Experience</u> <i>Soldier Dog</i> or <i>A Horse Called Hero</i> - Sam Angus <i>The Boy at the Top of the Mountain</i> or <i>The Boy in the Striped Pyjamas</i> by J Boyne (!) <i>Illegal</i> by Eoin Colfer * (!) <i>Wolf Children, Red Shadow, Eleven Eleven, Auslander & True Stories</i> books – Paul Dowswell <i>Under a War-Torn Sky</i> by L.M. Elliott <i>Boy 87</i> by Ele Fountain <i>The Bone Sparrow</i> by Zana Fraillion (!) <i>Once</i> (& sequels) by Morris Gleitzman * (!) <i>Bone Talk</i> by Candy Gourlay (!) <i>Grenade</i> by Alan Gratz <i>Orphan Monster Spy</i> by Matt Killeen <i>Inside Out and Back Again</i> by Thanhha Lai (!) <i>Buffalo Soldier</i> or <i>Apache</i> by Tanya Landman <i>Every Falling Star</i> (North Korea) by Sungju Lee <i>Dog Tags: Semper Fido</i> or <i>Strays</i> by C A London* <i>Number the Stars</i> by Lois Lowry (!) <i>The Skylarks’ War</i> by Hilary McKay <i>War Horse</i> or <i>Private Peaceful</i> by M Morpurgo (!) <i>Sunrise Over Fallujah</i> by Walter Dean Myers* <i>A Night Divided</i> by Jennifer Nielson <i>Armistice Runner</i> or <i>Over the Line</i> by Tom Palmer* <i>A Long Walk to Water</i> by Linda Sue Park <i>The Red Pencil</i> by Andrea David Pinkney</p> <p><i>Note to parents: Some books from this list are written for young adult readers; this means there may be occasional ‘gritty’ content. Generally by Key Stage 3</i></p>
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	<p><i>young people are ready for this, but parents know their children best; if you have queries about suitability, please check online reviews or ask your child's teacher.</i></p> <p>* = Top picks for reluctant readers ! = Favourite reads</p>
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Term 1	
Topic	Introduction to the Novel: The Bone Sparrow
Assessment	Descriptive writing (AO5 and AO6)
Term 2	
Topic	Introduction to our literary heritage (extract based)
Assessment	Reading (AO1 and AO2)
Term 3	
Topic	Introduction to Media: Reading the News
Assessment	Transactional Writing (AO5 and AO6)
Term 4	
Topic	Introduction to Poetry
Assessment	Reading (AO1 and AO2)
Term 5	
Topic	Introduction to Shakespeare: Exploring A Midsummer Night's Dream
Assessment	Speaking and Listening with a reading focus
Term 6	
Topic	Synoptic: Exploring the world through description of place
Assessment	Teacher Discretion (this will be dependent on the class' needs)

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. 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.

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.

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 always be available after school from individual staff. Students should aim to spend 45 minutes on their homework twice a week.

Feedback

Student exercise books are marked regularly with a strength and a target for improvement. Students make these improvements in green pen. Feedback and targets are also given for essays, tests, homework projects and group projects.

British Values

In humanities, students are encouraged to ask questions about the world and to understand it. Underpinning this are the concepts of empathy and acceptance of others.

Useful Resources

BBC bitesize provides a wealth of age appropriate resources for the topics we study in year 7

Timeline

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	Medieval Times
Assessment	Essay
Homework	Board Game

Term 5

Topic	Christianity
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

We use Pearson Edexcel resources and exams from Y7 up to A level as we believe the consistency supports our learners positively.

- Students are taught either French, German or Spanish in Y7 and continue this language throughout the 3 years of KS3, as we find they are more successful at GCSE this way. 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.
- We mainly follow the SOW of the Pearson Edexcel Studio, Stimmt, Viva resources because it prepares students well and logically for the Edexcel GCSE and offers comprehensive resources

across all skills that build knowledge and allow for revisiting knowledge regularly but within new and different contexts.

- We have made some changes to the order some things are taught in as we feel this better supports students' progress. These can be seen on our KS3 Curriculum overview.
- We teach grammar explicitly (with reference to English language and sometimes others) and then give students as many opportunities as we can to practice it in different contexts. We also support use of good English where possible, for example in translations.
- Y7 and most Y8 classes are taught as mixed groups. In Y9 there may be more opportunity to create a faster pace group but we try to maintain flexibility and aim to ensure the students are in a group that allows them to do their best.
- Homework is set according to our policy and is intended to support and consolidate what has been learnt in class, prepare students for next units of work and develop independence.
- We assess at the end of every Module and these cover the whole range of skills and task types across each year. See KS curriculum overviews.

Ambition

We strive to teach students to enjoy learning another language at all levels and to enjoy and appreciate the cultural differences. This is whilst maintaining the rigors of them understanding the ways in which the language itself functions so that they can actually manipulate the language and not just regurgitate learnt phrases. This is to enable them to go away and learn other languages that may interest them at a later stage.

Concepts

- Key concepts = grammar – tenses, sentence structure, agreements and how to develop and extend ideas to be communicated.
- We follow a spiral curriculum (see above)
- Knowledge progression achieved via a curriculum which ensures regular revisiting of key concepts as well as revisiting key themes from Y7 to Y11. We have written the curriculum so the key concepts are introduced progressively, given time to be mastered and then revisited in different contexts
- Students are assessed on the 4 key skills every half term to give reliable all-round data and to allow to plan for any skill left behind. They are regularly assessed in lesson through AFL methods.
- We work to push all students to the highest standard possible and differentiate with support resources or different resources where applicable and possible and through outcomes. The curriculum provides scaffolding to support weaker students.

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.

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 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 we have run successful trips abroad and we will be looking to start to re-instate these.

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, teachers regularly post homework tasks and support materials in Teams and also use the Student Portal for support resources. Homework tasks are an integral part of their language learning, they consolidate learning done in the classroom, promote independence and prepare students for forthcoming units of work.

All students will also be provided with relevant grammar and vocabulary sheets (via Teams and the Portal) 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. In year 7 students will have languages 3 times a week. 2 of these lessons will follow our modules (as outlined below) and include relevant grammar and vocabulary work. The third lesson will act as a project lesson. At the start of year 7 these lessons will focus on skills and strategies to support them with their language learning. From term 2 onwards these lessons students will focus on extended project work and aim to improve our students' knowledge of culture in target language speaking countries. These lessons will provide students with the opportunity for cross-curricular learning with subjects such as Creative Arts, Humanities and English.

Languages uses the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus by building from the off in Y7 up to the end of the GCSE course.

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 all 4 skills – Listening, Reading, Speaking and Writing the end of each module.

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 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*
- 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 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

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 classroom objects

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
- 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
- Writing a text for a time capsule, adding variety to your writing

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
- 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

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.

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.

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.

Homework

- 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 and Dr Frost (<https://www.drfrostmaths.com/>) are used extensively for homework but other home works 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.

Feedback

Students can expect regular verbal feedback from their Maths teachers and specifically the following:

- Teachers will check classwork is completed to reasonable standard and give verbal feedback
- Marked homework (typically electronic through MyMaths, Dr Frost, Khan Academy etc)
- Summative assessments (unit tests) to produce reports at the end of each unit

British Values

In Mathematics, students learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. In Mathematics, they learn to develop a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly. Mathematics contributes to students' spiritual development in different ways. For example, the feeling of excitement and delight that students experience when they are able to solve questions they once found difficult or even impossible to solve. Students are often inspired by the cross-curricular links with other subjects (Art, Design and Technology, Geography and Graphics amongst others). They pride themselves in understanding and being able to use mathematical tools applied in the business world. Mathematics is constantly applied to real-life scenarios – these problem solving tasks give students the opportunity to understand and respect each other's cultural, spiritual and traditional practices. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations

Allowing discussion and debate on the use and abuse of statistics in the media. Allowing discussion on the cultural and historical roots of mathematics. Pupils discussing the use of mathematics in cultural symbols and patterns. Mathematics helps students to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the students become reflective, responsible and insightful individuals.

Schemes of work and assessment

- Initially we teach some mixed ability maths to all students, test the entire year group by half term and then set
- These are differentiated for Year 7 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 lower and middle tiers and that additional units might be added for higher tiers.
- Unit tests are conducted in class at the end of every unit.

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

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.

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.

Personal, Social, Health and Economic Education (PSHE)

Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.' PSHE Association

The Year 7 curriculum creates the foundation for further development of the skills and knowledge they have from Primary School. The PSHE curriculum is a spiralling curriculum that start off on a small simple scale and year on year develops with further information and concepts while revisiting some concepts to make sure every child has the best possible access to the curriculum.

Oxford Spires Academy has adopted the RSE 2020 documentation and this is built securely within our curriculum. Much of this is delivered by a Specialist Team.

Concepts

PSHE covers a number of different aspects:

- Health and Wellbeing
- Relationships Education
- Living in the Wider World – this contains Careers

Tutor Time Term 1
Transition into Secondary School
Tutor Time Term 2
Problem Solving and Team work
Tutor Time Term 3
Developing skills and aspirations
Tutor Time Term 4
Financial decision making
Tutor Time Term 5
Financial decision making
Tutor Time Term 6
Living Safely

Specialist Team Unit 1
Diversity
Specialist Team Unit 2
Diversity
Specialist Team Unit 3
Building Relationships
Specialist Team Unit 4
Health and Puberty

Physical Education – two periods per week.

Rationale

Physical Education and Sport at Oxford Spires Academy offers students 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 for life”. 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.

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.

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.

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.

Homework

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

Feedback

Students in core PE will receive feedback on their performance in every lesson. This feedback may take one of many different forms such as specific individual feedback from the teacher, group feedback from the teacher, peer feedback and self-feedback (from seeing their end results, or by how their performance felt). The majority of feedback will be in relation to how well they are implementing the teaching points highlighted during the lesson and with the aim of achieving progress. At the end of each unit students will be assessed on their ability to perform fundamental skills in both non-competitive and competitive scenarios.

British Values

Physical Education by its nature has a huge role to play in developing a student Socially, Morally, Spiritually and Culturally. Taking part in PE and Sport has been proven to have a positive effect on student's mental health as well as their physical health.

We as a department particularly focus on the essence of fair play, playing within the rules of the sport, recognising each other's successes, and treating failures as a learning opportunity. Respect is vitally important within PE and Sport, and students will be expected to respect their peers' contributions to lessons and to understand that they must work together to be successful.

Students will also develop their ability to use social skills in a range of different contexts, as they will be working together with other students within many sports, to solve problems in order to achieve a common goal.

Students will be encouraged to undertake leadership roles within lessons and help shape the learning of their peers.

Students are offered many opportunities to become involved in Extra-curricular activities which will further enhance their confidence and self-esteem beyond the curriculum.

Timeline

Term 1	
Topic	Invasion Sports (Football and Netball) / Fitness / Net sports (Badminton)
Term 2	
Topic	Invasion Sports (Rugby and Netball) / Fitness / Net sports (Badminton)
Term 3	
Topic	Cross Country / Outdoor and Adventurous Activities / Gymnastics / Invasion Sports (Basketball and Rugby)
Term 4	
Topic	Cross Country / Outdoor and Adventurous Activities / Gymnastics / Invasion Sports (Basketball and Netball)
Term 5	
Topic	Athletics (track and field) / Striking and Fielding (Cricket and Rounders)
Term 6	
Topic	Athletics (track and field) / Striking and Fielding (Cricket, Softball and Rounders)

Science – two hours per week

Rationale

We understand that secondary school presents 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 enquiry 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. Topics are ordered progressively to build the sophistication of pupil's substantive knowledge and the curriculum is designed to be spiral so that key concepts are frequently revisited and embedded. Given the large amount of content there is to learn across the three disciplines, 'revision skills' lessons are incorporated within each topic. These provide an opportunity to promote the importance of knowledge recall in science and to explicitly teach methods for committing scientific information and ideas to memory. Links are made across disciplines. For example, the issue of climate change is tackled in chemistry in relation to atmospheric chemistry, in physics in relation to renewable energy and in biology in relation to impacts on biodiversity.

Ambition

- To promote enquiry and a love of science
- To develop students' scientific knowledge (substantive and disciplinary)
- To encourage students to take a scientific approach to decision making and problem solving
- To achieve excellent outcomes for all pupils, whatever their starting point, that allow them to take their next steps

Concepts

In science we develop pupil's:

Substantive knowledge of the products of Science such as concepts, laws, theories and models within:

- Biology
- Chemistry
- Physics

Disciplinary knowledge of how scientific knowledge is generated and grows including how to carry out practical procedures i.e.:

- The Scientific method
- Making observations
- Apparatus, techniques and measurement
- Data analysis, presentation and interpretation
- Use of evidence to develop explanations

Our teaching style aims to force pupils to think for themselves by focusing on enquiry, 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

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. In term 6, pupils sit an end of year assessment which tests them on all content taught up to that point in the academic year.

Homework

Pupils should expect a weekly online Educake quiz. Quizzes range from 10 – 30 questions that are selected to suit the needs of the class. The class teacher will monitor the completion of these quizzes and use student responses to identify common misconceptions to be addressed in lesson. To provide the opportunity for a more extended piece of independent work, a homework will be set once per topic. All homework is monitored for completion and quality.

Feedback

Feedback in Science takes a number of forms and includes:

- Verbal whole class or individual feedback in every lesson
- Weekly online Educake quiz feedback
- Marking of exercise books once per topic including reference to targeted questions
- Marking of end of topics assessments followed up with a tailored feedback lesson

British Values

Throughout the science curriculum pupils are encouraged to see the science in the wider societal contexts. Ethical considerations as they apply to the science being taught are discussed and there is opportunity for respectful debate around these issues. Pupils are shown how their own lives are affected by scientific developments and pupils form an understanding of how they themselves fit within the scientific concepts and ideas. Reference is made to scientific institutions as well as the variety of other public institutions and services that make use of science. The diverse origins and histories of scientific theories are explicitly mentioned throughout the teaching of biology, chemistry and physics topics.

Useful resources

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

www.senecalearning.com

<https://www.educake.co.uk/>

Term 1	Topic	Assessment
B1,E1,S1,T1	Introduction & Skills + Forces 1	Skills Assessment
B2,E2,S2,T2	Introduction & Skills + Particles & Substances	
Term 2	Topic	Assessment
B1,E1,S1,T1	Particles & Substances + Cells	End of Topics Test: Forces 1 + Particles & Substances
B2,E2,S2,T2	Forces 1 + Chemical Reactions	
Term 3	Topic	Assessment
B1,E1,S1,T1	Chemical Reactions + Reproduction	End of Topics Test: Chemical Reactions + Cells
B2,E2,S2,T2	Cells + Energy	
Term 4	Topic	Assessment
B1,E1,S1,T1	Reproduction + Energy	End of Topics Test: Energy + Reproduction
B2,E2,S2,T2	Energy + Reproduction	
Term 5	Topic	Assessment
B1,E1,S1,T1	Microbes	Guided Revision
B2,E2,S2,T2	Elements	
Term 6	Topic	Assessment
B1,E1,S1,T1	Elements	End of Year Assessment
B2,E2,S2,T2	Microbes	