



THE
BRITTONS
ACADEMY

YEAR
7



CURRICULUM YEARBOOK

It's perfectly natural at the start of Year 7 to feel a mixture of excitement and apprehension about suddenly being the youngest in the school and the many ways secondary school differs to primary such as finding your way around the school and the different structure of the timetable. Students always, however, quickly get used to life at secondary school and both staff and existing students are on hand to help you settle in confidently to life at Brittons.

High quality pastoral care is something we are passionate about at Brittons and students in each year group benefit from the support of their own Pastoral Team consisting of:

YEAR 7

Form Tutors

Each day starts with 30 minutes in Form Time, other than Wednesday when it is just 10 minutes.

Support and Guidance Manager

These are non-teaching staff who are available to support students at all times of the day.

Head of Year

These members of staff ensure that attendance, punctuality and behaviour lead to progress.

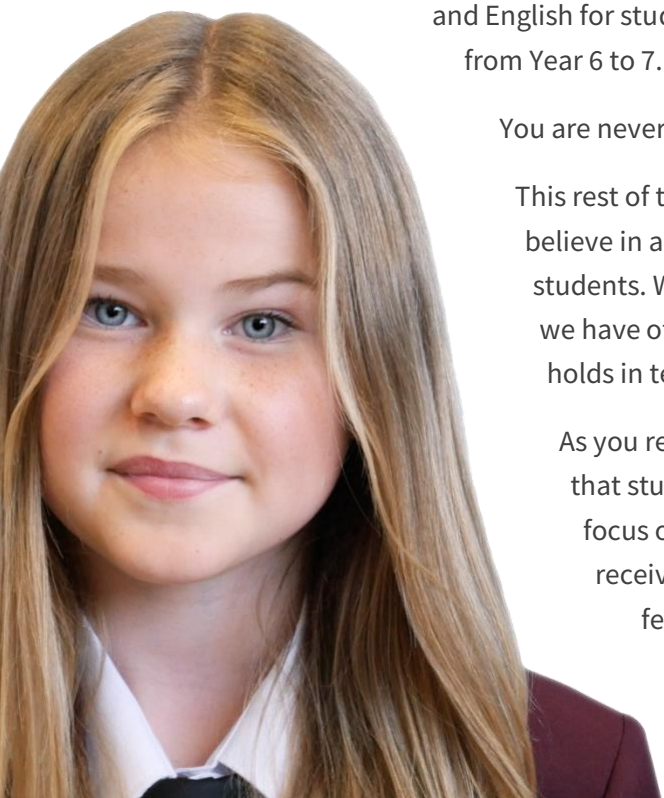
Dedicated member of the Senior Leadership Team in each year group

We also have our outstanding SEND team and academic tutors supporting in Maths and English for students needing any additional support during the transition from Year 6 to 7.

You are never on your own at Brittons – we're here to help.

This rest of this booklet is designed to share what we, as an academy, believe in and what we are striving to achieve, both **for** students and **with** students. We have also outlined some of the most important expectations we have of students and provided an overview of what the year ahead holds in terms of the curriculum.

As you read through each subject, you will get a flavour of the topics that students will learn about and the different areas assessments will focus on. Each subject will assess slightly differently but students receive regular feedback from teachers and are expected to use that feedback to further improve their work. Please contact the relevant Head of Department for further details.



The curriculum at Brittons will equip all students with:

1. The **academic knowledge** they need to make excellent progress
2. The **social and cultural knowledge** they need to participate confidently in society
3. The **personal employability skills** they need to secure meaningful and satisfying employment
4. The **formal qualifications** they need in order to follow their desired path beyond Year 11

We take PRIDE in all that we are and all that we do.

Brittons is proud to be a **Skills Builder** school, building the requisite employability skills for success in the world beyond school. Our academic, pastoral and co-curricular provision provides students, on a daily basis, with opportunities to develop the following essential employability skills:

Positive
Engage and show an eagerness to succeed



Respectful
Treat others in the way you wish to be treated



Independent
Be courageous and think for yourself



Determined
Everything depends on how determined you are to succeed



Excellent
Be the best you can be



We value learning time and expect students to maximise it by meeting our **FAIR** expectations:



Home Learning

At Brittons, we believe that independent learning at home plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here and beyond.

All home learning will be purposeful and deliberately planned to enhance students' in-school learning. Home learning will:

- **Retrieve and consolidate** prior learning, helping students commit to memory core knowledge, concepts and terminology.
- **Prepare** students to engage more productively in lessons – e.g., a pre-reading task to build knowledge prior to discussion or commencing a new topic.
- **Develop** excellent communication skills through a mastery of higher level and subject specialist vocabulary
- **Extend and enrich** students' knowledge
- **Build** effective routines and strategies for independent study/revision

Students will receive home learning once a week in Maths, English and Science with all other subjects setting it at least once per fortnight. Students will not be set home learning for Physical Education but we do encourage students to engage in physical activity outside of school for at least 30 minutes, 3 times a week. In addition to these home learning tasks, as reading is a vital skill required to access learning in all areas of the curriculum, all students are expected to read for at least 20 minutes, 3 times a week.

Home learning tasks will be shared with students in class and then logged on **EduLink** where both students and parents will be able to see them. Whilst students do not use traditional homework diaries, some students find it beneficial to record their upcoming home learning tasks and deadlines on a planning sheet or calendar at home.

Some materials or assignments may be uploaded for students to access or complete on **Microsoft Teams** but all instructions and submission dates will always be recorded on Edulink. Students will be shown how to navigate the school IT systems and use Microsoft Teams as they join Brittons.

The intention of home learning is to support students to be successful. It is not intended to cause worry or stress so any difficulties with home learning should be referred to **Form Tutors** in the first instance who will gladly work with students and/or parents to find a solution.

SMSC

Whilst academic learning is important, we wholeheartedly believe in the wider development of our students as individuals making their way in an ever-changing world. We know how important it is to guide our students to understand the world around them and to develop a strong moral compass which will enable them to participate successfully and with kindness in that world.

In other words, there is much more to school than simply academic learning and exams in each subject. Spiritual, Moral, Social and Cultural development is the over-arching term used to embrace this broader personal learning. It is developed throughout the curriculum, during a weekly form-time bulletin and discussion, assemblies, charity events, guest speaker events and workshops and a wide range of extra-curricular and out of school activities. All subjects provide opportunities to promote pupils' SMSC development and this is outlined in the departmental curriculum plans.

Spiritual development

Spiritual development involves developing a sense of self, our unique potential, our understanding of our personal strengths and weaknesses, and what motivates us to achieve. We consider our place in the world and try to answer some of life's fundamental 'big questions'. Spiritual development is about acquiring the skills, understanding, qualities and attitudes need to secure a sense of non-material wellbeing.

Moral development

Moral development is focused on acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. We learn to reflect on the consequences of human choices and explore the concepts of justice and forgiveness. Ultimately, moral development is about securing the knowledge, skills, understanding, qualities and attitudes needed in order to make responsible moral decisions and act on them.

Social development

Social development involves gaining an understanding of the rights and responsibilities associated with being a member of families and communities (be those local, national or global), and developing the ability to relate to others and to work with others for the common good. Developing our social awareness allows us to feel a sense of belonging and see what we have to offer society. Social development supports students to gain the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of the communities they exist in.

Cultural development

Cultural development is about celebrating and valuing our own individual cultural identities whilst learning to understand and respect other people's values and beliefs. It's also about having the opportunity to participate in, and respond to, a range of artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. We live in an ever-changing world, that can be complex and confusing at times. Cultural development supports us to build the knowledge, skills, understanding, qualities and attitudes which enables us to better understand how factors such as faith, ethnicity and socio-economic status affect how people think, act and live on a local, national and global level.

Fundamental British Values

SMSC at Brittons is underpinned by our unfaltering commitment to the fundamental British values of:

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance and acceptance of all cultures and religions

Co-curricular Provision

At Brittons, we are serious about the all-round development of our students. Whilst we strive for academic success for all our students we recognise students should also have the opportunity to shine beyond the classroom which is why we strive, year on year, to continuously improve our co-curricular offer.

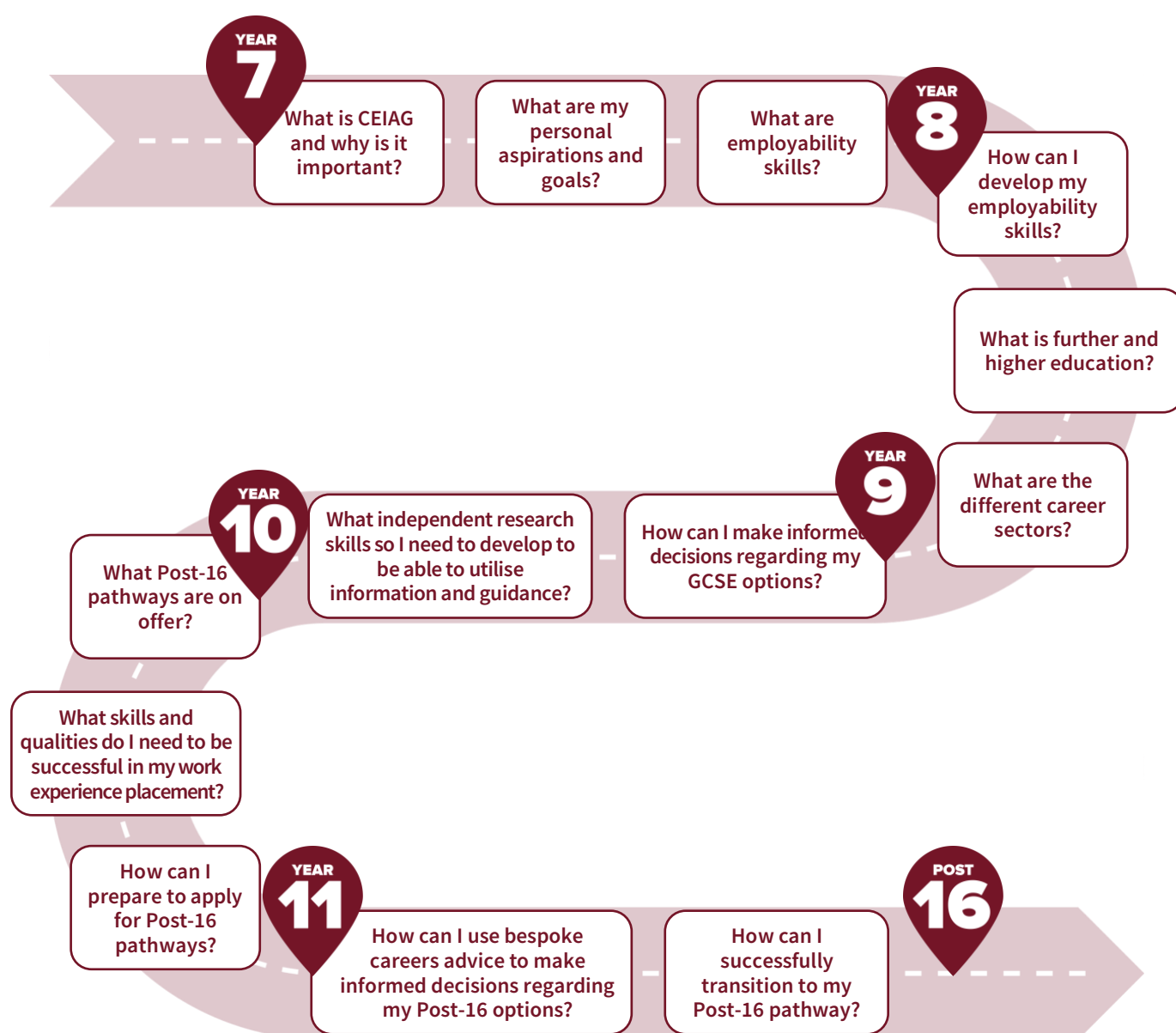
Students are encouraged to engage in co-curricular opportunities as we believe this contributes to the development of many personal skills essential for success in the modern world including leadership, teamwork, communication and resilience.

In recognition of the many individual strengths and interests of our students, a range of clubs, activities and opportunities are planned into our school year. Students may choose to hone their practical skills with the Art or Technology departments; represent the school in one of our sport teams; take up singing tuition or link up with fellow film buffs at Film Club. We pride ourselves on listening to our students and continuously refine our co-curricular offer accordingly.



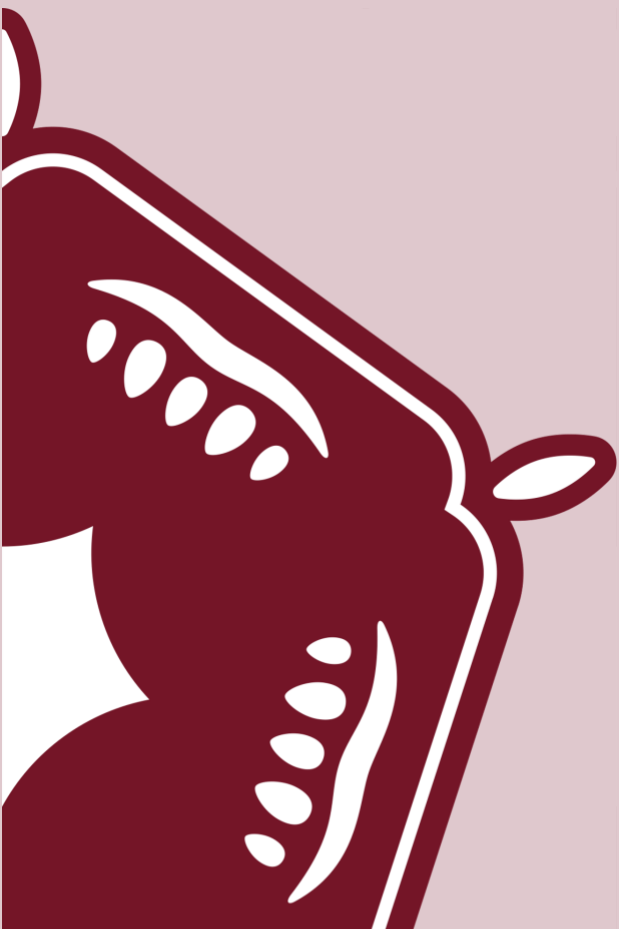
Careers Education, Information, Advice and Guidance (CEIAG)

Central to everything we do as we prepare our students for future success is the firm belief that every young person needs high-quality career guidance to make informed decisions about their future. We are driven by an unofficial little motto, 'If you can't see it, you can't be it'. Put simply, we believe that it is our duty to expose young people here at Brittons to the plethora of education and career pathways and opportunities that exist for them in order for them to be able to make the best decisions for a successful future. CEIAG is a priority from the very first day of Year 7 to the very last day of Year 11 as our students benefit from our excellent CEIAG curriculum.



Core Subjects

English
Maths
Science



Our curriculum vision

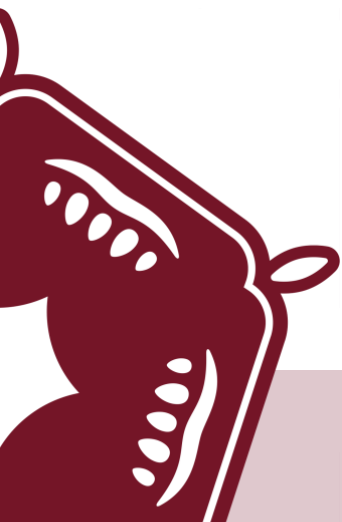
KS3 English takes our pupils on a journey of discovery: through which they will retrieve, gather and build both knowledge and skills that will not only prepare them for the assessment objectives later at GCSE, but also nurture communication skills for life and future employment.

Our pupils will practise and revisit skills for both English Language and English Literature: Reading and analysing writer's craft through novels, plays, poetry and an array of non-fiction texts; Writing speeches, articles, reviews and crafting creative pieces to enable them to communicate their own viewpoints and imagination to the world around them. Vital Speaking and Listening skills are nurtured in the classroom through embedded oracy strategies that embrace 'speak to write' and culminate in performances and presentations.

Across KS3 students use texts to build a broad and deep understanding of topics such as Gender, Race, Class, Power, Love and Conflict; through which they will build strong foundations of knowledge and develop their own opinions of literature over time. They will have a confident understanding of how attitudes and perspectives have changed through the centuries and use this knowledge to enhance their own writing skills. They will be able to analyse writers view points and perspectives with insight as well as give substance to their own creative and discursive writing tasks.

What students will study

- **Private Peaceful** – Novel by Michael Morpurgo
Pupils will study how the writer creates meaning for their reader through the use of language and structural devices. They will build on their knowledge of genre and themes such as: war, family, power and injustice.
- **Creative Writing**
Pupils reflect and build on the skills of Michael Morpurgo and study how to use language and structure for effect in their own writing to produce their own short story. They will build on their understanding of sentence structures and their use of spelling, punctuation and grammar.
- **19th Century Exploration and Adventure** – Auto-Biographical Extracts
Pupils will study a range of non – fiction texts written from the perspective of 19th century explorers such as Mary Seacole and Doctor Livingstone. From this new knowledge, they will express their own views on exploration through discursive writing.
- **Rabbits** – Allegorical Fiction by John Marsden and Shaun Tan
- Pupils will build on their contextual knowledge of colonisation and practise their reading analysis skills through the study of symbolism. They will then transform this knowledge using discursive writing skills to express their own viewpoints.



- **The Tempest** – William Shakespeare

Pupils will study this play by Shakespeare and begin their appreciation of his rich use of language and his skills as a playwright; sowing the seeds for further Shakespeare study. This text draws on their prior knowledge of early exploration and colonisation in order to fully analyse and appreciate Shakespeare's audience perspective.

- **Power Speeches**

Pupils will celebrate all of their knowledge, skills and perspectives in this final speech writing unit. They will reflect on all they have learned throughout the year to produce their own protest speech in our modern context

How progress in English is assessed

In each unit of learning pupils will have one formative assessment and one summative assessment which is usually an extended piece of writing. In English, pupils are assessed across 3 strands of progression:

- **Reading Skills:** analysing how a writer uses language and structure to create effects for the reader.
- **Writing Skills:** utilising their knowledge of writer's methods to produce their own writing for a particular Genre Audience and Purpose.
- **Speaking and Listening Skills:** expressing their own opinions and viewpoints verbally and eloquently as well as listening and responding to the questions or viewpoints of their peers.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed and revisited throughout the year.

How this prepares for next year

Understanding of contexts and viewpoints explored in year 7, will provide firm foundations for reading and writing topics across KS3 and KS4. All three skills strands will be developed further and with increased challenge as students progress through years 8- 11.



MATHEMATICS

Our curriculum vision

Maths at KS3 aims to help equip students with a deep understanding of mathematics that will prepare them for their GCSEs and beyond. In year 7, students will develop their knowledge from KS2 and will begin to advance their fluency skills that will give them the confidence and resilience to become independent problem solvers. Students will become adept in their fluency, problem solving and reasoning skills through the exploration of Algebra, Geometry, Statistics, Number, Probability and Ratio & Proportion. This knowledge will lay the foundation for being able to think, speak and reason as a mathematician.

What students will study

■ Algebraic Thinking

Students will look at sequences and how to understand and use algebraic notation and will then progress onto equality and equivalence. This will be their first step in building their confidence and resilience as a mathematician.

■ Place Value and Proportion

Students will look at place value and how to order integers and decimals. They will then look at fraction, decimal and percentage equivalence.

■ Application of Number

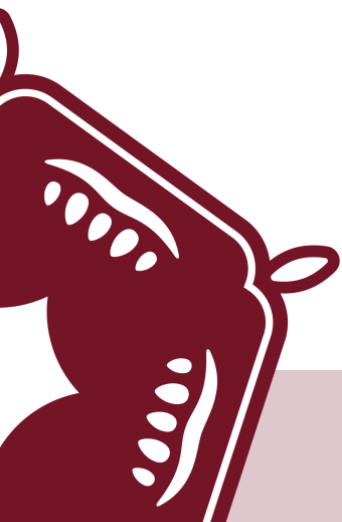
Students will build upon their knowledge and solving problems involving different mathematical operations, including beginning exploring various areas of geometry and statistics. Students will then look at representations of fractions and percentages of amounts.

■ Reasoning with Number

Students will build upon their knowledge from the previous units and look at developing their number sense and constructing proofs. Students will explore prime, square and cube numbers. Students will then work with sets and probability

■ Lines and Angles

Students will be introduced to geometry and develop their geometric reasoning skills.



How progress in Maths is assessed

In each unit of learning, pupils will have a formative assessment at the end of each unit. Students will complete a cumulative summative assessment at the end of each term to assess what they have learnt up to that point. In maths, pupils are assessed across three strands of progression:

- **Fluency:** the ability to quickly recall mathematical facts through conceptual learning, fact strategies, and memorisation
- **Problem Solving:** examining the question to find the key ideas, choosing an appropriate strategy, doing the maths, finding the answer and then re-checking to ensure accuracy.
- **Reasoning:** drawing logical conclusions based on evidence or stated assumptions and being able to justify answers and construct proofs.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout KS3.

How this prepares for next year

By the end of year 7, students will have the building blocks which will enable them to problem solve in year 8. Students will use their knowledge of algebraic notation to be able to begin to manipulate algebraic expressions and work with straight line graphs. Students will learn how to find area of shapes and work backwards to find missing pieces of information. All three strands will be developed further throughout KS3 and KS4 and students will ultimately become confident, resilient and independent problem solvers.



SCIENCE

Our curriculum vision

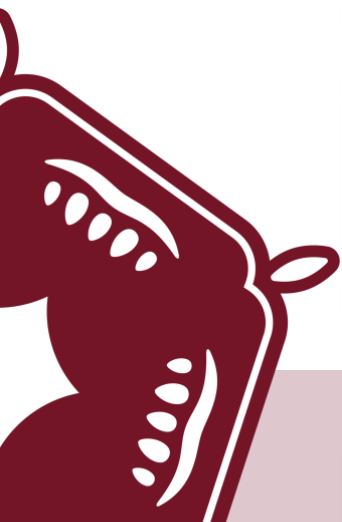
The science department aims to provide a curriculum that sparks students' excitement and curiosity about the subject to generate and sustain their passion both at the secondary and tertiary level. We intend to provide our students with opportunities to know and recognise the role of science in every human endeavour and its real-life applications. It is our intention through the body of knowledge in the curriculum, to develop students who are scientifically literate and can contribute reasonably to science discussions in the community. We are intent on providing our students with opportunities to develop a collaborative outlook so that they can become confident and comfortable in any group setting. This will strengthen core values such as perseverance; respect for others; enthusiasm; passion, risk taking and an exploring mind.

Our KS3 curriculum is rich in practical content allowing our students to develop practical skills including experimentation and analysing and evaluating data. This also allows our students to develop critical thinking skills and the ability to make informed choices and decisions. It is therefore our intention that every student in science will feel challenged, engaged and inspired in lessons through carefully sequenced learning experiences. Throughout the curriculum the focus is on:

- **Practical:** Scientific knowledge in Biology, Chemistry and Physics is driven by a practical approach, with all teachers delivering practical tasks that are consistent across each year group. Each unit provides our students with opportunity to carry out a full investigation from the planning stage to the evaluation of the task.
- **Challenge:** It is our intention to provide our students with highly challenging curriculum materials that meet their needs irrespective of their ability so they can fulfil their potentials.
- **Co- curricular:** Our KS3 students are given opportunities to experience science outside the classroom through curriculum enrichment events such as STEM engineering workshops, Spirit of the wild school outreach among other provisions.

What students will study

- **Introduction to science – Essential skills.** In this unit, Year 7 students will learn how to use scientific equipment, plan and carry out experiments, collect, process and analyse data as well as, evaluating processes. These skills will be required throughout their secondary science.
- **Solids, Liquids and Gases.** In this unit, Year 7 students will learn how the arrangement of particles in solids, liquids and gases determines their properties. Students learn about states of matter and change of states as well as techniques for separating mixtures.
- **Cells and Reproduction.** In this unit, Year 7 students will learn about cell structure and their functions; specialised cells and adaptations; tissues, organs and organ systems, as well as reproduction in plants and animals are covered in this unit.



- **Energy and energy transfer.** In this unit, Year 7 students will learn about different types of energy resources, their sources, as well as different forms of energy transfer. They will learn about conduction, convection and radiation as methods of heat energy transfer and carry out investigation on the best insulating materials.
- **Variation, classification and adaptation.** In this unit, Year 7 students will learn about variation in plants and animals including a scientific exploration of why we are different. Students also learn about the methods of classification in plants and animals. Ecological studies and investigations are introduced in this unit.
- **Chemicals and their reactions.** In this unit, Year 7 students will learn about acids, alkalis and neutralisation reactions; students will have the opportunity to make and test their own indicator in the laboratory. Students have opportunities to work like a scientist by investigating burning and energy changes during chemical reactions.

How progress in Science is assessed

All units are assessed using a range of assessment materials designed to be use as formative assessment and a summative assessment test at the end of each unit. Formative and summative assessments will focus on the following strands of progression:

- **Key knowledge** - Recall of knowledge of key points and facts.
- **Explanation of concepts and phenomenon** – Understanding and explanation of why and how concepts and principles work, including extended writing questions.
- **Core practical knowledge and skills** – Assessment of students' ability to plan experiment, obtain and analyse evidence, as well as evaluating process.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

The understanding of the key concepts taught in the Year 7 units of work is crucial for the successful learning of units of work to be done in Year 8 and beyond. Skills from the Introduction to science essential skills are the foundation to doing practical science throughout their secondary education life, even though, these skills are built on throughout KS3 and KS4. Concepts taught in Chemistry, Biology and Physics units this



Additional Subjects

Art

Computing

Design and Technology

French

Geography

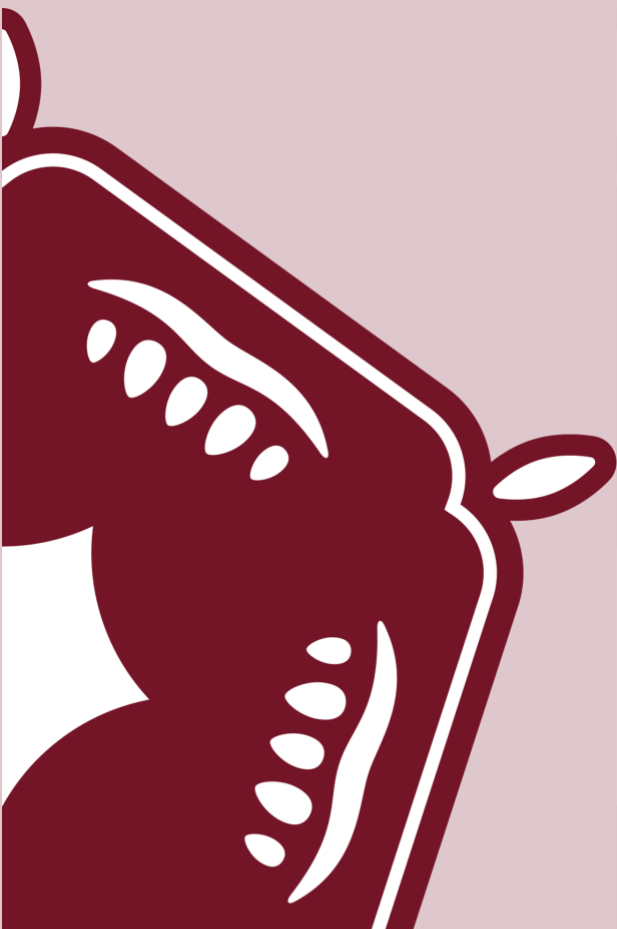
History

Music

**Personal, Social and
Health Education**

Physical Education

**Religion, Philosophy
and Ethics**



ART

Our curriculum vision

We want to provide all Art students with a rich learning environment as well as a curriculum that involves creativity, imagination and artistic expression. Students will have the opportunity to explore artists' work and then develop their own art in response to the artist work. Students will become independent learners who develop ideas, experiment and take risks in the completion of their practical outcomes.

Students will have the opportunity to enhance their knowledge, skills and understanding by going on trips to galleries and museums to experience the art. Through providing support and strengthening our arts provision, students will have opportunities to attend intervention and workshops which are designed to increase student confidence in drawing, painting, and mixed media. Continuing our links with local artists and professionals in the creative industry will inspire students to aim higher and achieve more in their creative endeavours.

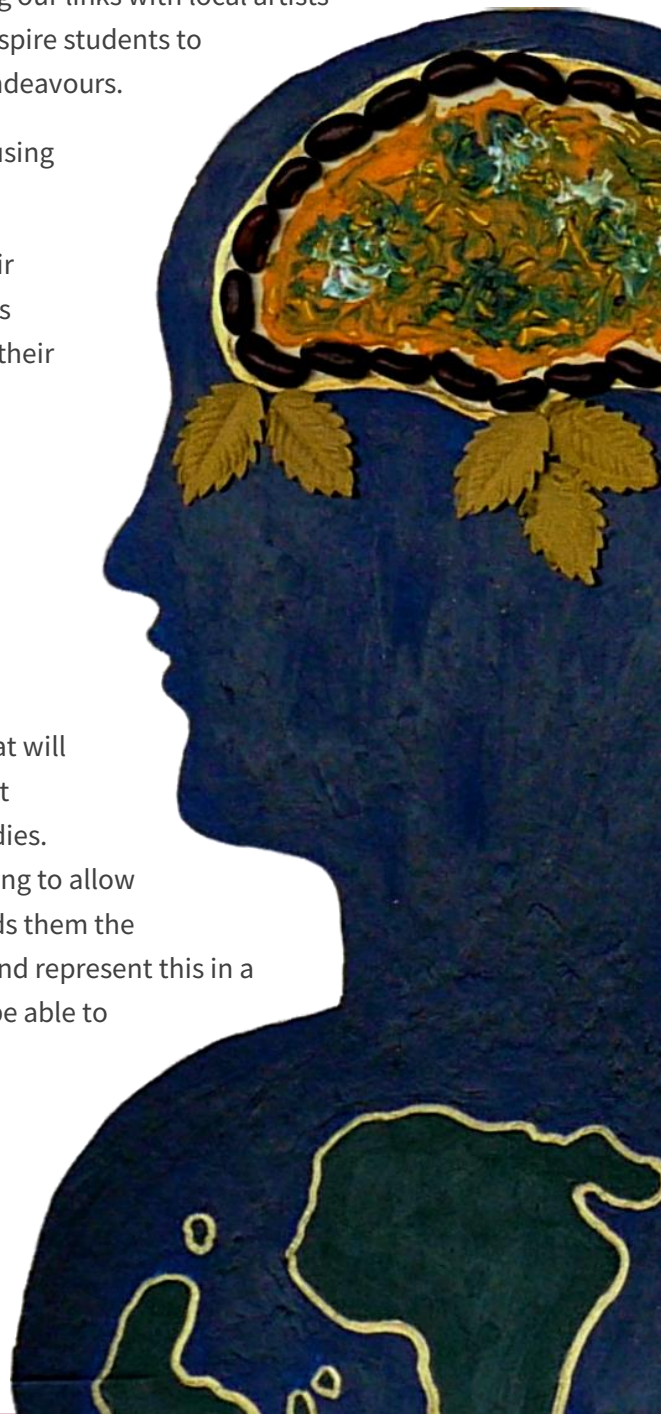
We exhibit our students' artwork in school and using virtual methods;

Our aim here is to show students how much their work and effort is valued. This process enhances students' pride in their learning as they can see their hard work and creative practice exhibited.

What students will study

- Line and Tone
- Colour
- Shape and Space

In Year 7, students work on 3 projects. They will acquire a wide range of skills and knowledge that will allow them to develop their understanding of art elements and then apply these to their own studies. Students are introduced to line and linear drawing to allow them to record what they see; this, in turn affords them the opportunity to picture the world around them and represent this in a variety of media. Fundamentally, students will be able to observe and draw from primary and secondary sources. The Year 7 curriculum provides a key foundation for developing student confidence in drawing, painting, collage and relief use through both observation and more importantly imagination.



By the end of the year, our students will develop an understanding of the art elements these including line, tone, shape, colour texture, form and space; this will allow them to:

- Develop the skills to undertake observational drawing
- Understand colour theory and apply this to their designs
- Develop and refine work for presentation

How progress in Art is assessed

Students complete three projects of learning, producing 1 key piece for assessment each half term – a formative piece at the end of HT1 and a summative piece at the end of HT2.

Feedback is focused on security and application of skills and how to improve those between the formative and summative pieces. Students produce a self-reflection against criteria for excellence with this self-reflection marked for SPAG.

In lessons students have verbal feedback from their art teacher to address misconceptions, pride in presentation of work, and to better skills, this informs them of immediate actions enabling students to improve their written or practical outcomes.

How this prepares for next year

Having acquired knowledge and skills in the art of observational drawing, students will learn how to use light, mid and dark tones within their studies. Students will have developed a clear understanding of subject specific vocabulary. The Year 7 Art curriculum will enhance students' line drawing skills and allow them to apply these to a range of projects.



COMPUTING

Our curriculum vision

Like it or not, the digital world has well and has truly embedded itself in our lives. How does it work? How do you use it to create? We aim to answer these questions and develop digital literacy skills for use in school, personal life and potential future pathways. It will be a full-on year of skills, knowledge and creativity.

What students will study

In Year 7, we aim to ignite an interest in the digital world. Our programming units will develop students' skills in Scratch and Python, building on KS2 prior knowledge. We will offer challenge by teaching programming constructs such as iteration and selection. They will be able to use graphic software in order to realise an idea. We will also develop students' personal ICT skills including email and Teams with competence, so they can access work from home during their school career.



■ Introduction to Brittons ICT system

Pupils will study how to keep safe online and in school. They will examine and use all systems at the disposal including the network, email and Microsoft Teams. Students will undertake a short project aimed at encouraging independence and digital literacy.

■ Computational thinking

Pupils will study the fundamentals of how computers 'think'. They will create several different methods of communicating algorithms. Students will learn two important constructs of programming and use them to design and make a simple game.

■ Using ICT creatively

Pupils are encouraged to use the capabilities of software to create digital products for a particular theme or context. Students will digitise 2D drawings and format and repurpose them to create new digital products.

■ Using and handling data

Pupils will study different ways that they can use and process different data using spreadsheets and databases. Students will learn different ways to work with and process data using formulas and organise and store data for use in databases.

■ Creating printed products

Pupils will combine and bring together all the skills learnt over year 7 to create a series of printed digital products. Students will study how to repurpose image, ideas of consistency and fitness for purpose.



How progress in Computing is assessed

In each unit of learning pupils will have one formative and one summative assessment. These will vary depending on the subject and context and will give students the opportunity to succeed in different disciplines. In Computing pupils are assessed across 6 strands of progression:

- Computational thinking – Problem solving. Creating algorithms. Programming.
- Computer science – How data is stored in a computer. Hardware and software.
- Digital literacy – Being an independent computer user.
- Creating and repurposing digital products – Design and creativity using the full capabilities of computers.
- Esafety – Staying safe online and being a knowledgeable and responsible digital citizen.
- ICT and computing in the real world – What are the effects of ICT on the wider world?

Pupils will not always be assessed on every progression strand in every assessment, but these 6 strands will be assessed throughout the year.

How this prepares for next year

By the end of the year aim is for students to be fully confident, digitally literate and fully independent in both creative and computer science topics in preparation for Year 8 where we will develop key knowledge at a higher level. Year 7 provides our students with the context for our Year 8 programme e.g Learning binary in Year 7 will help students understand how images and sound are represented in Year 8.



Our curriculum vision

Our intention in the Technology department is to enthuse student creativity and provide experiences which equip them to solve real and relevant problems within a variety of contexts. We intend to deliver an ambitious curriculum which is accessible to all, providing the widest possible range of opportunities for all students, no matter their circumstances to become self-motivated, confident and creative learners. Students will develop technical and practical skills valued by employers and our main priority is for students to be problem solvers who are resilient whilst taking calculated risks.

As a department, we believe that students learn best by practical experience, experimenting and taking chances. We achieve this through inspiring lessons and imaginative teaching which makes connections to industry and further education. Our passion is to deliver a well-rounded curriculum in which all students gain confidence to take their technology lesson experiences outside of the classroom and into adult life. Our main areas of focus are practical skills and technical knowledge, with these combined skills we believe students will be able to design, make, analyse and evaluate products of high quality.

What students will study

In year 7 our students complete projects within the subject disciplines of food technology, resistant materials and textiles. In food technology, our course begins with a high emphasis on safety rules, the Eatwell guide, how to adapt meals to make them healthier and the benefits and having a balanced diet. In resistant materials, our students learn about the structure of the design process, including research, before making a final product. Also, they learn about electronic circuits, and working with plastic including cutting, shaping and bending. Some graphics will be taught throughout the project to help develop students designing and drawing skills. In textiles, we study the origins of fibres, and how fabrics are constructed. With this knowledge they create a soft toy for a young child using basic sewing techniques which are the foundation skills of future textiles learning.

By the end of the year, our aim is for students to have secure understanding of:

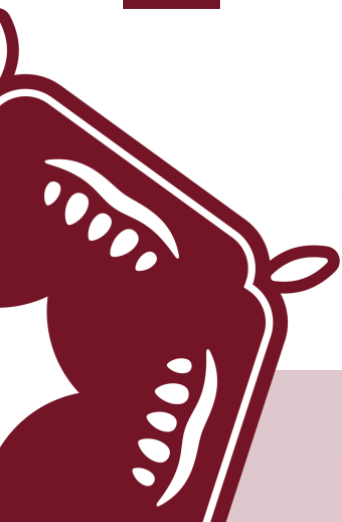
- Working safely in a specialist room
- How to analyse the work of others
- Measuring and marking out materials
- Measuring and weighing ingredients

In our projects, students will use a range of specialist tools including:

Computer aided design and manufacture (CAD)

Standard workshop tools such as saws and chisels.

They learn how to use the specialist equipment following health and safety guidance.



How progress in Technology is assessed

In every lesson the students will receive verbal feedback from the class teacher to address misconceptions, pride in presentation of work, and to secure practical skills, informing them of immediate and effective actions enabling students to improve the quality of their written, design or practical work.

For each project there will be a formative and summative assessment carried out, depending on the focus of the project. There will be two pieces of extended writing that will be marked for literacy.

Formative feedback is based on the practical work undertaken. Practical work is equally as important as written tasks in technology, so the formative assessment will inform students of the progress they are making, what they are doing well and what they can do to improve for the rest of the making process for that particular piece of work. This will provide students the opportunity to identify their strengths and areas for improvement when carrying out practical work, such as the accuracy of measuring and marking out or how skilfully particular tools and equipment are being used. This will ensure the students will have time to focus on particular skills they have or need in order to move forward. This progress can be evidenced in the evaluation of the project. This assessment process supports continuous development of the curriculum. Using a consistent approach to formative assessments based on the practical skills for every project, students can transfer and build on skills they have gained in future projects. This enables the students to be more confident and independent, they are encouraged to use their new skills to show more independence and accuracy.

Summative assessments are based on the knowledge the students have gained during each project. Each project has its own area of knowledge that we focus on with the students. Some aspects of the design process are replicated in all projects but the topics covered within each are different. We use a multiple-choice style assessment where students are assessed on their knowledge and understanding gained throughout the project. Students can therefore identify areas where they have understood the content well and where further study may be needed. The assessment process ensures students make the required progress. As part of the written response to the assessment, students are required to research an area highlighted as a weakness to help them progress. We aim to support students in the continuous development of the curriculum.

How this prepares for next year

The Year 7 curriculum provides a foundation for learning specialist subjects in specialist workspaces. Our students will learn subject specific vocabulary for all technology disciplines which will prepare them for deeper learning and more independence in Year 8.



DRAMA

Our curriculum vision

Creativity, collaboration and confidence are at the heart of Drama at The Brittons Academy. We believe that drama is a fundamental subject for the development of oracy, imagination, creative thinking and their ability to collaborate with others. Whether students go on to careers in The Creative Arts or elsewhere, they will develop a broad range of transferable skills which will be imperative to all aspects of their future success.

What students will study

■ Performance Skills

Students will be able to define the key performance skills and begin to use these within their own performances, as well as identifying them in performances they watch. They will also start to show audience awareness through their performances.

■ Devising

Students will understand what is meant by the terms stimulus and devising. They will be able to confidently explore a range of stimuli and use them to create their own performances. They will also begin to analyse and evaluate their own work and the work of others.

■ Ernie's Incredible Illucinations

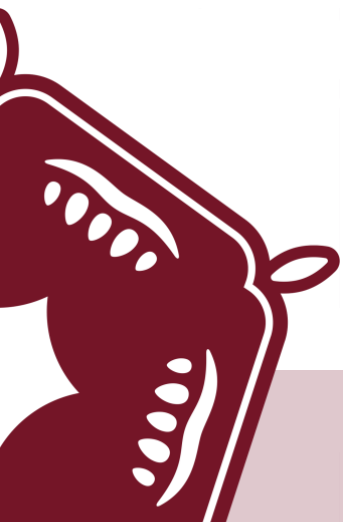
This is the first play text students will study at the Brittons Academy. They will have a good understanding of the features of a script and be able recall key characters, the plot and key themes. They will use the script to develop their own performances and this will be their first opportunity to experience learning of lines.

■ Introduction to Physical Theatre

Students will be able to explain what Physical Theatre is, as well as start to use the associated skills and techniques in a performance. They will have an excellent understanding of the skills needed for non-verbal communication within a performance and they will be able to analyse and evaluate their own work and the work of others at a greater depth.

■ Anne Frank

Students will explore The Diary of Anne Frank and use this as a stimulus to creatively and imaginatively develop a range of performances. They will showcase all the skills and techniques learnt throughout Year 7 within their performances. They will also have an excellent understanding of the Holocaust and the impact this had and still has in society today.



How progress in Drama is assessed

In each unit of learning students will have a summative performance assessment in drama as well as an extended written personal reflection analysing their work. Pupils are assessed across four strands of progression:

- **Devised Performance Skills:** students use of stimuli, their creativity and imagination when developing performances.
- **Group Performance Skills:** their collaborative practice, their ability to work with others, oracy and teamwork skills.
- **Quality of Written Work:** their ability to analyse and evaluate their work using subject specific vocabulary.
- **Work Based on a Script:** understanding the features of a script, using a script to create a performance, understanding a playwright's intentions.

Pupils will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

The building blocks introduced in Year 7 equip students with the core knowledge and skills required to look at the fundamental performance skills in greater depth, whilst tackling stimuli that is richer, more complex and pertinent to today's society. Students will transfer their audience awareness skills and performance skills including body language, facial expressions and interaction with other performers to Year 8, where they will apply this knowledge to new stimuli including Shakespeare and Noughts and Crosses.



FRENCH

Our curriculum vision

French at KS3 aims to equip students with a broad understanding of knowledge and skills that will not only prepare them for the assessment objectives later at GCSE, but also improve their communication skills for life and future employment.

What students will study

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to engage in conversations where they can communicate essential information such as:

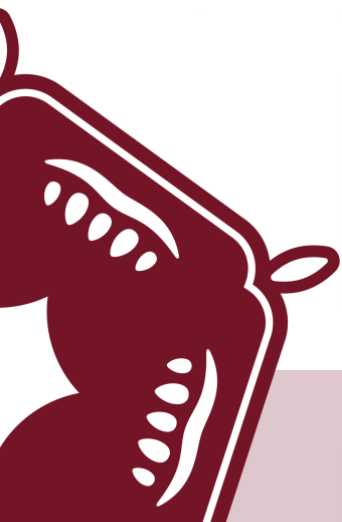
- How to talk about themselves and their family. Students will be able to give and seek information about age, birthday, personality, and physical description.
- School life. Students will be able to give and seek information about school subjects, the uniform and the timetable.
- Free time and leisure activities. Students will be able to give and seek information about sports and other leisure activities. the weather
- House and home and Local area. Students will be able to give and seek information about locations and type of accommodation, daily routine, places in town and activities available in the local area.

How progress in French is assessed

In each unit of learning pupils will have one formative assessment which is an extended piece of writing and two summative assessments which consist of a listening task, a speaking task or a reading task. In French pupils are assessed across 4 strands of progression:

- Listening
- Speaking
- Reading
- Writing

Pupils will not always be assessed on each strand in every assessment, but all 4 strands will be assessed throughout the year.



How this prepares for next year

Having acquired grammatical knowledge of the present and future tenses in first person address, students will have a sound linguistic base on which to build in year 8. We have ensured that the Year 7 grammatical knowledge and vocabulary is deepened, re-visited and recycled throughout Year 8 so that it is memorised, practised, and applied by students. Students will learn how to build on their spoken and written responses by learning how to form and use the past tense, and will increase their repertoire of sequencing vocabulary, giving opinions and reasons and connecting their ideas using conjunctions.



GEOGRAPHY

Our curriculum vision

By the end of KS3 in geography, we aim for pupils to have an understanding of core geographical concepts including spatial patterns, uniqueness of places and interconnections between physical and human geography, ranging from the local to global scale. Pupils will build an in-depth knowledge of a range of places, as well as understanding key concepts such as cause and effect, sustainability and vulnerability. Pupils will be able to apply these concepts to a range of geographical contexts at different scales. Pupils will know and understand the geographical enquiry process, being able to 'think like a geographer' and apply this to their understanding of the world around them. By the end of KS3 pupils will have experienced both human and physical enquiry-based fieldwork. In geography we aim to instil a sense of awe and wonder with the world around us, enabling pupils to think like a geographer, confident in their own knowledge and understanding to play an active part in shaping the world around them.

What students will study

■ Where are all the fantastic places?

Pupils study a range of places and their geographical features, the processes that have created these places, and why they are fantastic. Pupils develop locational knowledge alongside map skills.

■ Is Earth running out of natural resources?

Pupils study links between the lithosphere, atmosphere, biosphere and hydrosphere and how humans are using these resources. Pupils develop their understanding of sustainability.

■ What is weather and climate?

Pupils study the climate of the UK and the causes of our variable weather. Pupils also study different climates around the world, why these exist, and the causes and impacts of climate change.

■ What is development?

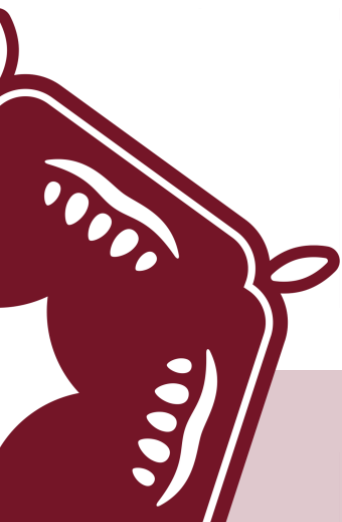
Pupils study the concept of development, how this is measured and causes of inequality at a global scale. Pupils will understand the barriers to economic development for some places and the role of the sustainable development goals.

■ How does ice change the world?

Pupils study the role of glaciers in shaping the landscape in the UK and beyond, and how these landscapes are used. Pupils will understand why glaciers are retreating and the impacts of this.

■ Why is India incredible?

Pupils will study the physical geography of India and how this influences where and how people live. Pupils will develop an understanding of inequality on a national and local scale.



How progress in Geography is assessed

In each unit of learning pupils will have one formative assessment, which is usually an extended piece of writing, and one summative assessment in the form of a test. In geography pupils are assessed across four strands of progression:

Geographical knowledge

locational knowledge, place knowledge and description of key physical and human features

Geographical Understanding

geographical processes and being able to explain interconnections, for example how a waterfall is formed or why some places are more developed than others.

Application of understanding

using knowledge and understanding to analyse, evaluate and make decisions

Geographical skills

use of maps, graphs, data and a range of sources accurately and effectively.

Pupils will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

Understanding of important concepts in Year 7, such as sustainability, development and geomorphological processes, will be built on further in Year 8 through developing further, deeper knowledge of population processes, coastal environments and a regional study of the Middle East.



HISTORY

Our curriculum vision

This The History department's main aims are to ensure that all students engage in a diverse history across time-periods and the world. Furthermore, that our students have a knowledge-rich education that allows them to achieve the skill set of a historian. The skills that our students will achieve will be the ability to identify, explain and evaluate cause and consequence; change and continuity; significance; similarity and difference; evidence and interpretations. Students will have the mind-set to ask questions, create links and critically analyse the purpose of sources and interpretations. The study of history equips students with the skills and conceptual understanding to meet the challenges of the modern world. They will be critical thinkers who can comprehend, synthesise, and make judgements on a range of historical, yet relevant issues.

By the end of key stage three, students will have engaged with British and non-British history enquiries that are based on historical scholarship. It is our aim to inspire curiosity in our students so they want to enquire about the past. The curriculum will develop students' love of history so that they can confidently talk and write like a historian.

What students will study

■ How can historians find out about the Silk Roads from ancient time to 1400 AD?

Students will study the trade routes that connected Asia, the Middle East and Europe. They will engage with primary and secondary evidence and consider the different types of evidence historians use. This enquiry develops students' evidence skills.

■ How did a Norman king become King of England?

Students will study the events of 1066 and how William of Normandy became King of England. This enquiry will develop students' causation skills.

■ Did William keep the same England?

Students will compare Anglo-Saxon England to Norman England in order to decide to what extent William the Conqueror changed England. This study will explore the impact of the Norman Conquest and develop students' change and continuity skills.

■ Was there an Islamic golden age?

Students will study how Islam spread and the achievements of the Abbasid Empire. They will learn about Baghdad (Iraq) and Cordoba (Spain) and use these cities as case studies. Students will develop their similarity and difference skills as well as being introduced to the concept of significance.

■ How can we explain the First Crusade?

Students will study the causes, the journey and events of the First Crusade. They will consider the power of the Catholic Church.

■ What was the most significant challenge to medieval monarchs?

Students will study different case studies such as Matilda, Henry II and King John. From these case studies students will explain the challenges faced by monarchs in the medieval period. Students will develop their significance skills through this enquiry.



■ **Why have interpretations of King John changed?**

Students will engage with a range of interpretations about King John ranging from Disney to the latest scholarship. Students will consider why interpretations do not stay the same and the different factors that affect them. This enquiry develops student's interpretation skills.

■ **How can historians find out about the Mali Empire?**

Students will study the Mali Empire that existed in West Africa. Students will learn about the richest man to have ever lived: Mansa Musa. They will consider the types of evidence that historians can use including oral history, maps and architecture. This enquiry develops students' evidence skills.

How progress in History is assessed

All units of learning are assessed with tasks that are designed to answer the enquiry question. Formative assessments range from a piece of extended writing, to knowledge tests or timelines. Summative assessments include a range of knowledge questions and a piece of extended writing. Students are assessed across three strands of progression:

- **Recall of historical knowledge:** Students' use of key concepts, vocabulary, dates, statistics, names etc.
- **Analysis of Evidence:** Students' understanding and application of evidence (sources).
- **Explanation of key historical concepts:** Students' explanation of key concepts such as: cause and consequence; change and continuity; similarity and difference; interpretations and significance.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Understanding of important concepts such as monarchy, Church and empire will be developed further in Year 8 through the studies of the Reformation, English Civil War and the British Empire. All historical skills will be developed in more depth in Year 8.



MUSIC

Our curriculum vision

We believe that studying music at The Brittons Academy allows students to experience the joy of creating, performing and exploring new possibilities within sound. All students have a natural ability to appreciate rhythmic and melodic aspects of music which we strive to refine and celebrate within our music lessons. Music is a broad and diverse subject that makes links with almost all subjects in the curriculum which can only serve to enhance them both academically and creatively. The nature of our music education equips our students with vital transferable skills such as self-expression, confidence, creativity and collaboration, which help them to succeed.

What students will study

■ Vocal Skills

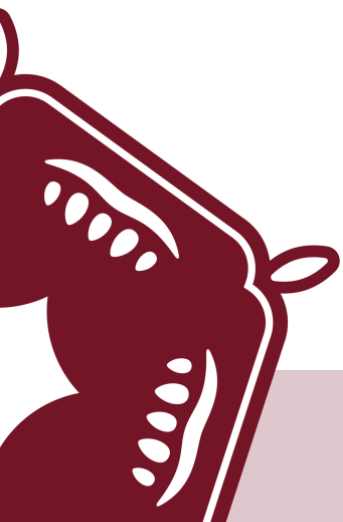
Students will learn to use their most easily accessible instrument: the voice. They will develop their confidence as a soloist and as part of an ensemble.

■ Rhythm Skills

Students will learn to read and perform rhythm and drum notation. They will develop their ability to perform in time using the chair drum and drum kit.

■ Keyboard Skills

Students will learn how to perform chords and melodies simultaneously using the correct hand positioning on the keyboard.



How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

- **STRAND 1: Performing**

students will be assessed on their technical skills through a variety of standard band instruments. They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

- **STRAND 2: Composing**

students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

- **STRAND 3 – Listening**

students will be assessed on their aural skills. They will be identifying different dynamics and tempos using the Italian terminology. They will identify orchestral instruments aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Students will have developed the technical skill and confidence needed to be successful in Year 8. They will be able to read notation, identify and play along to a pulse and think creatively when music-making.



PERSONAL, SOCIAL AND HEALTH EDUCATION

Our curriculum vision

Personal, Social and Health Education at Key Stage 3 aims to ensure that all students possess the skills and knowledge to live a healthy, safe and full life.

As well as developing secure factual knowledge of a range of personal, social and health issues, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse information that they receive.

What students will study

■ Living in the Wider World

Students will examine the differences between healthy and unhealthy friendships; the dangers associated with banter and bullying. Students will explore the importance of happiness; different strategies to support their own mental health as well as being able identify ways to support those who are struggling with their mental health.

■ Health and Well being

Students will learn about different strategies to maintain good physical health. Students will examine the dangers associated with energy drinks and illegal drug use. Students will learn about the symptoms, causes and treatments for different eating disorders before reflecting on strategies to improve their personal safety. Students will also learn how to safely perform First Aid on an individual who is bleeding.

■ Relationships and Sex Education

Students will investigate the changes that occur during puberty. Students will examine strategies to deal with unhealthy relationships and understand the importance of consent. Students will be introduced to different contraceptive options available and learn about the symptoms and treatments for different Sexually Transmitted Infections.





How progress in Personal Social Health Education is assessed

In line with guidance from the PSHE Association students are not formally assessed in PSHE. To demonstrate progress, students begin each unit by completing a confidence tracker which they complete again at the end of the unit.

How this prepares for next year

The PSHE curriculum is a spiral curriculum organised to continuously build on the three overarching themes of a) Living in the Wider World; b)

Health and Wellbeing; c) Relationships and Sex Education. Students examine strategies to maintain positive mental health in Year 7 which enables students to identify positive attributes during their Careers unit in Year 8. Students will build on their First Aid learning of managing bleeding by learning how to deal with a head injury safely in Year 8.



PHYSICAL EDUCATION

Our curriculum vision

The Physical Education department strongly believe that sport and exercise is an essential tool to prepare, support and develop students in every aspect of their journey through the Brittons Academy. It is our intent to provide students with fun, engaging lessons that are accessible to ALL whilst challenging and inspiring students to improve and progress in a range of different activities.

It is our intent to provide students with lifelong skills that can develop their character and embed values such as fairness, respect, leadership and teamwork.

Students will have a strong understanding of the importance of living a healthy, active lifestyle and the impact this can have on them physically, socially and emotionally. Our broad and varied curriculum will also equip students with the skills and knowledge to excel, should they wish to further continue their study of physical education post 16 and beyond.

We are proud of our community and believe that providing students with the opportunity to engage in competitive sport will give them the confidence to extend their participation beyond school and attend clubs, teams and organisations in the local area.

What students will study

In KS3 sports are taught on a rotational basis. During the key stage students will study a selection of sports including football, netball, gymnastics, rugby, volleyball, athletics, cricket, rounders, tennis and softball. In some of these areas students will be given the opportunity to compete internally at house level and externally in Borough competitions. Part of each unit will develop the student's understanding of a healthy lifestyle, and knowledge of muscles, bones, and the effect of exercise on the heart. Participation by all students is strongly encouraged, regardless of ability or previous experience. Principles of respect and fair play underpin the curriculum.

Student will rotate sport/activity each half term. Within each unit they will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition.
- Develop their technique and improve their performance in other competitive sports.
- Overcome intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, both individually and as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.



Within Key Stage 3 students gain confidence in applying more advanced skills, showing accurate technique and consistency within both isolated drills and competitive situations. Students will further develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills and confidence. Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities.



Throughout the PE learning journey, each student is exposed to information about the possible career paths that come under the umbrella term of sport. This is displayed in their changing rooms and a page has been integrated into the assessment document. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression. This would entail writing up a match report that would link well to a career in sports journalism or leading a warm-up or skills session in a lesson which would link to a career as a sports coach or personal trainer.

Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities.

How progress is assessed

Assessment in PE is continuous and takes place throughout each lesson. Students are encouraged to peer and self-assess to develop their own knowledge and understanding of the activity being taught. The teacher will observe and assess students throughout to ensure activities are pitched at the right standard to maintain continuous progress and challenge. The 5 areas listed below would be used as a guide when conducting a formal assessment:

- Execution of skills and techniques
- Decision making
- Application of compositional, tactical, and strategic ideas
- Evaluating and analysing performances
- Demonstration of balanced, active, healthy lifestyle choices

How this prepares for next year

In PE we teach the same activities throughout year 7, 8 & 9. This is to provide the students with continuity and depth. We will build upon the skills taught and encourage the students to build upon their knowledge and understanding throughout each unit. The vocabulary we use in PE will be constant throughout key stage 3 and we will adapt each activity to ensure students are challenged and achieving.

RELIGION, PHILOSOPHY AND ETHICS

Our curriculum vision

Religion, Philosophy and Ethics at Key Stage 3 aims to ensure that all students possess tolerance, respect and understanding of a range of religious and non-religious beliefs in order to engage successfully in wider society. Furthermore, the RPE curriculum enables students to have a knowledge-rich education that allows them to develop historical, sociological, theological and philosophical knowledge.

As well as developing secure factual knowledge of moral and religious beliefs, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse the purpose of religious text as well as the reasons for diverse interpretations of the same text. They will be critical thinkers who can understand, explain and evaluate a range of social, moral, religious, ethical and philosophical issues.

What students will study

■ The Life and Ministry of Jesus

Students will study the diverse nature of religious and non-religious beliefs about Jesus. Students will explore key events in the life of Jesus, as well as parables told by Jesus. This enquiry develops students' skills relating to historical and theological beliefs.

■ Morality – What it Means to be a Human

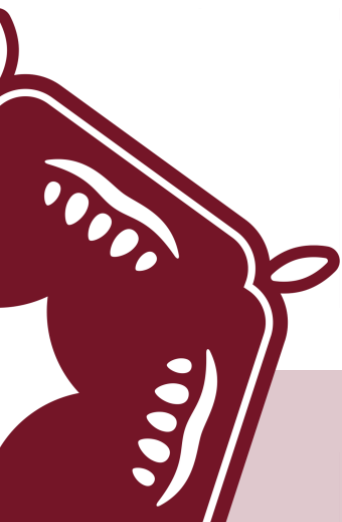
Students will reflect on the values that are important to them and how these values inform the decisions they make. Students will compare religious and non-religious views on different issues as well explore the impact beliefs have on an individual before explore how they impact on wider society. This enquiry will develop students' skills relating to philosophical, theological and sociological thinking.

■ What is Islam?

Students will investigate the fundamental teachings of Islam, including the importance of the role of Muhammad and the Qur'an in the life of Muslims today. This enquiry will focus on theological thinking.

■ Environmental Ethics

Students will study explore the impact that we have as individuals, and as a wider society, on the environment before considering how can reduce this impact for future generations. This enquiry will develop students' skills relating to philosophical and sociological thinking.



How progress in Religion, Philosophy and Ethics is assessed

Assessment in RPE assess what a student knows, the depths of understanding and their ability to apply this understanding. Formative assessments in RPE involve students writing a piece of extended writing. Summative assessments include a range of knowledge questions and a piece of extended writing to aid recall of knowledge, application and evaluation of knowledge learned.

In Religion, Philosophy and Ethics pupils are assessed across three strands of progression:

- **Recall of knowledge**

knowledge of religious beliefs and practises, knowledge of non-religious beliefs and practises and knowledge of ethical principles.

- **Explanation of understanding**

being able to explain how beliefs impact practises and how practises are informed by religious and non-religious beliefs.

- **Application of understanding**

using knowledge and understanding to analyse, evaluate and make judgements.

How this prepares for next year

Understanding of important concepts such as differentiating between belief and fact, as well as key religious, philosophical and ethical disciplines will be further developed in Year 8. During Year 8, students will investigate the importance of social action before investigating Christianity and Islam in increased depth.





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