

Malmesbury School

Year 7 Curriculum Booklet



www.malmesbury.wilts.sch.uk

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SCIENCE MARK WINNER

Key contacts

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Year 7 Art

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: In year 7 students are given a foundation course to build essential skills and understanding

Curriculum content:

Autumn term

Term 1: Foundation skills.

Drawing with line and tone.

Using watercolours and the colour wheel.

Making an observed painting from life.

Term 2: Aboriginal Art.

Responding to Aboriginal Art to develop personal paintings inspired by an Aboriginal poem.

Painting using a range of techniques.

Spring term

Term 3: Illustrated children's books.

Looking at font design.

Researching illustrators.

Developing own characters for a book.

Term 4: Making a children's book.

Designing own books.

Making and illustrating own books.

Constructing a final book.

Summer term

Term 5: Pop up techniques.

Collage and paper engineering.

Printmaking project exploring relief print.

Term 6: Clay Project.

Responding to the work of a contemporary ceramic artist and making own clay pieces.

Developing clay work using glazes.

Skilled developed during the year: In year 7 we focus on drawing, painting, design, printmaking and clay skills while also introducing artist inspiration and building confidence.

Assessment overview: Quick checking and verbal feedback given each lesson. Teachers check and mark student work every other lesson including a detailed assessment with written feedback for each project plus tracking sheet each term. Peer assessment with written and verbal feedback completed for assessed work and main projects.

Homework: set twice per half-term. Research and design work to support projects. Many students choose to continue with work out of lessons.

Help and support: The Art rooms are open every lunchtime for support or for students to continue with work. There is an after-school support session for GCSE students every Tuesday and Key Stage 3 students can request to come along.

Useful websites: www.tate.org.uk , www.youngartists.royalacademy.org.uk/exhibitions/2021 , www.magnumphotos.com/photographers

Enrichment and extra-curricular opportunities: there are workshops through the year that offer enrichment opportunities to selected students.

It is always good for students to see and experience as much art as possible. Visits to museums, galleries and art events all support students' experiences and understanding of art. Also looking at different forms of design, film and new media helps students to see how broad Art and Design can be and help to consider future aspirations.

Encouraging students to gather information on artists they find inspiring and to take their own photographs supports their skills and knowledge of art. Keeping a sketchbook and having access to art materials with a space to make art allows students to explore and develop their skills.

Additional information about the course: Students are provided with a good quality A4 sketchbook. They will need a quality drawing pencil, eraser and pencil sharpener as basic equipment and a range of drawing pencils, colour pencils, drawing pens, felt-tip pens and watercolours are useful.

For further information please see Mrs Gibbons, Curriculum Leader for Art.

Year 7 Computing

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: The year 7 curriculum introduces students to the software and skills that they will use throughout their time at Malmesbury School. This will include basic IT skills that they will use in other subject areas, computational thinking and the creative use of computers. Pupils will be given the opportunity to develop their programming skills, even if they have no prior experience.

Curriculum content:

Autumn term	
Term 1: Introduction to Computers. Pupils are introduced to the school system including health and safety of computers.	Term 2: Code.org. Pupils will be introduced to computational thinking through using a visual coding environment.
Spring term	
Term 3: Wiltshire Online. Pupils find out about networks and how to stay safe online.	Term 4: Cyber Security. Pupils start to find out about the data held online and the consequences of cyber security.
Summer term	
Term 5: Magic Modelling. Pupils will be using spreadsheets to model with data, produce formulas and present numerical information.	Term 6: Scratch. Pupils will be using Scratch to develop their programming skills.

Skilled developed during the year:

- Understanding of using technology safely and effectively
- Computational Thinking – Sequence, Selection, Iteration
- Using the internet for research and being aware of E-safety
- Understanding the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Modelling using Excel spreadsheets

Assessment overview: Termly assessments which will be a combination of online assessments and project work.

Homework: Homework is set through termly booklets that will be set each week and assessed in class.

Help and support: All our teaching resources are available on both Sharepoint and Teams.

Useful websites:

Bitesize - [KS3 Computer Science - BBC Bitesize](#)

Coding - [Learn today, build a brighter tomorrow. | Code.org](#)

Scratch - [Scratch - Imagine, Program, Share \(mit.edu\)](#)

Code Club - [Projects | Computer coding for kids and teens | Raspberry Pi](#)

Enrichment and extra-curricular opportunities:

Code Club meets each week. Cyberfirst Challenge, Young Game Designer.

For further information please see Mr Shaw, Curriculum Leader Computing.

Year 7 Dance

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 1 hour

Curriculum overview: Dance is taught in year 7 and then picked up again for those interested at GCSE in year 10. We aim to introduce students to a range of dance styles, subject specific vocabulary, basic physical, expressive, mental and technical skills which form the building blocks of this creative subject. Cooperation, collaboration, performance and safe practice are at the heart of what we do.

Curriculum content (units may take place within different terms according to resources access):

Autumn term	
Term 1: Cartoon Capers - choreography Identifying and using the five basic dance actions. Performing a set phrase accurately. Using cartoons as a stimulus to choreograph own cartoon phrase.	Term 2: Cartoon Capers - performance Using rehearsal time, mirrors and feedback to improve performance skills. Listening to music and understanding the concept of timing and counting in beats of 8. Performing phrase in a duet.
Spring term	
Term 3: Gothic Using a Gothic picture as a stimulus for expressive skills. Interpreting story and choreographing using five basic dance actions and using dynamics, levels and transitions.	Term 4: Gothic Performance Working as group, responding to constructive feedback and improving piece. Performing to audience.
Summer term	
Term 5: The Nutcracker Matthew Bourne's ballet. Appreciation of a professional work. Identifying different sections, phrases, costumes and storytelling.	Term 6: Nutcracker – sweet performance Taking inspiration from the dance of the Sugar Plum Fairy we recap the five basic dance actions: dynamic, levels, unison, canon and repetition to choreograph a dance reflecting a favourite sweet.

Skills developed during the year:

- Knowledge of five basic dance actions – turn, jump, travel, stillness, gesture
- Dynamics
- Use of music and timing
- Choreographic devices
- Physical skills – posture, control, coordination
- Expressive skills – focus, facial expression, spatial awareness
- Technical skills – relationships, actions, dynamics, space
- Mental skills – commitment, confidence, concentration, movement memory

Assessment overview: the following three skills are assessed: performing, choreographing and evaluating.

Homework: N/A

Help and support: please see your Dance teacher, go to ClassCharts or find resources on TEAMS.

Useful websites: www.ballet.org.uk

Enrichment and extra-curricular opportunities: dance trips, lunch time dance clubs, dance showcase

For further information please see Miss Edwards, Curriculum Leader Dance and Drama.

Year 7 Drama

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: In year 7 we begin by introducing the basic skills needed to communicate and work successfully with other people. We then move on to the discreet skills: characterisation, how to build a character from the outside using physical and vocal skills, how to interpret a text for the stage and how to realise it in performance, devising theatre with a simple narrative from a stimulus, evaluating our own work, evaluating professional work, giving feedback respectfully and receiving and using feedback to improve our work. This gives the students the building blocks to create more sophisticated theatre in year 8.

Curriculum content (units may take place within different terms according to resources access):

Autumn term	
Term 1: An Introduction to Drama – What is Drama and how might it be useful to me? The 6Cs (see below). Freeze frames/still images – levels, facial expressions, gestures, body language, focus, speech track, thought track, dialogue.	Term 2: The House of Horrors Short, scripted piece where students are introduced to characterisation, use of space to represent place, time and travel, learning lines, sound effects and performing to an audience.
Spring term	
Term 3: Hunted and Haunted Storytelling techniques, non – verbal communication, soundscapes, gibberish, interpreting a stimulus.	Term 4: Evaluation Watching a play and identifying technical elements, the effects they create and their success.
Summer term	
Term 5: Evacuation Sustaining listening skills, improvising spontaneously, appreciating and appraising other’s work, using empathy to create characters, using physical and vocal skills to create characters and sustain that performance.	Term 6: Shakespeare Understanding the term theatrical convention, recognising effective dramatic structuring, making and responding to drama. Interpreting a character and communicating a point of view. Using space, movement and sound to communicate meaning.

Skills developed during the year:

- 6Cs – Concentration, Control, Communication, Confidence, Commitment, Co-operation
- Characterisation
- Physical skills – facial expressions, body language, levels, gestures
- Vocal skills - tone, volume, pace
- How to devise from a stimulus
- Soundscapes – understanding and application
- Storytelling
- Movement and mime skills
- Monologue as a dramatic technique

Assessment overview: the following three skills are assessed: performing, devising and evaluating.

Homework: One per half term. This could include research (actors, directors, plays, sound effects, stories, time periods), posters, mind maps and prose reviews. Feedback is in lesson through discussion, peer marked or teacher marked.

Help and support: please see your Drama teacher, go to ClassCharts or find resources on TEAMS.

Useful websites: www.dramaonline.com, www.nationaltheatre.org, www.rsc.org

Enrichment and extra-curricular opportunities:

Drama Club Monday 3:30 – 4:30pm CA7, theatre trips, school play/musical

Additional information about the course: students will gain knowledge of the lighting and sound equipment

For further information please see Miss Edwards, Curriculum Leader Dance and Drama.

Year 7 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The Year 7 Food curriculum focuses on “Healthy Food for the Family” We teach skills that are useful in life and will be consolidated the further up the school they go.

Curriculum content:

Rotation 1: Food

1. Introduction to the design process and identifying characteristics of the client
2. Creating a healthy sandwich. Homework: Simple evaluation
3. Scones (Baking powder as a raising agent). Homework: Evaluation
4. Scone based pizza (preparation of vegetables). Homework: Evaluation
5. Plate jam tart (Shortcrust pastry). Homework: Flour & Raising Agent worksheet
6. Savoury flan (preparation of vegetables)
7. Coleslaw (preparation of vegetables and fruit). Homework: Step by step for making coleslaw
8. Fruit Smoothie
9. Final practical
10. The Eat Well Guide
11. Nutrition
12. The 5 a day campaign. Homework: Poster

Please note that the students will rotate around three material areas each year and may not begin with this one.

Skills developed during the year:

1. Organisation to bring in ingredients each week
2. Safety and hygiene when working in a kitchen
3. The rubbing in method
4. Safe use of the oven
5. Use of a food processor
6. Self-discipline of completing homework
7. Planning and organisation skills for working independently during the final practical.

Assessment overview: During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity. Students will complete a personal progress booklet, that encourages them to reflect on the achievements during the rotation and a target for the future. The teacher adds a comment to this as well.

Homework: The homework tasks will cover recall activities, evaluation exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with Teacher Assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometime a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

Useful websites: Attached to specific homework

Enrichment and extra-curricular opportunities: Students who like to cook will usually continue with their passion at home. They are always welcome to ask for more advanced recipes.

Additional information about the course: The department is very dependent on the goodwill of parents and carers to provide ingredients. We are flexible with concerns about allergies, intolerances, and dietary preference. As we try to do our bit for the environment, we do ask that families consider how the food is to be transported home and covered once made.

For further information please see Miss Janes, Senior Curriculum Leader.

Year 7 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The Year 7 Resistant Materials curriculum focuses on introducing students to the Design & Technology workshops. We teach designing and making skills that are both useful in life and serve as the foundation of the subject.

Curriculum content:

Rotation 2: Resistant Materials
<ol style="list-style-type: none">1. Introduction to the design process2. Introduction to the school workshops3. Health and Safety in the school workshops4. Primary research5. Timbers6. Levers7. Wood-based hand tools8. Wood-based machinery9. Designing10. Ergonomics11. Product analysis12. Product assembly

Please note that the students will rotate around three material areas each year and may not begin with this one.

Skills developed during the year:

1. Designing for a client
2. Working safely in a workshop
3. Making, testing and developing a product
4. Safe and accurate use of a range of machines: pillar drill, belt-sander, scroll saw
5. Safe and accurate use of a selection of hand tools
6. Planning and organisation skills for working independently

Assessment overview: During a 12-week rotation, students will be set three assessments tasks. The students will also sit a terminal test and receive written feedback and a mark for their practical outcome.

Homework: The homework tasks will cover design activities, evaluation exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification. The school workshops are regularly open for students who have missed lessons.

Useful websites: www.technologystudent.com, www.focuselearning.co.uk (password required from teacher)

Enrichment and extra-curricular opportunities: Students who have the enthusiasm and desire to complete more designing and making activities in the school workshops are encouraged to bring forward ideas to their teachers. With collaboration, these ideas can be made in lunchtimes.

Additional information about the course: The department is aware that some of the curriculum can be daunting for students of year 7. All tools and machinery are risk assessed and students are not allowed to use them until they have been taught how to use them safely.

For further information please see Mr Sangster, Curriculum Leader DT (KS3).

Year 7 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The Year 7 Textile curriculum focuses on “Developing Textiles skills creativity using Hand Sewing.” We teach skills that are useful in life and will be consolidated the further up the school they go.

Curriculum content:

Rotation 3: Textiles

1. Introduction to Textiles – What is a life without Textiles? Design brief, mood board research
2. Embroidery practice, Health and Safety
3. Applique sample and sewing on a button
4. Block printing
5. Smart materials
6. Tools and equipment
7. Designing with written communication
8. Making a pattern
9. Creating applique decoration
10. In class assessment – problem solving
11. Producing final product
12. Evaluating final product

Please note that the students will rotate around three material areas each year and may not begin with this one.

Skills developed during the year:

1. Be able to thread a needle and tie a knot
2. Safety when working in a Textile classroom
3. Independent research
4. Design and communication
5. Safe use of the textile equipment
6. Self-discipline of completing homework
7. Planning and organisation skills for working independently to produce a final product.

Assessment overview: During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity.

Homework: The homework tasks will cover recall activities, design exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with Teacher Assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometime a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

Useful websites: Attached to specific homework

Enrichment and extra-curricular opportunities: Students who like being creative with textiles will usually continue with their passion at home. They are always welcome to ask for more ideas or advice on different techniques to try.

Additional information about the course: The department provides the equipment, fabric and components to complete the DM project. Students will only supply their own materials if it is a specific colour or style of component they wish to use.

For further information please see Mrs Murrant.

Year 7 English

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 6 hours

Curriculum overview:

The curriculum for Year 7 consolidates learning from KS2 and provides a starting point to our KS3 curriculum. We begin with myths, quests and journeys which form the backbone of the canon and literature. The idea of personal journeys will be explored in future units such as Identity at the end of Year 7, War and Conflict in Year 8, and The Outsider in Year 9. The universal theme of childhood and coming of age gives students the opportunity to further explore the idea of personal journeys, from the study of fairy tales to autobiographical writing. Students will write a piece of autobiographical writing focusing on a snapshot of their own childhood. This will link to the key concept of the child and family in the Love and Relationships unit in Year 8, and further on in the Outsider unit in Year 9. As students near the end of their first year of our thematic study, we begin to explore the components that make up our identities, including linguistic, societal and cultural influences. All students will study A Midsummer Night's Dream, will look at world poetry to deepen their understanding of cultural identity, and will explore how language is a key component of who we are. Students will learn how to construct an argument to enable them to express themselves clearly and persuasively and will finish with an end of year assessment which will consolidate reading and writing skills taught and developed throughout the year.

Curriculum content:

<p style="text-align: center;">Autumn term: Terms 1 and 2 Unit Title: Myths, Quests, and Journeys</p>
<p>Timeless Truths myths and legends from around the world George and the Dragon Chaucer's Knight's Tale Narrative writing: creating your own myth/hero's journey</p>
<p style="text-align: center;">Spring term: Terms 3 and 4 Unit Title: Childhood and Coming of Age</p>
<p>The literature of childhood: an analysis of fairy tales One of: Boy by Roald Dahl Once by Morris Gleitzman Descriptive writing: writing an autobiographical piece</p>
<p style="text-align: center;">Summer term: Terms 5 and 6 Unit title: Identity</p>
<p>A Midsummer Night's Dream World Poetry Language and Identity Writing to argue: constructing an argument</p>

Skills developed during the year:

- Inference
- Interpretation
- Evaluation
- Analysis of language
- Analysis of structure
- Connections between texts and contexts
- Synthesis
- Links and connections
- Comparisons

Assessment overview:

- Baseline assessment of reading and writing skills at the beginning of the year
- Formative assessments take place during the year at appropriate points in each unit
- End-of-year summative assessment

Homework:

Homework is set by individual teachers as and when appropriate during a unit of work.

Reading lists are available on TEAMS and students have the opportunity to borrow books from the library to complete personal reading at home.

Help and support:

Students can see their class teacher for any additional support.

Useful websites:

<https://www.lovereadings4kids.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.bl.uk/>

<https://www.educationquizzes.com/ks3/english/>

Enrichment and extra-curricular opportunities

- Media and Film Club
- Carnegie Shadowing (2023)
- Creative Writing (2023)
- Books and Art (2023)

We run regular competitions, host author visits throughout the year, and take part in national days such as Poetry Day, Malmesbury Reads Day and World Book Day. Additionally (and hopefully more regularly in 2022-23) we will run theatre and other cultural trips linked to our thematic study.

For further information please see Ms Bonduel, KS3 Curriculum Leader or Ms Hynes, Senior Curriculum Leader for English and Media.

Year 7 French

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about themselves, family, and friends, and speak about school life.

Curriculum content:

Autumn term	
Term 1: Everyday greetings, giving personal details	Term 2: Describing yourself
Spring term	
Term 3: Talking about friends and family	Term 4: Describing others
Summer term	
Term 5: Talking about school subjects, telling the time	Term 6: Describing a day at school, uniform

Skills developed during the year:

- Students can access written and spoken language that includes a variety of familiar language
- Students can produce simple French sentences using familiar language to give information about themselves and others
- Students can translate simple French sentences using familiar language to give information about themselves and others
- Students understand the key phonemes in French and begin to apply this to their spoken language

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: In Year 8 we hope to run the French Exchange.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.

Year 7 Geography

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: Geography aims to inspire students to become global citizens by exploring their own place in the world, their values, and responsibilities to other people, to the environment and to the sustainability of the planet.

Curriculum content:

Autumn term

Term 1: Blue planet

Investigates different features of our oceans and the animals that live there and the challenges they face.

Term 2: Migrants on the move

Investigates where, how and why people move and the impacts this can have on places and people.

Spring term

Term 3: Incredible India

Investigates the physical and human geography across India, its opportunities and challenges encouraging students to think about the future.

Term 4: Wacky weather – local

Investigates what is weather and climate and carry out a microclimate fieldwork around the school.

Summer term

Term 5: Wacky weather – UK and the world

Investigates the UK climate, extreme weather and weather hazards.

Term 6: Island life

Investigates the physical and human aspects of different islands in the UK and around the world.

Skilled developed during the year: The Geography curriculum has built in a range of skills throughout the year.

Map skills: Use of atlases to identify OS symbols, relief, physical features, scale and interpretation.

Literacy: Descriptive and explanatory writing; increasing their geographical vocabulary using keywords and developing the use of comparative phrases.

Numeracy: Using figures to use/manipulation of data, creating a range of graphs to present information and researching statistical facts to use within classwork.

Empathy: putting yourself in other people's shoes and considering other peoples' views.

Enquiry, teamwork, and project management: to successfully plan and carry out an investigation or project.

Assessment overview: There are 3 assessments across the year in a test style format. The assessments are at the end of 'Migrants on the move', 'Incredible India' and 'Wacky weather' units. The assessments have a range of open and closed questions and use figures to support students.

Homework: A range of homework is set in Geography including opportunities for independent work, group work and revision.

Help and support: Teachers can direct students to websites to support individual lessons and topics and books in the library can support students. Revision and homework are set on Class Charts.

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<http://kids.nationalgeographic.com/kids/>

<https://www.ordnancesurvey.co.uk/mapzone/>

Enrichment and extra-curricular opportunities: Geography competition in term 6.

Additional information about the course: Students will need to always have pencils, pens and a ruler for geography lessons. They would also benefit from a green and purple pen, glue stick and scissors.

For further information please see Miss Brownlie, Curriculum Leader Geography.

Year 7 German

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about themselves, family, and friends, and talk about their free time activities.

Curriculum content:

Autumn term	
Term 1: Everyday greetings, giving personal details, alphabet and phonics	Term 2: Free time activities
Spring term	
Term 3: Developing our opinions	Term 4: Talking about music, preferences, and the past tense
Summer term	
Term 5: Talking about family and pets	Term 6: Describing myself and other people

Skills developed during the year:

- Students can access written and spoken language that includes a variety of familiar language
- Students can produce simple German sentences using familiar language to give information about themselves and others
- Students can translate simple German sentences using familiar language to give information about themselves and others
- Students understand the key phonemes in German and begin to apply this to their spoken language

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: In Year 8 we hope to run the German Exchange.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.

Year 7 History

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: This year begins with an introduction to the historical skills that are needed such as an understanding of chronology, causation and how sources work. We then look at the Norman Conquest and the main features of life in Medieval times. Then our English focus broadens out to look at the Islamic world through the prism of the Crusades and a wider scope of how other cultures were progressing at the same time.

Curriculum content:

Autumn term	
Term 1: <ul style="list-style-type: none">Historical Skills	Term 2: <ul style="list-style-type: none">1066, the Battle of Hastings and the Norman Invasion
Spring term	
Term 3: <ul style="list-style-type: none">The Impact of the Norman Invasion: Domesday Book and Castle building	Term 4: <ul style="list-style-type: none">Medieval times: The Black Death, the Peasants' Revolt and the Wars of the Roses
Summer term	
Term 5: <ul style="list-style-type: none">The Crusades	Term 6: <ul style="list-style-type: none">Meanwhile Elsewhere: looking at what was happening in other countries and cultures at the same time, e.g. the Aztecs and China

Skills developed during the year:

- Source analysis, what can primary sources tell us and how do we need to be careful in using them
- Creating and justifying arguments
- Extended writing skills

Assessment overview:

- There will be an assessed piece of work each term which will be marked with written feedback

Homework:

- There will be between 2 and 3 pieces of homework each term, it could be a factual recall test, or a research task, or an extended writing task for example
- It will be marked in a variety of ways, mainly by your teacher, but also peer and self-marking

Help and support:

- Your teacher will always be happy to talk to you if you need help, just ask
- Lessons will be put on TEAMS for those that have either missed a lesson or would like to review the resources of the lesson

Useful websites:

- BBC Bitesize is excellent
- Spartacus History and the History Learning Site

Enrichment and extra-curricular opportunities:

- The History department will be running a history club for year 7

Additional information about the course: just bring a full pencil case!

For further information please see Miss Creaton, Curriculum Leader, or your current History teacher.

Year 7 iLearn

Setting arrangements: Taught in tutor groups

Time allowance per fortnight: 1 hour

Curriculum overview: iLearn is a mixture of subjects: Citizenship, PSHEE (Personal, Social, Health and Economic Education), Careers and Work-related Learning, Fair trade and Enterprise. We want young people to leave our school with an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it. iLearn is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. It *is not* about trying to fit everyone into the same mould, or about creating 'model' or 'good' citizens. We want our school not simply to teach iLearn but to demonstrate it through the way we all conduct ourselves.

Curriculum content:

Autumn term	
<p>Term 1: What is iLearn? Introduction to iLearn and each other RSHE Diet/exercise and sleep Dealing with stress/anxiety and emotions Puberty Managing change: Divorce/bereavement</p>	<p>Term 2: Enterprise - Christmas Bazaar: planning and preparation of designing and running a stall Self-evaluation of skills</p>
Spring term	
<p>Term 3: Careers - skills for learning and the world of work Skills for the world of work and 4 R's Aspiration Career routes and pathways STEPS booklets</p>	<p>Term 4: Citizenship/British values Understanding Wants and Needs- Children's human rights 'Chaga and the Chocolate Factory' - ASSESSMENT</p>
Summer term	
<p>Term 5: PSHE Peer Pressure Bullying and Discrimination including LGBTQ+ Anti-bullying group task - peer assessed</p>	<p>Term 6: 90Kg Rice Challenge - Enterprise and Fair-trade Planning and preparation Self-evaluation of skills</p>

Skills developed during the year:

- aware of their rights and responsibilities as citizens
- understand risk and manage decisions
- maintain healthy lifestyles
- enjoy and achieve
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- prepared to enter the world of work
- able to be enterprising and entrepreneurial
- capable of having an influence on the world
- active in their communities

Assessment overview:

One PSHE and one Citizenship assessment will be completed per student in a year - this will be self/peer marked and teacher marked. At the end of all lessons reflection logs need to be completed; teachers use stamps and comments to show they have given some feedback to students.

Homework: iLearn is exempt from setting homework however students should continue to keep up to date with labour market information when thinking about future career options. Students should also continue to keep up to date with local, national and international issues, and think how they can make a positive contribution to the school, local and global community.

Help and support:

For iLearn related issues you can speak to your iLearn teacher, tutor, Academic Leader or Head of House.

For careers support please speak to Mrs Griffin; she can be found in the careers interview office (Lower Street by the Humanities corridor). Tutors, students and iLearn teachers can refer students to her for a careers appointment.

Lunchtime drop-ins are also available. Mrs Griffin's working days are Wednesday, Thursday and Friday.

Useful websites:

[Careerpivot : Plan your future work & study](#)

<https://nationalcareersservice.direct.gov.uk>

<http://www.lmiforall.org.uk>

[Drug addiction: getting help - NHS \(www.nhs.uk\)](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[Action on Smoking and Health \(ash.org.uk\)](#)

[NSPCC | The UK children's charity | NSPCC](#)

Enrichment and extra-curricular opportunities:

Enterprise: Christmas bazaar, Rice Challenge for Malawi, Finance talks




Fair trade: Fair trade fortnight, Bake Off, Primary visits, Christmas market

Careers and Work related learning: Careers week with employers, Careers ilead day and Work Experience, options advice, careers interviews

PSHE: Links with NHS, health promotion project work with the Teenage Cancer Trust, drugs talk from the Police, theatre groups

Citizenship: UN day, visiting speakers e.g. Lord Rosser, James Gray MP, trip to the House of Lords and House of Commons

Additional information about the course: There are few school policies that can be accessed via the school website for more information.

-  Sex Ed policy
-  Drugs policy
-  Careers policy

For further information please see:

Mrs Twose-Jones, Senior Curriculum Leader for R.S and iLearn

mjones@malmesbury.wilts.sch.uk

Mrs Sarah Griffin, Careers Advisor

sgriffin@malmesbury.wilts.sch.uk

Year 7 Learning Support

Setting arrangements: Small groups of mixed tutor groups.

Depending on needs, SEND students are assessed and monitored closely by staff. Learning Support staff will contact parents to discuss withdrawal from Modern Foreign Languages if assessment scores and staff feedback suggest intensive intervention will be beneficial.

Time allowance per fortnight:

- 5 hours per fortnight for intensive literacy support (detailed below)
- 1 hour a fortnight of 'A Taste of Languages'

Curriculum overview:

Learning Support - 3 hours a fortnight of a corrective reading programme (SRA), 2 hours a fortnight of spelling lessons involving imaginative writing and Units of Sound spelling programme. These are catch up programmes designed to improve students' literacy skills.

A Taste of Languages – Students are taught by a specialist languages teacher once a fortnight with a focus on conversational language skills.

Curriculum content:

Autumn term	
Term 1: SRA Reading Programme B1	Term 2: SRA Reading Programme B1 Independent Writing – Focus on basic punctuation
Spring term	
Term 3: SRA Reading Programme B1	Term 4: SRA Reading Programme B1 Independent Writing – Focus on basic connectives
Summer term	
Term 5: SRA Reading Programme B1	Term 6: SRA Reading Programme B1 Independent Writing – Focus on adjectives

Skills developed during the year:

- Reading accuracy, fluency, and comprehension
- Improved knowledge of spelling through phonics
- Confidence in literacy ability

Assessment overview:

- SRA built in assessment every ten lesson
- Termly independent writing task

Homework: N/A

Help and support: Sessions are in small supportive groups

Useful websites: E-chalk

Enrichment and extra-curricular opportunities: Possibility of joining a small after school gardening club. Students will be invited to this.

Additional information about the course: N/A

For further information please see Jessica Abel-Goldbin (SENDCo).

Year 7 Mathematics

Setting arrangements: Sets from October half term **Time allowance per fortnight:** 7 hours

Curriculum overview: The curriculum covers content across the main themes of Number, Ratio, Algebra, Geometry and Statistics and Probability. Many of the topics will cross over more than one of the main themes and students will also be told how the content is built upon in future years.

Curriculum content:

Autumn term	
Term 1: Sequences Understand and use algebraic notation Equality and equivalence	Term 2: Place value, ordering integers and decimals Fraction, decimal and percentage equivalence
Spring term	
Term 3: Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts	Term 4: Operations and equations with directed number Addition and subtraction of fractions
Summer term	
Term 5: Constructing, measuring and using geometric notation Developing geometric reasoning	Term 6: Developing number sense Sets and probability Prime numbers and proof

Skills developed during the year: Students will develop skills in mathematical fluency, reasoning, application and problem solving.

Assessment overview: There is a short, open book assessment at the end of every topic. There will be two longer summative assessments containing questions covering multiple topics.

Homework: Homework is set once a week online using Hegarty Maths. It is self-marked with students receiving instant feedback.

Help and support: There are revision videos available on the White Rose Maths website and the Hegarty Maths website.

Useful websites:

www.whiterosemaths.com

www.hegartymaths.com

Enrichment and extra-curricular opportunities: Cipher club, homework club and KS3 drop-in support, UKMT maths challenge, Trust Maths challenge days, Pi Day and Number Day.

Additional information about the course: Students will need a pen, pencil and ruler as well as a protractor, a pair of compasses and a scientific calculator. Any calculator that is suitable for GCSE examinations is fine although we recommend the Casio fx-83GTX or Casio fx-85GTX.

For further information please see Mr Long, Senior Curriculum Leader Mathematics and Computing.

Year 7 Music

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: A foundation course of five topics covering music of varied styles and cultures whilst gaining an understanding of music's constituent elements and the opportunity to experience music from a practical perspective.

Curriculum content:

Autumn term	
Term 1: The Elements of Music Performing the theme from Eastenders.	Term 2: Carnival of the Animals Listening to all the animals, performing some of them and learning about the instruments.
Spring term	
Term 3: Major and Minor Learning about how scales work and recognising major from minor when listening to music	Term 4: Major and Minor – performing Fur Elise by Beethoven
Summer term	
Term 5: Music for Special Events. Learning about fanfares through composing, performing and listening.	Term 6: Calypso Singing and performing music from the Caribbean

Skills developed during the year:

Performing music – mostly a mixture of singing and using the keyboard

Listening to and appraising music – answering written questions as music plays

Composing music – developing musical ideas based on the topic styles studied

Assessment overview: Quick checking and verbal feedback given during practical lessons. Teachers check and mark students' performing each term. Peer assessment with written and verbal feedback completed for main projects.

Homework: Research homework on a fortnightly basis into either an aspect or relevant composer/artist/piece or song for the topic studied. It will be shared with the rest of the class.

Help and support: If students wish to come and practise some of the pieces we have been learning they are very welcome to use the Music rooms if available.

Useful websites: [KS3 Music - BBC Bitesize](#); BBC ten pieces, Spotify, Apple Music, Deezer, Wikipedia (for musical artist research)

Enrichment and extra-curricular opportunities: Private instrumental lessons in a range of instruments. Choir is available for all, orchestra is run for instrumentalists. The Christmas Concert, Carol Service and Chamber Concert.

Additional information about the course: All students have an A4 booklet in which they have listening exercises and assessment sheets for each topic. A great emphasis is placed on students listening to music in their own time to develop their knowledge and taste and this is factored into our homework. All students will be able to share a keyboard for practical work with headphones.

For further information please see Mr Chris Bradshaw, Curriculum Leader Music.

Year 7 Physical Education

Setting arrangements: Mixed ability, single gender groups

Time allowance per fortnight: Five hours

Curriculum overview: Throughout the year students will follow a selection of activities from those indicated below. At the start of year 7 they will be given a detailed breakdown of the curriculum for the year for their PE class.

Curriculum content: Games activities, swimming, fitness, gymnastics, athletics.

Autumn term	
Term 1: Rugby, Gymnastics, Netball, Health Related Exercise, Swimming, Hockey, Football	Term 2: Rugby, Gymnastics, Netball, Health Related Exercise, Swimming, Hockey, Football
Spring term	
Term 3: Rugby, Gymnastics, Netball, Health Related Exercise, Swimming, Hockey, Football	Term 4: Rugby, Gymnastics, Netball, Health Related Exercise, Swimming, Hockey, Football
Summer term	
Term 5: Athletics, Cricket, Rounders, Tennis	Term 6: Athletics, Cricket, Rounders, Tennis

Skills developed during the year:

Physical skills: an understanding of basic games concepts such as width, depth and support play. Skills that are specific to each activity: sending and receiving, striking and fielding, running, jumping and throwing; balance and coordination; communicating ideas through movement.

Leadership and teamwork are also important skills taught through PE. Students are also encouraged to use their own skills to teach others in the class.

Assessment overview: Teacher assessment is ongoing. Peer and self - assessment is also used.

Homework: No formal homework is set but students are encouraged to exercise in their own time and attend clubs.

Help and support: Teachers are available to support students if they are finding something challenging. Students may also challenge themselves further by taking part in specific activities. TEAMS is sometimes used to communicate to individuals and teaching groups.

Useful websites: www.news.bbc.co.uk/sport1/hi/academy , relevant governing body websites e.g. www.englandhockey.co.uk and www.englandrugby.com

Enrichment and extra-curricular opportunities: a range of extra – curricular clubs are available at different times of the year, to which all are welcome to attend regardless of experience. The various activities run at different times of the year. Information about them can be found on the sports club rota on the school website and on PE and school social media sites at the start of each half – term. The clubs are netball, rugby, football, hockey, athletics, cricket, rounders, swimming, ultimate frisbee, parkour, gymnastics, Just Dance, badminton and lifeguarding.

Additional information about the course: Students will need to bring appropriate PE kit for all lessons. This is also the case when they are not taking part as they may be asked to carry out other roles in the lesson such as officiating. It will also mean that school uniform does not get wet or muddy if the lesson is outside.

For further information please see any member of the PE faculty.

Year 7 Religious Studies

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: Religious Studies at Malmesbury School is a subject with purpose, aiming to develop students' knowledge and understanding of religious and non-religious beliefs, practices, and traditions and their influence on individuals, communities, societies and cultures. The department focuses on enabling students to consider and respond to a range of important questions related to their own beliefs and views, by investigating a range of fundamental questions concerning the meaning and purpose of life.

Curriculum content:

Autumn term	
Term 1: What is Judaism?	Term 2: What is Christianity?
Spring term	
Term 3: Islam in the Premier League	Term 4: Islam in the Premier League
Summer term	
Term 5: What is multiculturalism?	Term 6: What is multiculturalism?

Skills developed during the year:

- Evaluation
- Empathy
- Enquiry
- Teamwork
- Communication
- Literacy

Assessment overview:

Students will be set one assessment every two terms (three in a year). Assessments will either be written tests, longer project work or evaluation questions. Assessments will be used to test the student's ability and skills to write descriptive explanations that describe and evaluate a wide variety of different cultural beliefs, practices and values.

Homework:

Students will be set a minimum of two pieces of homework per term. The department believes that setting homework is important to enhance, strengthen and evaluate student's skills, knowledge and understanding initiated in class. Homework will be marked by the teacher or self/peer marked.

Help and support:

The Religious Studies teachers are all very supportive of their students, therefore we encourage students to pop in to see their teacher during break or lunch times if you require any additional support. All course materials can also be found on the relevant TEAMS page.

Useful websites:

BBC Religions <https://www.bbc.co.uk/religion/religions/>

Enrichment and extra-curricular opportunities:

Students would benefit from visiting their local Synagogue, Church and Mosque to support them with the 'What is Judaism?', 'What is Christianity?' and 'Islam in the Premier League' units. Students would also benefit from visiting Bristol in term 5 and 6 to support them with the 'What is Multiculturalism?' unit.

For further information please see Mrs Meinir Twose-Jones, Senior Curriculum Leader for iLearn and R.S.

Year 7 Science

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 6 hours

Curriculum overview: Year 7 science is all about discovery and introducing lab skills. Students will start with lab skills then cover a chemistry, physics and biology topic each term.

Curriculum content:

Autumn term

Term 1 & Term 2:

- Lab skills: short scientific skills topic
- Energy
- Life Processes
- Particles

Spring term

Term 3 & Term 4:

- Food and Digestion
- Forces
- Physical and Chemical Changes

Summer term

Term 5 & Term 6:

- Space
- Rocks
- Variation & Inheritance

Skills developed during the year: Researching and presenting (literacy skills), planning (literacy skill), lab skills (experimental), analysis (numeracy skills), interpreting (drawing conclusions effectively and applying knowledge).

Assessment overview: Skills assessments will be assessed throughout the year in lessons in a number of tasks allowing pupils to show progress in five broad skill areas. There are also three formal tests a year under exam conditions in classrooms.

Homework: Average of 30 minutes each week with a mixture of online quizzes with instant feedback, teacher self and peer marking.

Help for home study; Doodle learn, KS3 BBC Bitesize, KS3 Science revision guide (Collins).

Help and support: Students can seek out classroom teachers at any time to ask for support or help with topic areas that they are struggling with.

Revision Guide - Available to order through school at start of school year.

Collins KS3 Revision Science ISBN: 9780007562824

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<http://www.docbrown.info/ks3science.htm>

<http://doodlelearn.co.uk>

Enrichment and extra-curricular opportunities: There is a KS3 science club and a KS3 robotics club.

Additional information about the course: Students will need to always have pencils, pens, 30cm ruler and a calculator for science lessons.

For further information please see Hayley McCoy (KS3 Curriculum Leader) or Gabrielle Peers-Dent (Senior Curriculum Leader Science).

Year 7 Spanish

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about themselves, their free time, and their family.

Curriculum content:

Autumn term	
Term 1: Greetings, giving your name and your age	Term 2: Talking about likes and dislikes
Spring term	
Term 3: Discussing sports and giving opinions	Term 4: Talking about hobbies, an introduction to Spanish music
Summer term	
Term 5: Talking about your family and friends	Term 6: Describing your appearance

Skills developed during the year:

- Students can access simple passages of written and spoken language that includes a variety of familiar language
- Students can produce simple Spanish sentences using familiar language to give information about themselves and others
- Students can translate simple sentences into and out of Spanish using familiar language to give information about themselves and perhaps others
- Students understand the key phonemes in Spanish and begin to apply this to their spoken language
- Students expand their awareness of present tense in language that includes familiar structures and vocabulary

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. An exchange trip usually runs in Year 9.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.