



Year 7 Parents' Handbook 2020/21



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PREFACE

I am delighted to be able to commend this parental handbook. As a school, we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all young people in our care. This handbook is a genuine attempt to try to be helpful in that partnership. We do hope that parents and carers find it useful. Please do use it. Please do also provide us with any feedback about it. We would find this genuinely helpful and will endeavour to take on board all such comments in the future development of these handbooks.

Peter Law, Principal

Dear Parents/Carers

Year 7 is a very important time for young people and their parents. The transition from Primary to Secondary school is a big step and one we are fully committed to making as smooth and positive as possible for every student.

At Comberton we strive to meet the needs of all our pupils through a strong and effective pastoral system.

As Head of Year 7 I work closely with the Year 7 Tutor Team to build a comprehensive picture of each student both in and out of the classroom. We are also grateful for the support offered by Mr Carrick as the member of the Senior Leadership Group with responsibility for Year 7.

Our role is not only to help ensure that your child has the very best education possible but also to help them feel happy, safe and secure and to support them on their journey to becoming mature, confident and thoughtful individuals with clear goals for their future lives. When we speak to the year group we highlight the importance of being considerate of others, getting involved with school life and being committed to achieving their full potential. This is a message we will be reinforcing regularly over the years ahead. We strongly encourage our pupils to make the most of all the opportunities available at Comberton. Enjoying clubs and activities is a great way of getting to meet new people as well as developing skills and talents.

We want school to be the best years of our pupils' lives and we want them to have a rich and enjoyable experience. This involves all pupils behaving well, taking their learning seriously and informing us of problems so we can help resolve any issues they may be struggling with, both socially and academically. We are a fully supportive team, committed to achievement in the broadest possible sense. We like to celebrate all our pupil's successes in different ways so please inform us of any your child's achievements outside school of which we may be unaware as we do like to recognise this in assemblies.

Head of Year 7
Assistant Principal
Mrs M Burgess

WELCOME TO YEAR 7 2020-2021

	Pastoral team	TG	Room	Tutor	Attached staff
Year 7		C	Sc4	Fernando Feijoo, Roisin Cox (F)	Roisin Cox (M,Tu,Th)
DP	Regina Lawrence	O	Sc11	Asnat Doza	Kimberley Allen (M, W,Th)
AP	Nigel Carrick	M	Sc13	Stephen Winter	Carolyn Meadows (M,Tu,Th,F)
HoY	Marielle Burgess	B	Sc1	Katie Burden	Victoria Edmans (M,Tu,W,Th)
AHoY	James Roberts	I	Sc7	Kate Yip	Emily Goodson (W, T)
A2HoY	Katherine Leiser	E	Sc12	Michael Wilce, Julia Scarboro (Tu, Th)	
Lockers		R	Sc5	Silouani Stefanou	
Social Area		T	Sc2	Emily Goodson (Tu,)/Anthony Collier (M,W,Th,F)	
Active form: Tuesday		N	Sc3	Vicki Dunn	
Assembly: Friday		V	Sc10	Clare Allinson	

DAY & WEEK STRUCTURE 2020-2021

Lesson start times:

Registration: 8:30

Period 1: 8:50

Period 2: 9:40

Period 3: 10:50

Period 4: 11:40

Period 5: 13:10

Period 6: 14:00

Buzzer times:

8:25 warning for morning registration

8:45 end of registration

9.40 end of period 1

10.30 break

10.45 end of break warning

11.40 end of period 3

12.30 lunch

14.05 warning for start of period 5

14.00 end of period 5

14.50 end of school

Assembly days: Friday Year 7

YEAR 7 ASSESSMENT DATES

Term	Outline of assessment	Suggested deadline	
1a	Art project: Growth Mindset	End of October	
	Computer Science (CS) entry test	September	
	Computer Science Bebras test	October	
	Drama: practical baseline assessment	October	
	DT Baseline test	September	
	English assessment	October half term	
	Geography: Baseline test	September	
	History baseline test	September	
	MFL: Baseline assessment in key skills	October/November	
	RPE: Baseline test	September	
	RPE: Assessment	October	
	Term	Outline of assessment	Suggested deadline
	1b	Art project: Egyptian Art	November
CS History of computers presentation		Nov/Dec	
Drama: Practical assessment and end of term written assessment		December	
Geography: Antarctica assessment		December	
History: What stories can Pompeii tell us?		Nov/Dec	
Maths test		December	
RPE assessment		December	
Science: End of Term Test		December	
Term		Outline of assessment	Suggested deadline
2a	Art project: Ancient Greece	February	
	CS Hardware & Software leaflet	February	
	Drama: Practical assessment	February	
	History: Norman Conquest; Why did William win the Battle of Hastings?	February	
	MFL Assessment in key skills Geography: Map skills	February February	
Term	Outline of assessment	Suggested deadline	
2b	Art project: Medieval	April	
	Drama: Practical assessment and end of term written assessment	April	
	Geography: Microclimates investigation	April	
	History: The Domesday Book; What was the Domesday Book for?	End of Easter term	
	Maths test	End of Easter term	
	RPE assessment	April	
	Science: End of Term Test	End of Easter term	
	Term	Outline of assessment	Suggested deadline
3a	Art project: Renaissance	May/June	
	CS Programming	May/June	
	Music practical assessment	May	
	History: The Black Death; What difference did the Black Death make to Walsham?	June	
Term	Outline of assessment	Suggested deadline	
3b	Art: Revision of the year's work for Art History test	June/July	

	Drama: Practical assessment and end of term written assessment	July
	Geography: China big geography question	June
	German milestones (all skills)	June
	History assessment	May/June
	Maths test	End of June/start of July
	MFL Assessment in key skills	June
	RPE assessment	June
	Science: End of Term Test	June/July

NB: These dates be subject to change

Music: On average practical work is formally assessed once in each half term, however most music work forms part of a programme of continuous assessment which will sometimes take the place of a formal assessment. Pupils are assessed in the skill areas of appraising, composing, performing and music literacy.

DT: Pupils are taught on a subject rotational basis, completing assessments within each block of DT at the appropriate time within the scheme they are following.

Drama- every half term there is a practical assessment and a written assessment (in various forms).

PE: Pupils are assessed regularly throughout lessons and are given a formal level at least at the end of every half term.

CVC SCHOOL UNIFORM

For full information visit our website at <http://www.combertonvc.org/Uniform>

A summary is below:

Shirts:	College polo shirt. Any garment worn under the polo shirt must not be visible whether the shirt is worn buttoned or unbuttoned.
Sweatshirts:	College sweatshirt. The college fleece can be worn over the college sweatshirt
Trousers:	As sold by our supplier.
Skirts:	As sold by our supplier and should finish at the knee. These can be worn with plain, neutral coloured tights or socks which must be either grey, black or white in colour.
Shoes:	These should be flat and all black with no logos or symbols. They should be of a traditional style and suitable for movement around a large, busy school. They must be able to be securely fastened and worn accordingly. Backless sandals, mules, raised heels or boots are not acceptable.
Shorts:	As sold by our supplier. They must be worn with plain socks and can be either grey, black or white.
Socks:	These should be ankle length, plain (no logo) and in black, white or grey. These may be worn with tights provided they are plain (no logo) and match the colour of the tights so are either black or neutral.
Tights:	If worn these should be black or neutral and unpatterned. Leggings or footless tights are not acceptable.
Jewellery:	The only jewellery allowed is one small, plain stud in each pierced ear. Nose studs and other facial piercings are not acceptable. All jewellery and piercings must be completely removed for PE. Earrings cannot be taped for PE. Please ensure that new piercing is only done at the beginning of the summer holiday and not done within the academic year.
Hairstyles:	Extreme haircuts as judged by the college are not acceptable. <i>Shaven heads or any haircut which involves the shaving of lines or symbols, extreme coloration or</i>

Makeup:	<i>particularly noticeable variations in colour or length will almost certainly be judged as extreme.</i> Any make-up which is obvious and noticeable is not acceptable. Eyeliner, eye shadow, nail-varnish and false nails are not acceptable.
Coats:	Any outside coat should be plain and appropriate. Coats can only be worn over the college sweatshirt and not instead of it. The school fleece is the only outer garment that may be worn in the classroom.
Apron:	An apron will be required for the food and nutrition curriculum only.

Comberton Village College PE Department Kit Policy

Students must **bring their PE kit to every PE lesson**. In the event that a student is unwell or injured, they should arrive with full PE kit and a note from their parent or carer. Staff will then support students in maintaining an active role within the lessons which considers the injury or illness which the student is suffering from. The CVC kit that students are required to wear is as follows:

PE kit compulsory items for both boys and girls

Navy CVC shorts

Sky blue CVC polo shirt

Blue hockey socks

Additional footwear that are not their current school shoes – they should be suitable for the sport.

Leggings are not permitted

PE kit compulsory for boys

Blue and gold CVC rugby top

Optional items for boys and girls

These are not compulsory items, but those worn should have the CVC logo. Alternatives are not allowed.

Navy blue CVC hoody

Navy blue CVC tracksuit bottoms

Navy blue CVC baselayer leggings

Baselayer top

Optional item for girls

Navy blue CVC skort

Due to the nature of the activities in this subject, all students **should have a separate pair of trainers** which are in addition to their school shoes, pumps such as 'Vans' or 'Converse' are not adequate for PE and students should not be wearing their school shoes for PE.

There may be some activities where students require specialist equipment. Students should wear studded boots when participating in games on the school field, such as football and rugby. We strongly recommend that students wear mouth guards when participating in rugby and hockey and that shin pads are essential when performing in football and hockey.

Students are permitted to wear a small pair of studs in their ears while at school. **However, please be aware that all jewellery must be removed for PE lessons. This includes all piercings, plastic or metal and friendship bands.** These items represent a potential hazard, not only to the wearer but also to other children. The Association for Physical Education Safe Practice confirms that any jewellery worn in Physical Education lessons is an unnecessary risk and should be avoided at all times. Serious accidents have occurred as a result of contact between pupils wearing earrings or studs with other pupils or equipment. **Taping over earrings is no longer a sufficient practice as it does not effectively prevent injury, particularly impact injuries.** With this in mind, we expect that students considering any piercings in the near future undertake them at the beginning of the summer break and not during the school year. It is not acceptable to wear piercings to school that cannot be removed.

Thank you for your help and support with this policy. This will enable all students to have their PE lessons in a fun, enjoyable and safe environment.

Michael Wilce - Head of PE at Comberton Village

CVC CODE OF CONDUCT

At Comberton, we aim for all pupils to achieve their full potential. The following points are the expectations the school has of pupils and pupils have of each other. Following this code means staff and pupils can work together and all can participate positively and effectively in school life.

All members of the college should be considerate of those around them, become involved in school life and aim to achieve their full potential.

Expectations of pupils to consider others:

- Speak respectfully and calmly to all people at school; teachers, support staff, pupils and visitors
- Speak respectfully and calmly to all people you encounter when on school trips or when representing the school
- Respond promptly to instructions given by adults
- Respect the property of other people
- Respect the school building and school property
- Do not drop litter; pick it up when asked to
- Behave sensibly when moving around the school, respecting the safety and well-being of others
- Behave appropriately when travelling to and from school
- Wear the correct uniform for school
- Behave appropriately in lessons

Expectations of pupils to achieve their potential:

- Complete all classwork to the best ability
- Listen carefully, and contribute constructively in class
- Complete independent pieces of work to the highest standard, whether in school or at home
- Present work well, with thought and care
- Hand in all work and projects by the set deadline
- Have all the correct equipment and books needed to work effectively in class
- Arrive on time at the start of the school day and for all lessons and meetings

There are other documents and policies that relate to some parts of this Code of Conduct. Many of these can be found on the school website e.g. Behaviour Policy, Uniform Policy, Acceptable Use of ICT Policy, Personal Mobile Devices Policy, Homework Policy etc.

OUR EXPECTATIONS OF OUR STUDENTS

- Line up quietly.
- Remove outdoor garments before entering the class.
- Go directly to your place, sit down and take out your equipment.
- Behave in a calm and orderly manner.
- Work hard in lessons.
- Start tasks promptly.
- Focus on the task set.
- Keep any discussion to the task.
- Refrain from communicating with pupils not on the same row.
- Ask for help when required.
- Catch up on any work missed.
- Listen to staff and other students carefully and respectfully.
- Respond immediately to the teacher's signal for attention.
- Follow instructions promptly and carefully.
- Be courteous to all staff and other pupils.
- Treat personal and school property with respect.

All students are required to adhere to these expectations, failure to do so will result in sanctioning, which is in line with the School's Positive Behaviour Policy

GENERAL INFORMATION

Attendance

Please help us to maximise your child's progress at school by ensuring that he or she attends punctually for every possible session. We understand that pupils will sometimes be unable to attend due to illness: in this case, please notify us by 8.30am on each morning of the absence, by phone or by email to our attendance Office at attendance@combertonvc.org. Please avoid making routine appointments in school time whenever possible. When notified that a pupil is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the pupil's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances. For further information on this and other attendance issues, please contact Mr Grant or Head of Year.

Home-School Communication

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, however, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to our teaching and other commitments.

Our Receptionist will attempt to connect your telephone calls for you, and will pass a message to the relevant staff member if he or she is not immediately available. The staff member will try to respond as soon as possible and by the end of the next school day whenever possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. In emergencies, the Receptionist will pass on messages to pupils.

The school will always try to acknowledge letters and e-mails received from parents within two working days. The college email is: thecollege@combertonvc.org. To contact particular members of staff, please address correspondence 'For the attention of:' We will respond to letters or e-mails as soon as we can, and within 7 working days. The Pupil Planner can be used to correspond with teachers about homework, and to communicate routine information to tutors. The school has adopted the CombertonPost system to send all standard forms of communication home via email. Hard copies will be sent out on request. For more information and to register, please contact combertonpost@comberton.cambs.sch.uk. The school now seeks to put as much up-to-date information as possible on its website. Most general information that parents would seek can be readily found by logging on at www.combertonvc.org. Parents are encouraged to do this on a regular basis.

GO 4 SCHOOLS

The College uses a system called GO 4 Schools to assign homework and track pupil progress. Pupils and parents have access to GO 4 Schools either through a website or a mobile app. Pupils will create their account as part of their introductory computer science lessons. Parents' accounts will be set up using the email addresses from the registration form (Priority Contacts 1 and 2). Further information about how parents can access their account will be communicated in September.

The system allows pupils and parents to:

- View their timetable
- View and keep track of their homework tasks
- Collect academic reports
- View up-to-date information following assessments
- View behaviour logs

The behaviour log information is directly linked to our Positive Behaviour policy and therefore stores information relating to both rewards and sanctions for your child.

SUPPORTING YOUR CHILD'S LEARNING

Organisation

Adapting to the secondary school routine is challenging for many children at the start of Year 7. They need to be prepared with their books and equipment for six lessons each day and your help is invaluable in teaching them how to organise themselves. Please encourage your child to refer to the School Diary every evening as they prepare for the day ahead.

Practical Tips:

- Display a copy of your child's timetable somewhere obvious at home. Colour-coding lessons is helpful
- Provide somewhere to store school books and equipment safely and in one place
- Provide a wallet or purse for storing cashless card and bus pass, etc
- Ensure that the school bag is packed in the evening for the following day
- Encourage your child to empty their school bag regularly and carry the equipment for just one day at a time
- Plan ahead for when cooking ingredients are needed
- Purchase a locker and encourage your child to use it to store coats, PE kit etc. during the day
- Label all items of personal property, especially clothing, including coats, shoes and PE kit.

Homework

We believe that homework is important. We allow a settling-in period for the first two weeks of Year 7 when very little homework is given, and then it is set only in English, Maths, Science and Spanish for the next fortnight. Following this, however, the normal homework regime will apply. Further information can be found on each subject page in this booklet. As parent or carer, you will help to make homework as effective as possible, if you can:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework
- Establish a routine for when homework is done
- Make it clear to your children that you value homework and believe it can help them to make good progress
- Encourage your children in their homework tasks
- Expect deadlines to be met and check that they are
- Check regularly (at least weekly) and sign the pupil homework diary.

The school expects ICT to play an ever-greater role in homework and our website and Virtual Learning Area contain a great deal of material to support homework tasks. Most pupils have access at home to appropriate ICT for use in homework. For those not in this position, pupils can access ICT on the school site at various times outside lessons, in IT rooms, the Learning Resource Centre and in Comberton Sports & Arts. Completing homework should not be a stressful experience for your children or for you. Please let the relevant subject teacher know if your child is worried or is spending excessive amounts of time completing homework. Arrangements can be made to support pupils to complete homework at school at the end of the school day, if this is helpful.

SUPPORTING YOUR CHILD

Comberton Village College has an excellent reputation for supporting pupils with special educational needs and/or disabilities (SEND) in a fully inclusive environment.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for co-ordinating SEND provision across the school and for managing the SEND Department, known as 'The Centre'. The Centre supports students with a wide range of SEND including, but not limited to, dyslexia, hearing impairments, Down's syndrome, global delay and dyspraxia.

Since 2007, the school has housed an additional centre for pupils with Autism, known as The Cabin. These pupils are supported by specialist staff to attend mainstream lessons, and to participate in all areas of school life.

The Green Room provides support for pupils who may have difficulty in mainstream lessons, usually because of behaviour.

The fourth area of support is The Hub; this is a learning space for students who have a reduced timetable (usually for medical reasons), but also provides a breakout space for students with social, emotional, or mental and physical health needs.

Identification of Special Educational Needs and/or Disabilities

We work with primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year this information is shared with the staff who will work with the pupils.

We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged. We encourage pupils to request support if they feel that they are not making adequate and appropriate progress.

We employ a variety of assessment methods to establish the nature and scope of SEND, including the use of assessment tests as appropriate and the careful monitoring of individual progress including progress towards agreed targets, in keeping with a graduated approach of action and intervention to help pupils with SEND.

The SEND team is able to organise assessments and submit requests for special public examination arrangements for pupils with identified SEND.

For further information please see our Special Educational Needs and Disability Information on the school website at <https://www.combertonvc.org/about-us/SEND>

Contact SENDCo: Miss Kara Earl

kearl@combertonvc.org

EQUIPMENT LIST BY SUBJECT

Your child needs the following basic equipment for each subject:

In General:

USB stick

School Homework diary

Cashless Catering Card – this works as a library card also to pay for photocopies

Pencil case with blue or black biro, or ink pen and cartridges

Art

Pencil & sharpener

Rubber

Glue stick

Ruler

Pupils will also benefit from a set of drawing pencils with a range that includes HB through to a 6B or higher. This item is voluntary but highly recommended.

DT

Pen

Pencil

Rubber

Ruler

English

Reading book

Pen (black or blue ink)

Pencil

Highlighters

Food & Nutrition

Pen

Pencil

Ruler

Recipe Book (issued in Year 7)

Apron, ingredients, relevant dishes and container to transport home (for practical lessons only)

History

Glue stick

Scissors

Maths

Whiteboard markers

Scientific calculator (we recommend the Casio fx-85ES PLUS or Casio fx-991EX)

Pens (blue or black)

HB pencil

Eraser

Pencil sharpener

Ruler, graduated in cm and mm

During the year as directed by the class teacher:

Protractor (angle measurer)

Compasses (one pair of)

REWARDS AND SANCTIONS

Pupils are expected always to behave in accordance with the school Code of Conduct, and to try their best in all lessons and activities. Merits can be awarded for exceptionally good effort or achievement in and outside of the classroom and are recorded in the homework diary. Merit certificates are awarded in assembly when certain milestones are reached:

25 merits—Bronze

50 merits—Silver

100 merits—Gold

In addition, the Principal's Award is given to those pupils whose school reports show exceptionally high levels of effort and or attainment, and pin badges can be won under the Comberton eXtra Scheme.

When a pupil's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Usually a sticker will be placed in the School Diary to inform you when this has happened. Tutors and Heads of Year monitor diaries carefully and will take action if a number of stickers accumulate. Class teachers may impose break, lunchtime or after-school detentions if work is not done well or if homework is submitted late. At least 24 hours' warning is given if an after-school detention is imposed. A pupil may be put 'on report' if it is thought that his or her work needs very close monitoring, or if their behaviour is interfering with the learning of others. Parents are asked to sign stickers, and to sign reports each evening, so that good communication is maintained.

CURRICULUM EXTENSION DAYS

These are routinely held on the two days immediately before the autumn half-term holiday. On these days the normal timetable is suspended and pupils undertake activities in particular subject areas which are designed to extend and enhance their learning in the normal curriculum.

In Year 7 pupils undertake:

- a day of activities in Science where they experience working as a real scientist, starting the day with a problem to investigate and finishing it by presenting their findings.
- a day of PE activities which involves pupils taking part in a range of sports. Some of these may be familiar, but there will be others which they are unlikely to have tried before. Additional coaches will be brought in to provide additional expertise in these areas.

CAREERS AND GUIDANCE

In Year 7, the career programme aims to

- introduce pupils to employability and life skills and apply them in specific project within school environment
- encourage pupils to start thinking about what jobs and/or sector of work would suit them
- give pupils an understanding of what subjects are needed to follow specific pathways
- give pupils the opportunity to have a fun initial contact with employers and learn about various industries

Students receive most of their career information input during PSHE:

EMPLOYABILITY AND ENTERPRISE

- Planning for the future and the skills students need: students learn about the nature of being enterprising and improve employability skills.
- Careers: students learn about the different employment categories/sectors, the skills, abilities and qualities that are associated with each sectors of work.
- PSHE Barclay life skills & career looking at different sectors of work
- Career Progression and equality: students learn to reinforce expectations of equality of opportunity, what the term 'career' means in the broadest sense, the factors that motivate people to work, including the importance of having goals and aspirations, to relate their current skills, strengths and interests to future career aspirations.

LIVING IN THE WIDER WORLD (to enhance student's cultural capital)

- Careers and personal goal setting: Career skills students learn to reflect objectively as part of the personal review process and to develop the range of transferable skills required by employers,
- Careers and careers pathways students learn about the different types of employment and the varied nature of career pathways; how their strengths, attributes and interests might link to future choices in their career pathway; how to evaluate their changing aspirations and whether they are on track to achieve them.
- Post 16 options: students learn about the range of options available to them in the next stages of their education; strategies to manage the decision-making process for GCSE option choices and to know suitable sources of further information, advice and guidance; how to manage uncertainty in their future career and in the workforce in general. Students are supported through both the pastoral system and the careers curriculum.

PROJECT BASED TERM

- Employability and enterprise: Enterprise and teamwork skills: students learn about the skills needed to

- Create a new business; To develop enterprise and teamwork skills through working together

There are however other opportunities open to them:

- Launchpad project (pre-project visits, Application, Competition, visits to various Companies for chosen students)
- Off timetable activity afternoons activities with employers: "What's my line?"
- National Careers Week event
- Assemblies focus on Careers.
- Apprenticeship week
- Careers week
- Science week

LEARNING RESOURCE CENTRE

We are lucky to have a spacious and vibrant library at the front of school. Open from 8.00am to 4pm Monday to Friday with book borrowing, computer facilities, and welcoming, helpful staff, the library is a popular place for students to read, research, study and print homework. Borrowing is free although lost books will be charged for. The cashless catering card works as the library card. Essential school stationery can be purchased at the library desk.

The library is the venue reading clubs after school; we have regular author visits and book signings. All Year 7 pupils have an introduction to the library and many have lessons regularly timetabled there. Pupils are expected to behave considerately and to be reasonably quiet in order to maintain a pleasant working environment.

Appropriate use of the Library after school

Our Library is used by 6th formers and other students for revision and personal study. To this end if students are in the Library after school they are expected to be working/reading quietly, the computers should only be used for schoolwork. Students not working quietly or looking for somewhere to socialise with their friends, eat, play on their phones or play computer games etc. If students are waiting around after school hours for lifts due to living out of catchment, they are not allowed to congregate in the Reception area.

BEAUMANOR HALL RESIDENTIAL

During Activities Week in July, it is traditional for Year 7 pupils to visit Beaumanor Hall in Leicestershire for a five day outdoor activities experience. It is always our intention to take the entire year group. Staying in cabins or under canvas, the pupils take part in archery, canoeing, high ropes, climbing, and orienteering, supervised by fully qualified instructors. CVC staff accompany the groups at all times, and lead additional activities such as group challenges and a craft-based session. Excellent food is provided, the evening meal is taken in the dining room of the manor house, and events such as quizzes, sports competitions, and the ever-popular hide-and-seek in the dark cellars under the house are all popular evening activities. A talent show and disco are always held on the last night.

The cost has been kept to around £200 per pupil for the past few years, payable in instalments from the autumn term. We consider this residential an integral part of the year 7 curriculum, and ask parents to prioritise this visit for their children ahead of other opportunities offered in Year 7, if paying for more than one visit is not possible. We are able to offer some support in cases of economic hardship. The trip provides an excellent chance for pupils and staff to get to know each other in a less formal setting, and we focus on developing the skills from our CREATE programme, encouraging the children to be active and creative in acquiring new skills, supporting each other with empathy, reasoning their way through the challenges, and showing tenacity when the activities are demanding.

An evening presentation is held before the visit to provide parents with further information.

Contact: Head of Year, Mrs Burgess



COMBERTON EXTRA REWARD SCHEME

The Comberton eXtra scheme – ‘Making a Difference’

What is it?

The Comberton eXtra recognises and rewards pupils that do well in ‘Active participation and responsibility, beyond the curriculum, in and outside school’. CVC believes that active participation in the school or wider community will support pupil achievement.

How does the scheme work?

Pupils log below the number of hours they participate in activities/responsibilities beyond the classroom; hours need to be verified by an adult.

How long does it take to achieve a shirt/badge?

There are five stages to the scheme. The first badge is awarded after pupils have done 100 hours of participation beyond the classroom. Each of the next stages are achieved through a further 150 hours of participation. Pupils should log their hours in their planner below. Hours accumulated in one year eg year 7, can be carried forward into the next year eg year 8.

Active participation and responsibility, beyond the curriculum, in and outside school

(hours would count from time of arrival at an event to time of departure from event, with the exception of D of E and other residential trips, eg school play, meet at 3pm finish at 9pm = 6 hours. For each residential trip one night away counts as 6 hours.).

Active participation and responsibility would include taking part in any of the following **types** of activities, these are examples/guides only:

- . Sports clubs
- . Sports teams
- . Scouts/Guides/Cadets
- . Music activities such as jazz band and other clubs such as drama, art, languages
- . School events such as concerts or plays
- . Year group and tutor group activities
- . Charity events eg fund raising
- . Assisting at home or in the community in a caring capacity
- . Volunteering in some capacity at your local primary school
- . Baby sitting
- . Assisting in a local club/organisation eg grounds maintenance of the local cricket club
- . D of E/other residential trips (1 night away is equal to 6 hours of participation)

Recording (Hours for a single activity can be added up over time and recorded termly).

<u>Activity name</u>	<u>Date</u>	<u>Hours</u>	<u>Accumulated Hours</u>	<u>Adult Signature</u>
First Aid course	Autumn 2020	12	12	XXXXXXXXXX
Climbing Club	Autumn 2020	14	26	YYYYYYYYYY

(Use an additional sheet and staple it into your planner if necessary)

Record accumulated hours below: (hours can be continued from one school year into the next; tick when you complete a badge)

In Year 7 total hrs	In Year 8 total hrs	Combined 7-8	In Year 9 total hrs	Combined 7-9	total hrs	In Year 10 Combined 7-10	total hrs	In Year 11 Combined 7-11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Badge 1 (tick) 100 hrs

Badge 2 (250 hrs (tick)

Badge 3 – 400hrs (tick)

Badge 4 550 hrs (tick)

Badge 5 700 hrs (tick)

ART

Course Information

In class, Year 7 will undertake a number of foundation skills projects. These will be in areas such as drawing approaches and lettering design in order to increase confidence and engagement. We will also study aspects of growth mindset within the subject to foster the idea that every pupil can succeed in art. The department will also be setting a series of Art homework that run sequentially though KS3. The idea of this is to give pupils a broad understanding of key periods within Art history from the Egyptians through to Photography and Pop Art.

Each Art History project will last for half a term and should be expected to take around 3-4 subject hours in total. This is based on an average weekly homework time of half an hour. If pupils wish to put in more time than this they are, of course, very welcome! The analysis work will be done in class for each project; the homework will be the completion of a related artwork and a small amount of visual research. Any additional visits to galleries and exhibitions etc is encouraged and can add to the success of the project.

The following list shows the period of art history, the term in which this will be covered and some of the key artists and areas of research to be studied. The projects will be introduced by the Art staff and explanations given in more detail to the pupils at the start of each half term block. Other areas of art history, such as art from other cultures and traditions, contemporary art etc are covered elsewhere in the curriculum. The work will be completed in their Art History sketchbooks.

The deadline for each project is the last Art lesson of the half term unless otherwise detailed by the teacher. Please make sure that you do not leave this to the last minute. It may be a good idea if parents can support the deadlines when set and put these into your calendar at home.

Year 7 – Art and Civilization

Term 1b Egyptian Art – Pyramids, papyrus, hieroglyphs, Fitzwilliam Museum, British Museum, mask of Tutankhamun

Term 2a Ancient Greek/Roman Art– Greek and Roman pottery, sculpture, architecture, painting

Term 2b Medieval/Gothic Art – Gothic architecture, illuminated manuscripts, Byzantine art, Stained glass windows, Wilton Diptych, Insular Art

Term 3a Renaissance – Leonardo Da Vinci, Michelangelo, Titian, Raphael,

Term 3b Revision of the year's work for Art History test

Equipment

In addition to the essentials listed in the introduction it would be an advantage for pupils to have a range of drawing pencils including softer 4B pencils, a glue stick and a small set of colouring pencils. An apron will also be useful during messier lessons! Pupils will need to purchase 2 A4 sketchbooks at the start of the course. A letter about this will be sent out at the start of term.

Visits/ Extra –Curricular Opportunities

There are often Art Clubs for KS3 students. Please check the latest after-school activities information for news of these.

Contacts/Any further Information

Mr G Dean – Head of Art and Design

gdean@combertonvc.org

COMPUTING

Computer Science is an essential skill in life as it enables pupils to gain problem solving skills and access other areas of learning more effectively. The computing course is broadly divided into three areas: coding, creating multimedia products and digital literacy which is core computing skills. We have seven dedicated computer rooms to support teaching and learning in computer science. Pupils can access these rooms before school, after school and during lunch and break in addition to the library which has a number of computers.

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
1	Introduction to Network Presentation skills using PowerPoint Internet research skills	Entry Test taken in lesson 1—Base Computer Science level established
2	History of Computers - Project Students use their research and presentation skills to complete an interactive presentation on the History of Computers.	Students produce an interactive presentation
3.	Desktop publishing skills using Microsoft Publisher, and learning about computer hardware and software	Creation of multiple page information leaflet on computer hardware and software— First interim level established
4	Sequencing -Students are introduced to programming concepts using Scratch	Students produce a computer game /quiz
5	Logo -This is an introduction to sequencing and control using MSW Logo software	Students complete a written assessment on sequencing and control— Second interim level established
6	Microbits Pupils learn to code up the Microbits which are small programmable computers	A variety of computer programs written for the Microbit

Groupings - Students are taught in tutor groups throughout the year.

Homework: Homework typically includes research tasks, design tasks, evaluations, practising skills learned in lessons and revision for assessments. Homework is usually set twice per half term, taking an average of half an hour per piece.

Extended Study Information Pupils could download some of the software onto their computer at home, and continue to experiment with the programs. Much of the software is free.

Contact Dr W Grey, Head of Computer Science (wgrey@combertonvc.org)

DESIGN AND TECHNOLOGY

Pupils complete several units of study during each year of Key Stage 3. The scheme is completed on a rotational basis to make best use of our specialist facilities and will therefore not necessarily follow the sequence set out below:

Unit	Knowledge and Skills	Assessment: Key Pieces and dates
Food and Nutrition	<p>When working in food and nutrition, your child will have the opportunity to develop new skills and learn how to cook; in addition, how to make informed decisions about diet and health. Under the topic of “Brilliant Breakfasts and other tasty stuff” the areas of study include:</p> <ul style="list-style-type: none"> • Select, prepare and cook a range of different ingredients using a range of methods and techniques • To understand and interpret information from the Eatwell Guide • Develop a bank of dishes to make and adapt • How to keep safe when preparing food and how to keep food we prepare safe • Food labelling, packaging and other factors that influence our choices • What we need to do to stay healthy and well, focussing on breakfast. 	Some planning and practical work is assessed as well as an extended writing task.
Product Design	<p>Tangram Project</p> <p>The tangram project is a ‘design and make’ task which is completed in approximately one full school term. The basic format for the product is a constructed box container which holds brightly coloured wooden pieces of a traditional Chinese mathematical puzzle. Pupils use design software to create surface design for a lid, and also design a ‘second layer’, requiring problem solving, modelling and mastering new workshop tools and equipment</p> <p>The project includes a range of different types of tasks including technical drawing, investigating and analysing other similar products; designing a mathematical/geometric puzzle; focused practical tasks involving the use of plywood; workshop tools and equipment and testing the effectiveness of the finished product.</p> <p><u>Key Knowledge, Skills and Understanding</u></p> <p>Researching and analysing existing products</p> <p>Identification of possible features for the product</p> <p>Designing skills</p> <p>Technical drawing- both by hand and using 2D design software</p> <p>Planning skills which describe individual stages in the making process Simple box construction</p>	

	<p>Making the puzzle pieces</p> <p>Staining the puzzle pieces</p> <p>Modifying and improving the product during the making process Evaluating the final product</p> <p>Suggesting further modifications which would improve the final product</p>	
Graphics	<p>Graphic & workshop skills development tasks</p> <p>During this unit of study pupils will have the opportunity to develop a range of graphic presentation and design techniques. Included are traditional drawing board and paper-based activities such as Isometric and 3rd angle Orthographic drawing along with the use of more contemporary CAD and an introduction to CAM.</p> <p><u>Key Knowledge, Skills & Understanding</u></p> <ul style="list-style-type: none"> · Use of CAD & CAM · Oblique drawing · Isometric drawing · 3rd angle orthographic drawing · Methods of rendering and colour enhancement 	<p>Assessed aspects of the project:</p> <p>Oblique and Isometric presentation</p> <p>CAD development</p>

Groupings

For Design Technology we do some reorganising of Tutor Groups to attain a smaller class size that is more appropriate for the range of activities undertaken. To achieve this we create additional groups in X and Y. The teaching groups are all fully mixed ability.

Homework

Homework is set as and when appropriate to the topic being studied. It includes researching product information, analysing existing products, and considering economic factors. This will average 30 minutes of homework twice every half –term.

Food and nutrition homework is set to provide pupils the opportunity to fully prepare for practical tasks including familiarisation with key words and cooking skills.

Extended Study Information

Food and nutrition - Equipment is provided for every lesson, however pupils will need to ensure they are fully prepared to cook including packing a clean apron and tea towel.

Contact for any further information Head of DT

DRAMA

Drama at CVC is about developing the pupils as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.

Half Term	Knowledge and Skills – <i>the units will not necessarily be followed in this order</i>	Assessment: key pieces and dates
1	Introduction to Year 7 Drama Experiencing skills, conventions, technique and style that will be used and developed throughout the next 3 year	<p>Students will complete practical assessment tasks every half term; they will self-assess, peer assess and will be teacher assessed according to the appropriate column of levels.</p> <p>Teachers will regularly check that students are aware of the level that they are working at in</p> <ul style="list-style-type: none"> - Creating - Performing and - Responding
2	Victorians (historical) Consideration of life and times of others from a different time and culture – looking at the role of adults and children in society of that time.	
3.	Darkwood Manor An experimental look at mood and atmosphere through the concept of a haunted house.	
4	Titanic Approaching human dilemmas and the choices made in the face of adversity.	
5	Playmaking An opportunity to create and perform a piece of theatre that is created for an audience.	
6	Playmaking An opportunity to create and perform a piece of theatre that is created for an audience.	

Groupings All Drama classes are taught in form groups at KS3. This allows for a diversity of experience, ability and skill. Differentiation is monitored by outcome, although all schemes of work allow for extension and ‘stretch’ exercises – whilst ensuring that the generic work is accessible to all.

Homework

Homework is not set on a regular basis in drama due to the practical nature of the subject – although pupils are often asked to read, research or complete script writing, depending on the scheme of work being followed. This will not usually amount to more than one hour during every term.

Extended Study Information

Exploration of different theatre styles / exposure to theatre performances and reading plays.

Visits / Extra-Curricular opportunities

Lower School Drama clubs, open to all students, are run on a regular basis and the Lower School summer production is open to all Key Stage 3 pupils. All students may audition for the annual whole school production.

Theatre visits are run when opportunity allows and there are further creative opportunities in Activities week.

Contact

Mr J Frost - Head of Department jfrost@combertonvc.org

ENGLISH

Course Information

The Year 7 English curriculum focuses on students practising key reading and writing skills to lay the foundation for their KS3 study. For years 8 and 9 the English curriculum comprises five units of work, each assessing skills in reading, writing, or speaking and listening. However, in Year 7 three units are focused on to allow the students to engage deeply with the topic, whilst practising the same range of skills.

Whilst the broad knowledge and skills developed are the same, teaching approaches, specific content and methods of assessment will vary between teachers to meet the needs of their class.

Knowledge and Skills	Assessment
Change: Students will continue the topic of work that they began at the end of Year 6 in our feeder primaries (students from other schools will not be disadvantaged). This unit of work provides students with the opportunity to read and write a wide range of texts around the theme of change.	Students will produce a number of pieces of analytical and creative writing, two of which will be used as progress checks. In addition, during the first half term students undertake two standardised skills tests (reading and spelling).
Class Novel: Students will read and study a novel or a collection of short stories as a class, developing close reading, inference and creative writing skills. The novel to be studied will be decided by the class teacher.	Students will produce a number of pieces of analytical writing and creative and non-fiction writing, two of which will be used as progress checks.
Shakespeare: Students will study a series of extracts through analytic and dramatic approaches to gain familiarity with Shakespeare's work.	Students will produce a number of pieces of analytical and creative writing as well as dramatic performances, two of which will be used as progress checks.

Groupings

Students are usually taught in tutor groups for the first half term of Year 7 and are then organised into broad ability groupings based on data collected, KS2 information from the primary schools and teacher assessment; therefore though students are broadly grouped by ability, their individual needs and requirements are also taken into account. Groupings are flexible and will be revised through the year to ensure that students are suitably placed. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

Homework and Extended Study

Reading is essential to students, not just in English but across the school; as students' literacy improves, so does their confidence, vocabulary, general knowledge and critical thinking. We ask that students read daily at home, ideally for 20 minutes or more and maintain a reading diary (with reading tasks to complete) which they should contribute to weekly. It is expected that all students will have a private reading book for all English lessons. Students should try to read a wide range of fiction and non-fiction.

On occasion, additionally to this, a homework project over a half term may be set and sometimes teachers will set homework to complete or consolidate classwork.

Students should also use homework time to address any feedback tasks given, and to correct errors of spelling, punctuation and grammar, identified in marked work.

Visits / Extra-Curricular opportunities

Readathon Kids' Lit Quiz (competition, nominated students only) Theatre trips (subject to availability) Reading Challenge	World Book Day events Reading Club Creative Writing Club Author visits
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Contacts

Mrs V Edmans: Head of English

Ms J Hillman: KS3 Co-ordinator in English

GEOGRAPHY

Students have three assessments each year which may be a test done in lessons or an extended two week project that is completed at home. They often have a choice as to how they present their work. This will be specified when the work is set. National curriculum levels are used to mark key assessed tasks

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
1	An Introduction to Geography – Students are introduced to physical and human geography as well as geographical fieldwork and enquiry skills.	Baseline test
2	Continuation of An Introduction to Geography topic. Antarctica: students discover the climatic and physical feature of this icy continent, learn about the adaptations of animals and investigate the current threats to Antarctica.	Big Geography Question on Antarctica - End December/start January
3.	Continuation of Antarctica topic	
4	Where Do I Live: An investigation into student’s local surroundings, settlements, map skills, weather and climate	Map skills test
5	Continuation of Where Do I Live topic China: The world’s next superpower? A study of the physical and human characteristics of the country with the largest population in the world	Key Assessed Task on a microclimate investigation – March/April
6	Continuation of China topic	Big Geography question - Should China’s one child policy have existed?

Groupings

Students are taught in their tutor groups in Year 7. Any student with Special Educational Needs is taught within the normal tutor group and extra provision is arranged by their Geography teacher where appropriate.

Homework- Students are set a variety of homework activities as and when it is deemed appropriate and relevant by the class teacher. Approximately one piece of homework every two weeks is to be expected for Year 7. While these tasks may average around 30 minutes, they will vary in length with shorter research tasks sometimes leading to longer written assessments. Homework tasks in Year 7 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on events and processes.

Extended Study Information Any opportunity to read around the subject by looking at recent geographical events in the news and online is welcome. This should help develop students’ global understanding and knowledge. Good sources include the BBC Environment and Science pages, relevant documentaries on the BBC and Channel 4 in addition to quality news articles.

Visits / Extra-Curricular opportunities Possible visits from researchers attached to the British Antarctic Survey.

Contact Mr S Aitken - Head of Geography - saitken@combertonvc.org

HISTORY

History is a fascinating subject which encourages students to consider the role of individuals, events and key themes and their contributions to our past. It offers parallels with our society today, helping us to explain current events and issues. Everyone has a connection with the past; it is about discovering which aspect of the past unlocks an individual's interest.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	<p>How can we tell the story of Pompeii?</p> <p>The scheme introduces students to different types of historical evidence and starts to develop students' evidential thinking. Students will examine social, economic and cultural life in Pompeii.</p>	Students' final assessment for the unit will consist of producing a double page spread outlining different types of food eaten in Pompeii. This will require students to draw upon a range of historical evidence to support their main claims.
2	<p>Why did William win the Battle of Hastings?</p> <p>This depth study helps to develop students' understanding of the historical concept of causation by considering the causes of William's victory. Students continue to explore the concepts of conquest and control.</p>	Students' final assessment for the unit will consist of writing an essay that addresses the question 'Why did William win the Battle of Hastings?' They will be given supportive writing structures to help them create a convincing argument, using key causation vocabulary.
3.	<p>What was the Domesday Book for?</p> <p>This depth study will focus on the wide range of different historical interpretations that have been created to explain why the Domesday Book was created. Students will use a range of different historical interpretations to help them reach their own judgement of what the Domesday Book was for.</p>	Students will be required to come up with a new page of a textbook that outlines the many different interpretations of why the Domesday Book was written. They will analyse the strengths and weaknesses of these interpretations, before reaching their own judgement.
4.	<p>How much did Anglo-Saxon England change after the Norman Conquest?</p> <p>This is a mini study that allows students to draw upon knowledge from the previous two topics allows them to develop their understanding of change and continuity.</p>	Students will not be formally assessed on this piece of work but will do a short piece of writing in class to show their understanding of the topic.
5.	<p>What difference did the Black Death make to Walsham?</p> <p>This depth study is also a local history study on the short and long term impacts of the Black Death on a single village. This scheme continues to develop students' conceptual understanding of change and continuity by exploring the idea of historical turning points.</p>	Students' final assessment for the unit will consist of writing an essay that addresses the question 'What difference did the Black Death really make? They will be able to use their study on a local village to help them look at a range of ways life changed for people in England, and begin to consider the consequences of this.

6.	<p>How did the peasants’ revolt get so out of control?</p> <p>This shorter enquiry will make a link between the consequences of the Black Death to the causes of the peasants’ revolt.</p>	<p>Students’ final assessment is to create a medieval chronicle, telling the story of the peasants’ revolt. Through use of specific facts, they will identify the trends and triggers that led to the peasants’ revolt, indemnifying both long term and short term causes.</p>
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Groupings

Students are taught in their tutor group with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework can take a variety of forms in Year 7, from learning for a subject knowledge test to designing their own Norman Motte and Bailey Castle. Sometimes students will be asked to finish work they have not completed in lesson time. Students will also be set their end of topic assessment to do at home and are usually given between a week and a fortnight to complete this. These will usually be set once every half term. Assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research. While these tasks may average around 45 minutes, they will vary in length with shorter research tasks sometimes leading into longer written assessments.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

Contact

Head of History

MATHS

The study of mathematics is vital to the fast-developing minds of Year 7 pupils. Mathematics is more than just arithmetic. It is about learning how to think and how to apply one's mind in disciplined yet creative ways to solve problems. Our Year 7 curriculum has been developed to begin the process of giving pupils these thinking skills whilst providing the opportunity for pupils to develop and demonstrate mastery of key knowledge and skills, in order to lay the foundations for future success in mathematics

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	<p>Number: Number skills including order of operations, place value and negative numbers. Investigating and discovering special properties of certain numbers</p> <p>Algebra: Expressions and manipulating algebra including using letters to represent numbers and simplifying expressions</p> <p>Geometry: Angles and angle facts at a variety of levels from looking at angles along a straight line to angles in polygons of various sizes. Accurately drawing shapes using a ruler and a protractor</p> <p>An emphasis for this term will also be developing reasoning and mathematical communication</p>	<p>End of topic homework. Progress test taken in early December.</p>
2	<p>Number: Calculations including different methods of multiplication or division and rounding.</p> <p>Algebra: Forming equations, looking at ways to solve them including using a number machine and writing the problem as a sentence</p> <p>Data Handling: Analysing data using averages and measures of how spread out the data is. At some levels this will include finding averages from data presented in frequency tables or graphs</p> <p>Geometry: Area and perimeter of shapes, ranging from rectangles to compound shapes and then circles</p>	<p>End of topic homework Progress test is taken in March</p>
3.	<p>Number: Fractions, decimals and percentages.</p> <p>Ratio and Proportion.</p> <p>Algebra: Sequences including spotting patterns; filling in gaps and finding the rule to generate the sequence. Plotting coordinates onto a graph and plotting ones which follow a set rule with a view to looking at how this links in with straight line graphs.</p> <p>Data Handling: Starting to investigate probability ranging from words to describe likelihood, working out numerical probabilities and drawing diagrams to display all possible outcomes.</p>	<p>End of topic homework Progress test is taken at in early July</p>

	<p>Geometry: Reflective and rotational symmetry, similarity, and a selection of the different transformations depending on the level of the pupil – from translations, reflections, rotations and enlargements.</p>	
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Groupings –Within the first few weeks pupils are grouped into classes with students who all have similar attainment in maths. Whilst the expectation is that students will stay in their sets for the year, groups are reviewed after each testing period and if a student is clearly working at a different rate to their peers, a move may be considered.

Homework Information

Approximately five homework tasks are set each half term; this equates to about one per week. A homework task should typically take approximately 30 minutes to complete.

Homework ranges from question and answer based homework, to activities set on hegartymaths.com or www.mymaths.co.uk, investigations, posters or revision for an upcoming assessment. The more substantial homework tasks are likely to be the end of topic homework sheets which include questions covering the full range of topics covered over the course of a half term, although these are set at the discretion of the teacher.

Extended Study Information

The school website: www.combertonvc.org.

The school subscribes to HegartyMaths, <https://hegartymaths.com/>, which is an excellent resource for independent study. It contains detailed, high-quality explanations on topics which are accompanied by appropriate questions on the topic. This website could be used for reviewing the content of lessons shortly after covering the content in class or for revision in the run-up to the end of term tests. Pupils log in with their name and date of birth and will set their own password in a maths lesson.

For a more open-ended selection of maths problems the NRICH website can prove useful: <http://nrich.maths.org>. If you click the 'secondary students' section you can find a selection of problems suitable for a variety of levels. Within live problems are tasks which are currently open for solution and for which pupils could submit their own solution – the website publishes the best solutions each month referencing the students who submitted these.

Visits / Extra-Curricular opportunities

UKMT – Junior Maths Challenge takes place in April. World Maths Day in March leads to an online competition which some groups may take part in during their Maths lessons. All students can follow this up at home; students should ask their teacher for their login near the time.

Contact: Mr Baker and Ms K Slusar-Fletcher – Head of Maths

MFL – FRENCH

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in French to help them realise that language learning is something that should not and cannot be ‘crammed for’ before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason, we recommend regular vocabulary learning, revision and consolidation from class notes, an online resource named ‘Quizlet’ and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year when the class is ready for them rather than at a set time.

Overview	Theme / Topic
Autumn Term 1	Describing a thing or person Asking yes/no questions with raised intonation Saying what people have Describing things Distinguishing between having and being Talking about a thing or person Talking about doing and making things
Autumn Term 2	Saying what people do Saying what we do Saying what others do Saying ‘you’ to one and more than one person
Spring Term 1	Saying how many there are Describing people (family) Saying what people have Saying what people do
Spring Term 2	Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else
Summer Term 1	Asking questions with subject-verb inversion Using question words Saying people do not do something Describing things and people
Summer Term 2	Expressing future intentions Talking about what people <i>want to</i> , <i>can</i> and <i>must</i> do Saying what people <i>don’t want to</i> , <i>can’t</i> and <i>don’t have to</i> do

Groupings: Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed regularly based on the quality of pupils’ classwork and homework, assessment results and teachers’ expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons.

Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on Go4Schools. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick, pencil and ruler to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their French. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

www.activelearn.com

<http://www.wordreference.com/conj/FrVerbs.aspx>

www.jde.fr

<https://www.bbc.com/bitesize/subjects/zgdqxn>

Visits / Extra-Curricular opportunities

Pupils will have various opportunities to take part in trips to France during their time at Comberton. From Year 8 onwards, pupils will have opportunities to visit Paris, where they will take part in a visit to a French school, where they will take part in activities and games with French pupils. The immersive trip to Paris involves several activities including visits to the Louvre Museum, Le Château de Versailles, Sacre-Coeur and a scavenger hunt around Paris. Pupils will be accompanied by Comberton staff plus Sixth Form leaders, who will speak with the pupils in French to ensure a fully immersive experience. The trip has been planned to provide the very best opportunities to experience French life and culture, to improve French listening and speaking skills, take part in cross-curricular projects and to make new friends abroad. Students who have taken part in CVC language trips in the past have found them to be an extremely rewarding experience. This unique enriching experience opens the mind to other cultures while motivating them further in their studies.

Contacts / Any further information

If you have any queries then please contact Miss Johnson (Head of KS3/4 French) by e-mailing or telephoning the college.

MFL – GERMAN

Learning a foreign language is a life skill and provides an opening to other cultures. Through their teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in German to help them realise that language learning is something that should not and cannot be ‘crammed for’. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Introduction to German: phonics; spelling; alphabet; greetings; plural words	Baseline assessments in all skills (October)
2	Countries; regular verbs; school bag items; days of the week; numbers 1-31; months; birthdays	
3	School: school subjects; opinions; time; timetable; snacks	Translation & speaking assessments (January/February)
4	Family: family members; descriptions; animals & pets	Listening & writing assessments (March)
5	Hobbies: sports; free-time activities; irregular verbs; opinions; the use of ‘gern’	
6	Plans for the summer holidays (future tense); transactional language (shopping)	Assessments in all skills (June)

Groupings

Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed continuously based on the quality of pupils’ classwork and homework, assessment results and teachers’ expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons.

Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the ‘Active Learn’ website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the Show My Homework website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment

Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and the language guide that we provide them with to every class.

Extended Study Information

<http://www.nachrichtenfuerkinder.de/>

<http://www.tivi.de/fernsehen/logo/start/>

<http://www.blinde-kuh.de>

<http://www.sowieso.de/portal/>

<https://www.audio-lingua.eu/?lang=en>

These are links to additional online resources that your child can access to further improve and extend their German.

Visits / Extra-Curricular opportunities

Further support, consolidation or extension for KS3 pupils will be offered on Mondays from 12:30-13:00 in MFL3 and again after school from 15:00-16:00 in MFL3.

Current Yr7 pupils will have the opportunity to take part, once or more than once, in the German Exchange when they are in Years 8, 9, 10 or 11. The popular and successful exchange has been running for 10 years with our partner school in Bad Hersfeld. The exact dates for trips are confirmed each new academic year but we tend to go to Germany in December, to soak up the early Christmas atmosphere, and we have recently received the German pupils here in March. The exchanges last one week.

Contacts / Any further information

Please contact Ms McClelland (Head of German) by emailing or telephoning the college.

MFL – SPANISH

Spanish is an important global language, spoken by more than 400 million people and a great language to learn. Year 7 pupils have amazing opportunities at Comberton Village College. Early in the first term is Spanglovision, a competition in which each class learns and performs a song in Spanish and there is a popular trip to Valencia in the summer term of Year 7. Students also love the Spanish Spelling Bee which is now a national competition. Welcome to the wonderful world of languages!

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, students build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning further languages in the future, and as students learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in Spanish to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks test listening, reading, speaking and writing skills and also grammar manipulation and take place in October, February and June. Fortnightly vocabulary tests show progress throughout the year.

Overview	Theme / Topic
Autumn Term 1	<ul style="list-style-type: none"> Describing places and location Saying what someone is like at the moment Saying what someone is like in general Saying what people have Saying what people do
Autumn Term 2	<ul style="list-style-type: none"> Saying what people do and don't do Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family)
Spring Term 1	<ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions Talking about what you do with others (rural life)

Spring Term 2	Talking about what people <i>can</i> do Contrasting what people <i>must, can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general
Summer Term 1	Describing activities (travel) Describing what people do Describing what people do (technology)
Summer Term 2	Describing people and possessions Describing when and where people go Describing future

Groupings Groups are formed before students come to CVC and they are designed to match students' pace of learning and outcomes. Membership of these groups is not fixed and the need for movement is reviewed regularly based on the quality of pupils' classwork and homework, vocabulary test results and teachers' expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested or 10 words sets for students in single linguist groups. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons.

Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the Go4Schools website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment

Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their Spanish. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

<https://www.activelearn.com/>

Students are encouraged to develop their Spanish further by reading and listening to authentic language online. We recommend the following:

Authentic news and current affairs

1 www.noticiasfacil.es/ES/NOTICIAS/Paginas/default.aspx/

2 <http://cnnespanol.cnn.com/category/ninos/>

Listening (all languages)

<http://www.audio-lingua.eu/?lang=en>

Searchable MP3 clips by topic (try, for example 'Familia'), length, level (look for A1 clips) and language

<http://lyricstraining.com/>

Site for song activities in many languages using the text.

Visits/Extra-curricular opportunities

Year 7 Spanish trip to Valencia

Targeted intensive but fun Spanish lessons are incorporated into the 7 day trip to the city of Valencia. The trip takes place over the May day bank holiday and is packed full of exciting educational visits and activities.

After-school Spanish lessons delivered by Sixth form students who are studying Spanish at A 'level

This is a very popular recent addition to our Spanish language provision for Year 7 students that maybe have not studied Spanish at Primary school or feel that they might benefit from some additional teaching.

Sixth form students who are studying Spanish at A 'level are supported by MFL teachers to work through the scheme of work for the Autumn and Spring terms. The Sixth form students teach the lessons to the Year 7 students and has been a great success in the past. The sessions take place one day a week after-school from 3pm – 4pm.

International Talent Evening - October

We hold our 'International Talent Evening' during one evening in October to celebrate the diverse International talent that we have among our Year 7 cohort. Entry to the event is free of charge and our annual 'Spanglovision' Spanish singing competition takes place. During September and October, each tutor group will learn a song in Spanish and perform it at the event. The tutor group who wins the competition is allowed a non-uniform day at school.

Spanish for Parents

This event is held for parents who are interested in supporting their child with the Spanish learning. Normally it takes place on evening in September

Contacts / Any further information can be obtained from Mrs Barcz-Morgan (Head of Spanish KS3, Deputy Head of Modern Languages Department) by e-mailing or telephoning the college.

MUSIC

Teacher assessment is continuous in Music and learners' progress is tracked across a wide range of performance, composition and music ICT tasks. Feedback is given after each piece of work shown, but learners also carry out some self-assessment during the task itself.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
Autumn Term	Graphic Score, Dynamics, Tempo Rhythm, Rhythm Grids, Duration, Group Work, Ostinato, Keyboard navigation/ICT, Structure, Research, Appraisal, Pitch	What is music? Creative vocal/body sound project: Soundscapes, Introduction to instruments, 'Stomp', Intro to World Music – Gamelan, Introduction to the Keyboard, Vocal project – Christmas Concert.
Spring Term	Pentatonic Scales, Pitch notation, Timbre, Rhythm notation, Syncopation, Interlocking rhythms Structure – chord sequences and riff patterns ICT Parody Writing, Staff notation, Lyric Writing, Harmony Introduction to Modes	World music, eg: Australian music, Chinese music, Calypso Keyboard skills – development Rap (social issues) Folk music (British vocal & instrumental)
Summer Term	Pitch notation, Melody, Primary Triads (I, IV, V), Chords Structure Form (Binary, Ternary, Song), Major/Minor Chords, Octaves, 5ths, Modal, Staff notation, Consolidation of skills	Keyboard and Music ICT skills - development Renaissance music: Dance music, Canons, Ballads Class concert

Groupings

Learners are taught in their Tutor Groups for Music. There will be opportunities to work in smaller groups or individually depending on the particular project.

Homework

Homework is likely to involve more extended projects such as presenting research about a particular style of music. It may be set over the course of a half term and is likely to require up to 30 minutes per week. Occasionally one-off more specific homework may be given such as "to write 2 verses of Rap Lyrics". No homework set in Music demands that there is a musical instrument of some kind available at home.

Equipment

A pair of in-ear, wired headphones with 3.5mm jack.

Extended Study Information

To research any of the following styles of music in more depth and present your work in whatever engaging way desired: Indonesian Gamelan, Chinese Traditional Music, Australian Aboriginal Music, Calypso.

Contact - Mr B Parker - Head of Music

PSHE

PSHE encompasses Citizenship, Personal Well-being and Economic Well-being. In Year 7 the programme is delivered through discrete lessons and talks by visiting speakers. During each half-term, pupils' skills and knowledge are evaluated through a range of writing pieces, spoken pieces and group work. Teachers use these, along with their own observations, to inform their judgements as to whether students are working at, towards, or beyond expected levels for the students' age-group. This also allows for a continued development and review of the PSHE programme to ensure that students are taught a relevant and valuable curriculum.

Half Term	Knowledge and Skills –
1	Welcome to Comberton This unit focusses on settling in and approach to life at Comberton Village College. Key questions: How do I feel about leaving Primary School? What skills will I need as a learner? How can I work best as a member of a group? How can I develop my note-taking skills?
2	Enterprise skills and introduction to careers This unit focusses on learning about career stereotypes and raising aspirations. Key Questions: What does it mean to be enterprising? What is a stereotype?
3.	Diversity, prejudice and bullying This unit focusses on positive image and bullying including cyberbullying. Key Questions: How do I see myself at this point in time? How well equipped am I to resist bullying? How can I manage on and off-line friendships?
4	Healthy and safe lifestyles This unit focusses on the risks of tobacco and other substances, how to manage puberty and issues of unwanted contact. Key Questions: What does it mean to be healthy? What types of risk are involved in drugs and alcohol, What does consent mean?
5	Self-esteem and romance This unit focuses on exploring family life. Key Questions: How many different types of family unit are there? Dove self-esteem project- need to look at family units as well
6	Living in the wider world. This unit focusses on making ethical financial decisions. Key questions: When is it best to spend versus save? How do you budget for the future: using Econome resources from the bank of England

Groupings

Personal Development is largely delivered in tutor groups. We see this as particularly beneficial as students are given the opportunity to explore issues that are sometimes personal and sensitive, with students they know well.

Extended Study Information

Students can enrich their understanding of citizenship issues by reading newspapers and watching news items on TV. Documentaries might also add to their understanding, and offer useful and interesting perspectives on issues related to health and well-being. Discussions and informal debate at home might assist students in developing the skills and confidence to assess and evaluate different issues and views.

Homework will be given regularly as part of the curriculum, supporting classwork through tasks designed to enrich students learning.

Contact:

Departmental Lead PSHE

PE

Physical Education at Comberton Village College is an opportunity for students to experience a broad range of sports which supports their physical development, whilst enhancing their technical knowledge and understanding. Students will have access to fantastic facilities, and an exciting and challenging curriculum delivered by enthusiastic and committed teachers. We want all our students to achieve excellence with huge amounts of enjoyment and fun.

Knowledge and Skills –	Assessment: Key pieces and dates
<p>A typical PE student will complete the following activities across the year:</p> <p>Rugby/Netball: Developing Outwitting skills Gymnastics: Developing Accurate Replication Dance: Developing Expressive skills Hockey: Developing Outwitting skills Rounders: Developing Outwitting skills Athletics: Developing Performance Excelling skills Swimming: Developing confidence in water and specific stroke work.</p>	<p>Students will be assessed at least at the end of each half term in their given sport which will contribute towards an overall level for the end of the year. Their practical performance, knowledge and understanding, coaching, leadership skills, participation and interest all form part of their assessment.</p> <p>Interform competitions are completed as part of the students' experiences within PE. This results in tutor groups competing against one another in a range of sports and through the completion of a x-country run. The Interform competition is normally completed around the October half term and prior to the Easter break.</p> <p>In the first week of July, students will complete a sports day as a year group. This will be an off-timetable day and will cover the full range of athletic events. The focus of the day is on team work and performance in tutor groups.</p>

Groupings

Students are taught in single sex, mixed ability groups.

Year 7 are formed into mixed-ability groups for PE. The groups are single gender and are predominantly taught by the same gender teacher when possible.

Extended Study Information

Students will be encouraged to participate in sports clubs as extra-curricular activities at Comberton VC <http://www.combertonvc.org/Extra-Curricular> or at local community clubs, contacts of which are listed within the student planner.

Jewellery

The only jewellery allowed is one small stud in each pierced ear. Nose studs and other facial piercings are not allowed. All jewellery and piercings must be completely removed for PE. Earrings and other piercings cannot be taped for PE. Please ensure that new piercings are only done at the beginning of the school summer holiday and not done within the academic year.

Equipment

Equipment students require: Students require: CVC polo top, CVC rugby top (boys only), CVC PE shorts or CVC Skort CVC, navy CVC tracksuit bottoms (optional), navy CVC hoody (optional), CVC blue socks (or white sport socks during the summer term), suitable sports trainers (not plimsolls, pumps, vans or converse type trainers and separate to school footwear), football boots, shin pads (essential for football and hockey) and gum shield (recommended for hockey and rugby). Students also require molded football boots or astro trainers to access the astro. All items of clothing must have the CVC logo, please see the student planner.

Visits / Extra-Curricular opportunities

Students will have the opportunity to complete a broad range of physical activities as part of the Comberton Extra-curricular programme. This often extends to fixtures and tournaments which can take place as late as 6pm across the week. Students will complete a Curriculum Extension day on the last two days of the first half term in October. This day will include activities that are not usually experienced within the curriculum.

We offer trips to watch professional matches in various activities throughout the year to students who show a keen interest in the related extra-curricular club.

Contacts

M Wilce, Head of PE

RPE

Religion, Philosophy and Ethics (RPE) is an exciting subject in which Comberton Village College students get to investigate and to explore some of the deepest questions ever asked! What is truth? Why is there evil in the world? Does God exist? These are questions that frequently appear in RPE lessons and students will have the opportunity to explore them from a range of perspectives.

In RPE, there are different 'branches of knowledge' which students will explore:

- Basis (explored using concepts such as 'truth', 'tradition' and 'interpretation')
- Morality (explored using ethical concepts and their origins in religion and atheism)
- Action (explored using concepts such as 'culture', 'worldview' and 'symbolism')
- Reflection (explored through different sets of relationships, such as relating to 'Self', 'Others', 'God' and 'Environment')

Students will be given a clear guidance of how to progress within each 'branch of knowledge' and will be assessed as 'Beginner' (levels 1-4), 'Competent' (levels 5-6) or 'Master' (levels 7-10) for each.

Topic	Knowledge and Skills	Assessment: Key pieces
1	Why are sacred texts important to people? This scheme aims to focus students' knowledge and skills on description, explanation and analysis of Holy texts in world religions. Students look at the importance of these texts for believers, the authority they hold and the reliability they have.	Students will produce a written piece, which explains their understanding of the topic.
2	What is the significance of equality in Sikhism? This scheme of work explores the inter-relation of religious beliefs with foundational morality. Students will learn about the basic beliefs of Sikhism and relate them to the ethical issue of equality	Students will produce a written piece, which explains their understanding of the topic.
3	How do we respond to evil and suffering in the world? During this scheme students will reflect on the evil in the world around us. Questioning and challenging where does evil come from and is there a purpose for it. Students will learn how to construct a philosophical argument. They will see how evil is used to challenge the existence of God as well as looking at the opposing.	Students will prepare and produce arguments to present at a whole class debate on this topic. Following this, they will write up an evaluation on the debate.
4	How do human beings make sense of the world? This scheme introduces students to different 'types' of truth and the different bases on which people believe what they believe. Students will analyse different sources and explore different interpretations.	Students will produce an independent research project, involving a summary of their findings from their sequence of lessons.

Groupings

Students are taught in their tutor group with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework is set approximately once per fortnight. This work can take a variety of forms from additional research tasks such as interviewing a family member or a friend about a philosophical or ethical issue, to planning and creating presentations to deliver in class. Sometimes students will be asked to finish work they have not completed in lesson time. The main focus for homework is often an assessed written task to be completed at home; assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research. Thus while these tasks may average around 45 minutes, they will vary in length with shorter research tasks sometimes leading to longer written assessments.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home; we would also encourage you to ask your son or daughter about what they have studied in RPE as this will enrich the discursive element of the subject. Additional reading lists may also be made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch, to garner more knowledge of specific subjects. Additionally, all students should try to watch or access



international, national and local news in some form at least once a week to help them develop an understanding of the issues facing many people in the wider communities.

Contact

Head of RPE - Silouani Stefanou

SCIENCE

At KS3, pupils follow an 'in-house' modular course, matched to the National Curriculum. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work. Assessment is via formative tasks (WS tasks) and end of term test. An end of term test examines the content covered in that term.

Pupils in Year 7 are taught in mixed ability tutor groups where they develop and review the key skills needed for science at KS3.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1 First half	Being a Scientist – pupils practise the skills a scientist needs in carrying out an investigation from the planning to the evaluation	BAS test – pupils can revise for this by completing how science works and combustion questions. On Curriculum extension day pupils complete an investigation that reinforces the key skills pupils have learnt this term. There is also an APP task called 'Conkers' that focuses on graph drawing skills.
Second half	Core Science – Biology, Chemistry and Physics. Pupils cover the key ideas and vocabulary needed for KS3 science	Tests for Core Biology, Chemistry and Physics revision will be done in lessons
2	Reproduction – What is an organism, organ systems, life processes and fertilisation to birth	WS tasks in lessons and an end of term test.
	Space – Planets in our solar system and their motions, forces and eclipses	
	Simple Chemical reactions - elements, compounds, naming compounds and the periodic table	
3	Heating and cooling – Conduction, convection, radiation, insulators, particle theory, changes in state and evaporation rates	WS tasks in lessons and an end of term test.
	Separating mixtures – What is the difference between molecules, atoms and compounds? Particle theory and separation techniques.	
	Living world – Habitats, adaptations, variations and feeding relationships	

Groupings The majority of pupils are taught in their tutor group. Each year half has one class formed from a mixture of forms allowing specialised assistance to be delivered to these students.

Homework Information

Homework will be set by teachers for pupils as appropriate and should take 30 minutes (on average) to complete.

Extended Study Information

KS3 revision guides which can be bought from the department or borrowed from the Library and BBC Bitesize for KS3 science

Contact

Dr Suzanne Smith – Head of Science