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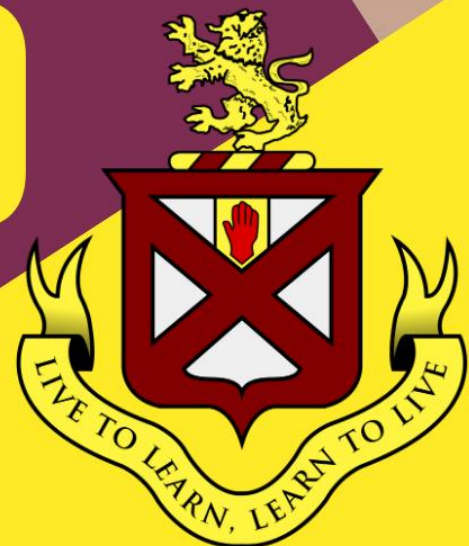
**Good  
Provider**



# Byrchall High School

# A GUIDE TO

# YEAR 7





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# Welcome to Year 7

## Transition: Make Personal Growth and Progress Your Mission

We hope you will find this information useful and will keep this booklet for reference throughout the year. Please contact us to discuss any concerns or issues you may have with regard to the information and guidance we have set out in the following pages.

### Pastoral Information

The Form Tutor is usually the first port of call for day to day issues in school. The Year 7 Form Tutors are listed below, with school email addresses that you can contact them on:

R1	Mrs K McGuire	<a href="mailto:kmcquire@byrchall.wigan.sch.uk">kmcquire@byrchall.wigan.sch.uk</a>
R2	Mr E Powell	<a href="mailto:epowell@byrchall.wigan.sch.uk">epowell@byrchall.wigan.sch.uk</a>
S1	Mr A Thorpe	<a href="mailto:athorpe@byrchall.wigan.sch.uk">athorpe@byrchall.wigan.sch.uk</a>
	Mrs L Hutton	<a href="mailto:lhutton@byrchall.wigan.sch.uk">lhutton@byrchall.wigan.sch.uk</a>
S2	Mr S Gibson	<a href="mailto:sgibson@byrchall.wigan.sch.uk">sgibson@byrchall.wigan.sch.uk</a>
T1	Mr D Taylor	<a href="mailto:dpye@byrchall.wigan.sch.uk">dpye@byrchall.wigan.sch.uk</a>
T2	Miss H Nelson	<a href="mailto:hnelson@byrchall.wigan.sch.uk">hnelson@byrchall.wigan.sch.uk</a>
V1	Miss A Herd	<a href="mailto:aherd@byrchall.wigan.sch.uk">aherd@byrchall.wigan.sch.uk</a>
V2	Mr R Williams	<a href="mailto:rwilliams@byrchall.wigan.sch.uk">rwilliams@byrchall.wigan.sch.uk</a>
HOY	Miss S Wilson	<a href="mailto:swilson@byrchall.wigan.sch.uk">swilson@byrchall.wigan.sch.uk</a>
PSO	Mrs L Robinson-Prescott	<a href="mailto:lrobinson@byrchall.wigan.sch.uk">lrobinson@byrchall.wigan.sch.uk</a>

**PASTORAL  
SUPPORT  
TELEPHONE  
NUMBER**

**(01942) 728221  
Extension 224**

The Head of Year (HoY) for Year 7 is Miss Wilson ([swilson@byrchall.wigan.sch.uk](mailto:swilson@byrchall.wigan.sch.uk)) The Assistant Headteacher in charge of the lower school is Mrs Fletcher: ([dfletcher@byrchall.wigan.sch.uk](mailto:dfletcher@byrchall.wigan.sch.uk)). The Assistant Headteacher in charge of safeguarding and inclusion is Mrs Hudson ([ahudson@byrchall.wigan.sch.uk](mailto:ahudson@byrchall.wigan.sch.uk)). The pastoral team is supported by the SENCO, Mrs E Brown.

There are a number of staff in school who are designated staff in charge of child protection. The named designated person for Safeguarding is Mrs Hudson. The deputy designated lead is Miss H Rutter. The Pastoral Support Officer is Mrs L. Robinson-Prescott. The attendance team is run by our Attendance Manager, Mrs L Johnson, and she or a member of her team may contact you in relation to your child's attendance. We are committed to full attendance in school and believe that outstanding attendance is crucial for a child to make good academic and social progress. We also have a First Aider in school - Miss D Worrall. She is not a school nurse, but can deal with minor accidents that happen in school and she oversees Health Care Plans for children with medical conditions such as diabetes.

# Holiday Dates

## Autumn Term 2023

Staff Training Day	Monday 4 <sup>th</sup> September 2023
Term Starts	Tuesday 5 <sup>th</sup> September 2023
Half Term Holiday	Monday 23 <sup>rd</sup> October 2023 – Friday 27 <sup>th</sup> October 2023
Term Ends	Friday 22 <sup>nd</sup> December 2023

## Spring Term 2024

Staff Training Day	Monday 8 <sup>th</sup> January 2024
Term Starts	Tuesday 9 <sup>th</sup> January 2024
Half Term Holiday	Monday 19 <sup>th</sup> February 2024 – Friday 23 <sup>rd</sup> February 2024
Term Ends	Thursday 28 <sup>th</sup> March 2024

## Summer Term 2024

Term Starts	Monday 15 <sup>th</sup> April 2024
Bank Holiday	Monday 6 <sup>th</sup> May 2024
Half Term Holiday	Monday 27 <sup>th</sup> May 2024 – Friday 31 <sup>st</sup> May 2024
Staff Training Day	Friday 28 <sup>th</sup> June 2024
Term Ends	Friday 19 <sup>th</sup> July 2024



# The School Day

Your child should arrive in school by 8.25 am at the latest to allow time to get to their form room by 8.30 am. Students can arrive in school from 7.45 am to get breakfast in the Dining Room, supervised by a member of staff, or they can go to the LRC and use the facilities in there for some additional learning.

Registration is from 8.30 - 8.55 am each morning. In registration your child will receive their morning mark and their form teacher will check that they are ready for the school day by ensuring that they are wearing their uniform correctly and have a planner and all the necessary equipment (pen, pencil, ruler, etc.) for the day. Twice a week there will be a formal assembly for each year group during registration. If your child arrives in school after registration (8.55 am) they must sign in at Student Enquiries.

Period	Time	Length
Warning Bell	8.25 am	
Registration	8.30 - 8.55 am	25 mins
Period 1	8.55 - 9.55 am	60 mins
Period 2	9.55 - 10.55 am	60 mins
Break	10.55 - 11.15 am	20 mins
Warning Bell	11.10 am	
Period 3	11.15 am - 12.15 pm	60 mins
Period 4	12.15 - 1.15 pm	60 mins
Lunch	1.15 - 2.00 pm	45 mins
Warning Bell	1.55 pm	
Period 5	2.00 - 3.00 pm	60 mins
Finish of day	3.00 pm	
Total =		32.5 hours

## Strong Recommendations

We highly recommend that your child gets the most out of what Byrchall has to offer to support their personal and educational development. Your child can access our LRC or one of our many after school clubs for sports, performing arts, community activities, enterprise events, subject clubs or for homework and intervention to support learning. An example of the range of opportunities on offer can be seen on the Activities Page.

Days and timings for these may change throughout the year according to events; you and your child will be informed through the school website, social media or via School Synergy, our school communications system.

We will email information to parents, as the school has adopted a paperless communication policy, so please ensure your contact details are routinely checked and updated. This can be done via the school office or via a general enquiries submission using School Synergy.





# Byrchall Positive Behaviour Systems

## Celebrations and Consequences

We expect all our students to be part of our school community, show respect and behave responsibly so that everyone can safely fulfil our school mission statement

**Live to Learn: enjoy and achieve, Learn to Live: now and in the future.**

We reinforce our expectations with a range of celebrations and consequences. We seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. We do this with a variety of immediate and longer-term awards for students who do, and continue to do, the right thing. However, we recognise that young people do make poor choices at times and we have a tiered system of consequences for managing such situations.

Your child will be given a number of opportunities in a lesson to correct any unhelpful behaviour. However, if they continue to behave inappropriately this will be recorded on our system and they will face a consequence, which will depend on what they have done.

Sanctions range from a short break time detention, contact home to a longer lunchtime or after school detention, to time in our Reflection room and some element of restorative justice. Our behaviour system is divided into two levels; Stage 1 for low level classroom behaviours or uniform infringements up to lesson truancy and failure to follow a reasonable instruction and Stage 2 for more serious issues such as hurting another student or being rude to staff.

Our expectations for positive behaviour are shared regularly with the students and both behaviour and achievement records can be seen on the Synergy app. Please do not hesitate to contact your child's Form Tutor, in the first instance, or Head of Year should you wish to discuss their behaviour.





# Uniform and Resources

School uniform is checked by form tutors every morning to ensure that students uphold our high standards with regard to dress code, and to check on essential items for a successful day. Students are expected to wear their uniform correctly at all times, and this includes the journey to and from school. If there is a breach of the uniform code, home will be contacted to try to remedy the situation. It may mean that the student concerned will have to work off timetable until the issue is resolved. For the complete list of uniform for Byrchall High School, please contact the main school office. Below is a summary:

## Normal Uniform

- Blazer - regulation claret with badge
- Trousers - boys regulation charcoal grey, girls' regulation grey school trousers
- Skirt - regulation grey stitched down pleated skirt of a reasonable length
- Shirts/blouses:
  - Boys Years 7-10: plain white school shirt no badges
  - Boys Year 11: plain blue school shirt no badges
  - Girls Years 7-10: plain white revere collar shirt (short sleeves an option)
  - Girls Year 11: plain blue revere collar shirt (short sleeves an option)
- V-neck plain claret slip over jumper (optional)
- Regulation school tie for boys, optional grey/claret scrunchie for girls
- Socks/tights - boys plain black socks, girls plain black socks or opaque black tights
- Shoes - plain black shoes, low heels for girls
- Coat - single colour waterproof coat/jacket **NOT** a 'hoodie'
- Jewellery - the school operates a no jewellery policy, only a watch may be worn
- Hair - no extreme hair styles; hair should be of a natural uniform colour
- Makeup - no makeup to be worn, no false eyelashes and no false nails.

Students wearing incorrect uniform will be asked to change into the correct item of uniform as required

## Physical Education

- All items should be clearly marked with the owner's initials.
- White/black trainers - no Velcro
- Football boots - advice can be given by PE staff
- Regulation claret/navy polo shirt reaching below the hips for girls and boys
- Regulation claret/navy shorts for boys, "skort" for girls

- Regulation reversible claret/navy rugby shirt for boys
- Regulation claret socks for boys and girls
- Navy regulation hooded sweat shirt and navy jogging bottoms for girls and boys

### **Protective Clothing**

**Art:** Old shirt or apron.

**Product Design:** Apron. Personalised embroidered aprons for Food are available from Sportsline. Students with hair of a length that could potentially be of a hazard are expected to tie it back.

### **Equipment**

Students are expected to come to school each day with the necessary basic equipment that they will need for their lessons. As a minimum it is expected that students will have a pen, pencil and ruler along with their jotter and reward card. These will be checked each morning by form tutors. Students need to have a scientific calculator for Maths and Science lessons. Your child's Maths teacher will recommend the most appropriate model to buy.

### **Mobile Phones/Headphones/Airpods**

We appreciate that, as parents, you may wish your child to have a mobile phone so that you can contact them after school. In school, however, phones can be a distraction from learning and are not always conducive to a positive learning environment. The use of social media, messaging and texting can also be an issue that our pastoral team is having to deal with too often.

We therefore have a policy that phones should be **switched off** in school (not just on silent) and be put away in bags or blazer pockets. If a phone, headphones or airpods are seen or heard in school during the school day they will be confiscated. The mobile phone protocol gives more detailed information on the sanctions for not following our rules on mobile phones.

### **Shoes**

Along with the uniform mentioned on the previous page, special mention needs to be made about shoes. Only black shoes are allowed to be worn in school; **not boots or trainers**. Please beware of shops or your children telling you that certain footwear is acceptable. Trainers have trainer soles, shoes do not.

Please speak to a member of the pastoral team if you are unsure if certain footwear is acceptable for school. Students not wearing the correct footwear will be required to change them for a pair of appropriate shoes provided by school.

## Hair

Hair should be of a reasonable style. Extreme hairstyles are not acceptable. We do not allow shaved heads, tramlines or extreme graduations of hair length. Only natural hair colours are permitted.





# Celebrations

We believe in focusing on the positive at Byrchall. To fit in with this there are a range of positive awards for your child to earn that cover all aspects of school life.

Celebrating and promoting our core values is a key part of developing the potential of our students, as this:

- promotes a sense of belonging to our school community
- builds and maintains relationships between staff and students
- makes school an enjoyable experience
- encourages students to repeat desired behaviours
- contributes to students' self-esteem and confidence

## House Points - 'Spend, Save or Donate'

All students will have a house point card which teachers will stamp for a range of positive reasons, such as good work, good manners, being helpful, etc.

When your child has a full house point card they can exchange this for a voucher that they can 'spend' in the Fair Trade Tuck Shop or 'save' it to buy something more expensive.

Alternatively, your child can 'donate' their card to allow school to purchase 'Oxfam Unwrapped Charity Gifts' for less fortunate communities in our world. House points are also given electronically for 100% attendance, participation, and contributing to the school community.

## Attendance

Attendance is monitored throughout the week and the highest form group in each year is awarded the Attendance Trophy. Members of the form group also receive a small treat. Achievement points are awarded each week for 100% attendance. 97%+ attendance for the half term and most improved attendance are celebrated in assemblies and pupils receive a small prize.

## Subject Awards

Many subjects run their own additional reward schemes to supplement the House Point system. These include raffles, praise cards, 'stars of the week' and treats.

## Recording Celebrations

All awards are recorded electronically on your child's records and this will accumulate House Points for themselves and their house. You can keep track of your child's personal House Points through the Synergy app. House Point totals will be published at the end of the year and celebrated at our annual Founder's Evening. The winner of the House Points competition for each year group and House are celebrated weekly.

## Founder's Evening

We also celebrate subject and school achievements at our annual Founder's Evening at Haydock Park Racecourse.

## End of Year Celebration

Each year group will have a specific reward event in the Summer term. Students will qualify for this reward e.g. a trip or a party by earning achievement points and not accruing behavior points. The criteria for qualification will be published in September.



2023

**FRIENDS OF BYRCHALL**  
**OUTSTANDING COMMUNITY SERVICE AWARD**



# Support with Learning

## School Synergy

School Synergy is our system that helps parents and pupils to keep track of many aspects of school life, such as homework, extracurricular clubs, events, attendance, remote learning, behavior (including consequences) and achievements. This can be accessed via a parent/student App or direct via the [byrchall.schoolsynergy.co.uk](http://byrchall.schoolsynergy.co.uk) website. The school will share all information and updates with parents via this system.

## Homework

Regular homework is an integral part of learning. The tasks set will help students to consolidate, develop and broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

Students in Year 9 should have between 6-10 hours of homework per week. All homework will be posted on the School Synergy App and website, and students will record it in their jotters along with the date for completion.

Homework activities can take many forms. Some examples of the types of homework students could be given are:

- Extended writing pieces
- Reading
- Preparation for assessments
- Research and note-making
- Learning key vocabulary/formulae etc.
- Designing and creating a visual piece of work
- Past exam paper practice

## Intervention

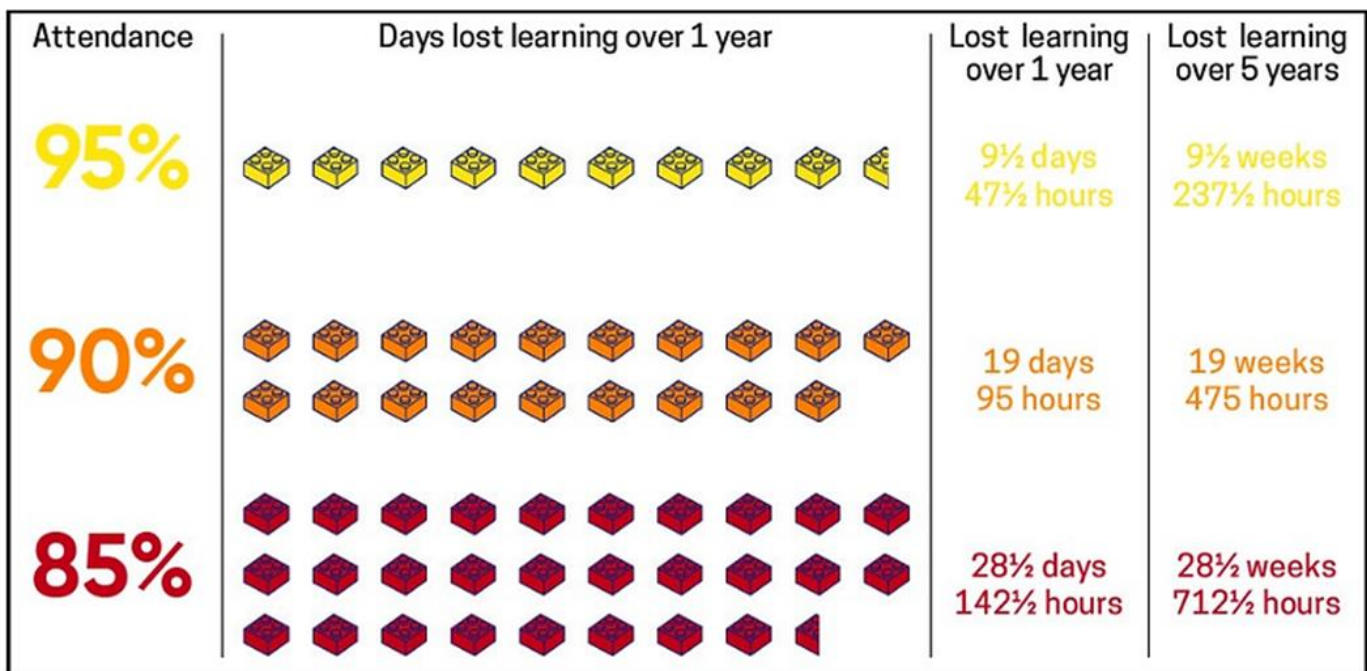
Students who are identified as benefitting from additional support will be supported in a range of ways. For example, in lessons increased questioning from their teacher, additional scaffolding in lessons for tasks or additional homework. Some pupils may work one-to-one or in a small group with a Specialist Intervention Tutor. This support is available to all. School will communicate details with you, as appropriate.



# Attendance and Absences

At Byrchall High School outstanding attendance and punctuality is our aim for every student. Full attendance maximises learning opportunities and parents/carers have a vital role in promoting good attitudes towards attendance. We ask for support from parents/carers to ensure that their children are present at every opportunity, to arrive on time and to avoid allowing children to stay at home unnecessarily, or taking them out of school without authorisation. Evidence shows that students who attend school regularly make better progress both academically and socially. Therefore, we monitor and review the attendance of all pupils constantly

Research shows there is a link between the amount of time a student takes off school, and how well they do in their exams. This is why we have a minimum attendance target of 97%+ for each student. Every lesson counts and it is this commitment to learning that will have a positive effect on student's examinations and their futures. We are proud of our attendance figures that are above both the Local Authority and National Average.



If you know that your child will be absent from school for any reason, please telephone the school and follow the menu to report a student absence. This must be done on the **first day of absence**, and **every day thereafter**. Please inform the attendance team of the reasons and circumstances relating to the absence. For extended absences due to illness, we may request that medical evidence be provided. You can also report a child's absence through the School Synergy App or Website; again this must be done on **each** day of a student's absence to keep school up-to-date.

We would ask parents to avoid, as far as possible, arranging medical and/or dental appointments during school hours. We operate an automated system called Truancy Call which will initiate a text/phone call to parents if a child does not have a registration mark and where we have not

received notification of an absence. If parents receive this, we ask that they respond as soon as possible so that we can confirm the wellbeing and safety of their children. This can be done by responding to the text directly or by following the prompts in the voice message to return the call directly without incurring call charges.

Schools have a legal responsibility to record all authorised and unauthorised absences. Periods of absence not supported by a reason for the absence will be considered as unauthorised.

Parents have a legal responsibility under section 444 of the Education Act 1996 to ensure their children regularly attend the school at which they are registered. School works proactively with families to support them and reduce absence. Unauthorised absence is a serious matter and, where it becomes persistent (less than 90%), school may refer families to the Local Authority for further action.

## Punctuality

The school day begins at 8:30am. All students are expected to be in school and ready to learn at this time. Punctuality is very important for several reasons:

- The school day begins with form time or assembly. This is a very important part of the school day as students follow a personal development curriculum and prepare for the day or week ahead. Important information and announcements are shared with students during this time. Being late means that students are unprepared to learn.
- Punctuality is always stated on any reference given by school. Should the problem be persistent this will lead to an adverse comment about punctuality being recorded on school records and any future references.
- No student can afford to miss any part of lessons without good reason.

Minutes late per day	Learning time lost in a year
5 minutes	3½ days
10 minutes	7 days
15 minutes	10 ½ days
20 minutes	14 days
30 minutes	21 days

School sends an automated text/phone call to parents when a student is late to school. If students arrive after form time, 9am, a U mark will be recorded in the register and this counts as a missing morning mark.

Where punctuality to school becomes an issue, school will work with students and their families to make rapid improvement. This will include letters, phone calls home, meetings with parents and/or students and detentions for students that are persistently late.



## Holidays

Guidance from the Department of Education states that headteachers should not grant leave of absence for holidays in term time unless there are exceptional circumstances.

Applications must be made at least 6 weeks in advance. Where a leave of absence is granted, the headteacher will determine the number of days granted. A leave of absence is granted entirely at the headteacher's discretion.

Parents should note that where holidays are taken and have not been authorised by school, the school will consider the use of Education Penalty Notices. This could result in parents receiving a fine. Further details can be found on our school website.

# Assessment and Reporting

The school sets challenging targets for all students, and their progress towards these targets is closely monitored across their five years in school. Further details can be found in the Curriculum and Assessment Booklet.

In Year 7, pupils sit Cognitive Ability Tests (CATs) that help us to ensure your child is in the correct teaching group and that targets are appropriate. These tests require no preparation and are an assessment of a child's reasoning, language and number skills.

You will receive a progress report three times per year. You will receive reports containing information about progress towards targets, your child's attitude to learning and their approach to homework. All progress reports will be available to download through the Edulink One app.

The reports will use the following codes and measures:

<b>Progress</b>	Making exceptional progress
	Making good progress
	Making expected progress
	Making less than expected progress
<b>Attitude</b>	A+ Always participates in lessons, behaves well and tries hard with the tasks set
	A Usually participates in lessons, behaves and tries with tasks set
	A- Participation in lessons and behaviour are too often below acceptable standards
<b>Homework</b>	H+ Homework always on time and of a high standard
	H Homework completed to an average standard
	H- Homework frequently not completed or completed to a poor standard

In addition to the reports, there will be two opportunities for parents to meet staff to discuss progress during the year. In Year 7, there will be an evening with the Form Tutor in October and a Parents' Consultation Evening with individual staff in the Summer Term.

Further details can be found in the Curriculum and Assessment booklet.



## Key Dates

<b>September</b>	CATs 18 <sup>th</sup> – 22 <sup>nd</sup> September 2023
<b>October</b>	Attitude Report 13 <sup>th</sup> October 2023 Form Tutor Evening 18 <sup>th</sup> October 2023
<b>December</b>	Progress Report 8th December 2023
<b>March</b>	Progress Report 8th March 2024
<b>May</b>	Internal Exams 7 <sup>th</sup> – 10 <sup>th</sup> May 2024
<b>June</b>	Progress and Personal Development Report 14 <sup>th</sup> June 2024 Parents' Consultation 19 <sup>th</sup> June 2024



# Personal Development

As well as supporting our students to achieve their academic potential, we also believe in developing their personal, social and thinking skills so they become independent, caring and healthy global 21st Century citizens. Most of the personal development work is linked to our ethos:

**LIVE TO LEARN: enjoy and achieve**  
**LEARN TO LIVE: now and in the future**

Some of the ways our school life is organised to achieve these aims are:

## Personal Development Lessons

Students study a well-rounded programme which includes Citizenship, personal, social and health education (PSHE), RSE, careers, enterprise and personal learning skills (one hour per week). They are taught by their tutors in their form groups. In addition to this there is a form-time programme in which students develop their leadership, organisation, resilience, initiative and communication skills.

## Form and House time

Students spend 25 minutes a day with their form group and tutor. Each student is a member of one of our 4 historic houses:

- Romans (green)
- Spartans (purple)
- Trojans (blue)
- Vikings (red)

They contribute to the success of their House by taking part in competitions, events and regular student council meetings. They also contribute to their House with personal achievements such as house points.

## Enrichment and Ethos Days

These are full days within the school year, during which students will focus on an element of their personal development.

## Health and Wellbeing

Health and wellbeing is integrated into all of our personal development opportunities and is linked to the Wheel of Wellbeing.



The school Chaplain supports individual students.

There is a dedicated team of student Mental Health Ambassadors who also support individuals, when needed.





# School Synergy Website/App

We use a system called School Synergy. This can be downloaded free of charge from the Google Play Store or Apple App Store. Alternatively, it can be accessed through a website at [byrchall.schoolsynergy.co.uk](http://byrchall.schoolsynergy.co.uk)

This system will let you receive notifications from school, including details of any achievements or consequences that have been given to your child. You can also report absences, check homework, get up-to-date information on attendance and punctuality, and update your contact details without needing to contact the school office. This will be the main way of communicating with parents so it is important to download the app. School has a paperless communication policy.

## SCHOOL SYNERGY



### Timetable

View your child's school timetable

### School Calendar

Keep up to date with school events

### Parent Letters

View electronic versions of school letters

### Communication

A record of all communication with school – all texts and emails, including replies



### Attendance

See your child's recent and historical attendance

### Behaviour & Achievements

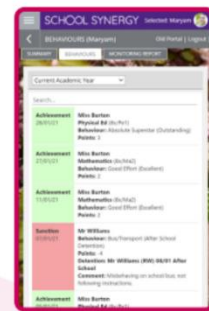
View information on achievements and success along with areas for improvement

### Class Work

View materials and resources shared with students in lessons

### Homework & Assignments

Clearly see what is due and when. View details, instructions and files. Check grades of homework submitted



### Parents' Evening

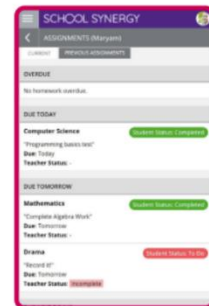
Book appointments for parents' evenings and other school events

### Documents

View and download documents such as progress reports or results

### Assessment

Achievements recorded in school are shared so you know how your child is progressing



**NB: WE USE SCHOOL CLOUD FOR PARENTS EVENING APPOINTMENTS**

**DOWNLOAD THE APP NOW!**



**SCAN ME**



# Activities

There are a wide selection of clubs and activities for pupils to take part in. We highly recommend that every child tries at least one extra-curricular activity to broaden their skills and experiences. The clubs listed below are just an example of the types of opportunities available and all pupils will be issued with a timetable to help them decide what to try. Club information will be available on School Synergy.

Astronomy Club  
 Badminton  
 Basketball  
 Book Club  
 Brass Group  
 Breakfast Club  
 Creative Writing  
 Dance Club  
 Dodgeball  
 Drama  
 Performers Club  
 Eco Club  
 Enterprise Club  
 Football Futsal  
 Hockey  
 Junior Choir

Lego Robotics Club  
 Lunch Club  
 Maths Club  
 Maths STEM Club  
 Minecraft Club  
 Netball  
 Pais Team Christian Workshop  
 Product Design Club  
 Retro Games Club  
 Rugby  
 Science Club  
 Steel Pans  
 Table Tennis  
 Ukulele Orchestra  
 Word Wizard







Electrostatic forces

- Explain how...
- Describe...

Attract  
Repel  
Charged  
Interact



# YEAR 7

## CURRICULUM

# Art

**“Art is not what you see but what you make others see” - Edgar Degas**

In art we create a working atmosphere where students love to learn, are confident to take risks and have the skills to adapt and develop independently or as a team. As staff we aim to nurture students’ passion for the subject through exciting and creative lessons. We embrace and celebrate the uniqueness and individuality of all our students.

Autumn		Spring	Summer
Drawing	Painting	Character Illustration	Cultural Masks

Homework will be set in the following formats to support independent learning.

Keywords followed by a spelling test in lesson. Reading information about specific artists, art movements and finding key facts and images.

- Producing tonal drawings
- Artists research pages
- Pen drawings
- Colour theory
- Designing
- Responding to feedback

Unit	Duration (lessons)	Learning Objectives/Outcomes
Learning to Look (Drawing)	7	<ul style="list-style-type: none"> <li>• Develop an understanding of the formal elements (Line, Texture, Form, Shape, Tone, Colour)</li> <li>• Develop understanding of core drawing concepts such as tonal shading and proportion</li> <li>• Experiment with mark- making techniques to create texture and detail</li> </ul>



Painting (Paul Klee)	12	<ul style="list-style-type: none"> <li>• Investigate the work of the painter Paul Klee and develop basic skills when analysing his works</li> <li>• Explore the formal rules of composition when designing their own artwork</li> <li>• Develop an understanding of colour theory concepts including hot and cold colour schemes</li> <li>• Develop core painting skills including colour mixing and precision techniques</li> <li>• Understand how mathematical shapes can be used within art</li> </ul>
Character Illustration	8	<ul style="list-style-type: none"> <li>• Investigation of the illustrators Jon Burgerman and Mr Phil with development of comparative analytical techniques</li> <li>• Explore drawings through interesting compositions</li> <li>• Develop imaginative drawing techniques when creating personal illustrations</li> <li>• Demonstrate creativity when changing everyday objects into characters</li> <li>• Create a personalised piece of artwork influenced by a chosen artist</li> </ul>
Masks	13	<ul style="list-style-type: none"> <li>• Explore masks from Picasso, Kimmy Cantrell and African culture develop an understanding of symbolism</li> <li>• Investigate the work of Picasso and the connections with African masks.</li> <li>• Develop drawing and imaginative skills when using their knowledge and creativity to design their own clay masks</li> <li>• Transfer design skills into the making of a relief clay mask</li> <li>• Record and discuss own work using key language</li> <li>• Experiment with clay techniques- relief layers, slip, incising and slabbing</li> <li>• Develop colour pencil shading techniques</li> <li>• Learn to apply colour to fired clay following designs within their sketchbook</li> <li>• Develop colour mixing skills and techniques through painting exercises</li> </ul>

# Computing

## Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just being passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

Autumn		Spring		Summer
Using ICT Systems and E-Safety	Presenting Information	Spreadsheets, Modelling and Simulations	Digital Graphics	Introduction to Programming

Homework for Computing is designed to cover a range of concepts and topics to extend and supplement the curriculum delivered in lessons. Students can hand in homework either digitally or on paper, and will be expected to exercise their creative as well as academic skills. Homework helps to develop independence, resilience and time-management skills. Activities could include tasks such as:

- Research and presentation of findings
- Creative use of graphics and design to present understanding
- Visual representations of concepts and theories
- Literacy-based activities, such as poetry or song lyrics for a topic
- Comprehension-based quizzes

Completed activities will be collected and marked, and failure to submit homework on time will require students to attend interventions to ensure this is not left unsubmitted for too long.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Using ICT systems and E-Safety	14	<ul style="list-style-type: none"> <li>• Logging on and network security</li> <li>• File management</li> <li>• Use of Email, Edulink and Teams</li> <li>• Sensible and safe online behavior, risks of technology</li> <li>• The dangers and impact of cyber-bullying and social media</li> <li>• Social Engineering</li> <li>• Viruses and Malware</li> <li>• Presenting information in creative ways</li> <li>• Health and Safety when using computers</li> </ul>
Presenting Information	10	<ul style="list-style-type: none"> <li>• Formatting text and images to produce professional documents</li> <li>• Fast and accurate data entry</li> <li>• Presenting information for a given audience/purpose</li> <li>• Digital design choices – e.g. font, colour, layout</li> <li>• Creating effective information campaigns</li> </ul>
Spreadsheets, modelling and simulations	14	<ul style="list-style-type: none"> <li>• Spreadsheet terminology</li> <li>• Storing basic data electronically</li> <li>• Formatting</li> <li>• Basic formulas and functions</li> <li>• Graphs and charts</li> <li>• Nature and purpose of simulations and models</li> <li>• Examples of real-world simulations</li> <li>• Using a simulation to try ideas and test hypotheses</li> <li>• Conducting, analysing and using market research</li> </ul>
Digital Graphics	12	<ul style="list-style-type: none"> <li>• Creating, editing and manipulating digital graphics</li> <li>• Raster vs vector images</li> <li>• Layering and blending effects</li> </ul>
Introduction to programming	26	<ul style="list-style-type: none"> <li>• Introduction to algorithms</li> <li>• Introduction to programming languages</li> <li>• Common programming constructs</li> <li>• Solving problems with code</li> <li>• Code efficiency</li> <li>• Procedures</li> <li>• Variables and data structures</li> <li>• Commenting and documenting code</li> </ul>



# Drama

## Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together, with our students, we explore the ways in which ideas can be communicated and shared through performance mediums.

The faculty provides a wide variety of learning opportunities that enable all students to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Baseline: Heroes and Villains	Script: Bugsy Malone	LGBTQ- Devising	Scripted: Charlie and the Chocolate Factory	Devising/ Historical context- Evacuees	Arts Industry- Introduction National Theatre Peter Pan

Due to the practical nature of the subject, written homework will only rarely be set. This is always set as identified within modular plans, to extend/reaffirm and enrich students' learning at that particular point within module.

Students will be set homework tasks, specifically designed by teaching staff relating to the activity/skill being studied and in line with the ability and learning needs of the group.

Possible homework tasks for KS3:

- Watching a television programme, advert, or documentary with focus on characterisation, language, content or method of presentation. Oral feedback to assess completion
- Attending an extracurricular club/workshop
- Researching a theatre practitioner/performer. Oral feedback to be given during lesson
- Evaluating work of peers or self
- Writing in role, e.g. diary entry, thought tracking monologue or letter

This work will not be timetabled in the traditional way but will respond to the needs of students and the demands of the curriculum.

Unit	Learning Objectives/Outcomes
Baseline: Heroes and Villains	<ul style="list-style-type: none"> <li>• Neutral</li> <li>• Blocking</li> <li>• Staging</li> <li>• Stage directions</li> <li>• Characterisation</li> <li>• Thought tracking</li> <li>• Developing a play</li> <li>• Written reflections</li> </ul>
Script: Bugsy Malone	<ul style="list-style-type: none"> <li>• Script - page to stage</li> <li>• Stock characters and stereotypes</li> <li>• Voice and accent</li> <li>• Posture and gesture</li> <li>• Comedy</li> <li>• Scene transitions</li> <li>• Thought tracking</li> <li>• Written reflections</li> </ul>
Devising: LGBTQ	<ul style="list-style-type: none"> <li>• Mime</li> <li>• Working from a stimulus</li> <li>• Captioning</li> <li>• Flashback / Flashforward</li> <li>• Split staging</li> <li>• Direct audience address</li> <li>• Written reflections</li> <li>• Duologue</li> <li>• Written reflections</li> </ul>
Scripted: Charlie and the Chocolate Factory	<ul style="list-style-type: none"> <li>• Developing a role</li> <li>• Whole class role play</li> <li>• Marking the moment</li> <li>• Hotseating</li> <li>• Interpreting script</li> <li>• Performing script</li> <li>• Written reflections</li> </ul>
Devising: Evacuees	<ul style="list-style-type: none"> <li>• Interpret historical stimulus</li> <li>• Communicate emotion through strategy selection</li> <li>• Explore split staging</li> <li>• Flashback</li> </ul>

Industry:  
Arts in practice

- Performing for an audience
- Devising
- Interpreting a script
- Working as an ensemble
- Physical theatre
- Body as a prop
- Movement
- Fulfilling a professional role
- Understanding roles in the performing arts industry





# English

**A mastery of English is the key to opening the doors of success**

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline Assessment	Bildungsroman (novel)	Investigating Life Stories	Poetopia	Year 7 examination	The Power of Speech
Gothic Fiction				Fantastic Beasts	Celebrating Shakespeare

The Year 7 curriculum has been designed to encourage all learners to foster a love of English; students are immersed in a range of both fiction and non-fiction texts from the outset. Consolidation of skills and knowledge from the primary curriculum is embedded throughout the year. Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered.

Spelling will form one aspect of the weekly homework. Homework is recorded in students' planners; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

Students in Year 7 are enrolled in the Accelerated Reader programme. This is designed to improve reading speed and fluency. Students will be expected to read their Accelerated Reading book, for fifteen minutes daily, as part of their weekly homework. Students must bring their Accelerated Reader book to school with them each day.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations on entry
Gothic Horror	19	<p>Objectives: Write accurately, fluently, effectively and at length for pleasure and information through - writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>• researching, processing and selecting appropriate information</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
Bildungsroman	21	<p>Objectives: Develop an appreciation and love of reading, and read increasingly challenging material independently through – reading a wide range of fiction and non-fiction, including in particular, short stories and poems, with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose and poetry.</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p>read critically through:</p>

		<ul style="list-style-type: none"> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognising a range of poetic conventions and understanding how these have been used</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• making critical comparisons across texts</li> <li>• studying a range of authors</li> </ul>
Investigating Life Stories	18	<p>Objectives: Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>• reading a wide range of fiction whole books, including contemporary prose</li> </ul> <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p>read critically through:</p> <ul style="list-style-type: none"> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• making critical comparisons across texts</li> <li>• studying a range of authors</li> </ul>
Poetopia	12	<p>Objectives: Develop an appreciation and love of reading, and read increasingly challenging material independently through - reading a wide range of fiction, including contemporary prose understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and</li> </ul>



		<p>dictionaries</p> <ul style="list-style-type: none"> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p>read critically through:</p> <ul style="list-style-type: none"> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• making critical comparisons across texts</li> <li>• studying a range of authors, including at least two authors in depth each year.</li> </ul>
Fantastic Beasts	15	<p>Objectives:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>• writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• planning, drafting, editing and proof-reading through:</li> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
The Power of Speech (developing oracy)	10	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• explore a range of famous rhetoric, focusing on features and conventions, considering what makes a good speech</li> <li>• speak confidently and effectively, including through –</li> <li>• using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point</li> </ul>

		<ul style="list-style-type: none"> <li>participating in formal debates and structured discussions, summarising and/or building on what has been said</li> </ul>
Celebrating Shakespeare	16	<p>Objectives:</p> <p>Understand increasingly challenging texts through –</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> <li>knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p>Studying setting, plot, and characterisation, and the effects of these.</p> <p>Reading a wide range of poems and plays with a wide coverage of genres and historical periods by Shakespeare.</p> <ul style="list-style-type: none"> <li>Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
The Literacy Hour/Accelerated Reading	38	<p>Objectives:</p> <p>Consolidate and build on their knowledge of grammar and vocabulary through –</p> <ul style="list-style-type: none"> <li>extending and applying the grammatical knowledge</li> <li>studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>using Standard English confidently in their own writing and speech</li> </ul> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>Choosing and reading books independently for challenge, interest and enjoyment.</li> <li>Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</li> </ul>







# Food Preparation and Nutrition

**Nutrition isn't about eating it's about learning to live.**

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food.

Our students need to develop their knowledge and understanding of Nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

Our lower school curriculum covers a broad range of topics that will set students up with a range of practical skills and a breadth of knowledge to enable them to become successful learners. We encourage the development of practical and research skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback. We also encourage students not only to follow a recipe but also to substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating as well as likes and dislikes and cultural/religious considerations.

At the same time, we want to help our students become discriminating consumers of food products, enabling them to participate in society in an active and informed manner, to this end we encourage students to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. Recipes/ingredients will be set weekly.

In addition to this the following types of homework will be set occasionally:

- Reading recipes
- Responding to feedback
- Gathering sensory feedback from home
- Watching food programmes
- Researching ingredients, commodities

Year 7 Food Overview		
Practical	Practical Skills	Knowledge and Understanding
Tasting Fruit	Describing food – literacy and vocabulary	Kitchen and Food hygiene and Safety Preparing to cook Sensory Analysis – sensory vocabulary
Scones	Measuring and adding liquid Forming and shaping Glazing	8 Tips for a healthy diet

Scone Based Pizza	Measuring and adding Liquid Rolling and shaping Grating Knife skills	Macro Nutrients (Protein, fat and carbohydrates)
Savoury Tarts	Pastry making – rubbing in, adding of liquid, forming a dough, rolling out	Micro Nutrients (Iron, Calcium, Vit A, B,C D)
Research Skills	Regional Foods	Research Skills
Soup	Vegetable preparation and knife skills Use of the hob – simmering and boiling	Heat transfer
Pasta Gratin	Use of the hob and grill	Labelling
Bolognese Sauce	Handling raw meat Knife skills – vegetable preparation Use of the hob – Simmering and Boiling	Packaging
Bread	Kneading, Shaping	Multi-cultural breads
Showcase Bread	Students to demonstrate skills they have learnt in year 7	What science can you see in what you make



# French

**We aim to create lifelong linguists who thrive in the 21st century**

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Bienvenue / Bienvenido Introduction to French and Spanish	Découvrez le monde (les gens et les choses) Discovering the world (people and things)	Découvrez le monde (les gens et les actions) Discovering the world (people and actions)	Découvrez le monde (les gens et les actions) Discovering the world (people and actions)	Explorez le monde (La famille et les sports) Exploring the world (family and sport)	Explorez le monde (les pays et les endroits) Exploring the world (countries and places)

In year 7, students will receive homework once a week. Homework will focus on deepening the students understanding of phonics, vocabulary and grammar.

If a student fails to hand in homework, a detention will be set and the teacher will contact home.

Unit	Learning Objectives/Outcomes	
Bienvenue  Bienvenidos	Spanish <ul style="list-style-type: none"> <li>• Describing places and location</li> <li>• Saying what someone is like at the moment</li> <li>• Saying what someone is like in general</li> <li>• Saying what people have</li> <li>• Saying what people do</li> </ul>	French <ul style="list-style-type: none"> <li>• Describing a thing or person</li> <li>• Asking yes/no questions with raised intonation</li> <li>• Saying what people have</li> <li>• Describing what people have</li> <li>• Distinguishing between having and being</li> <li>• Talking about a thing or person</li> </ul>



<p>Découvrez le monde (les gens et les choses) Discovering the world (people and things)</p>	<ul style="list-style-type: none"> <li>• Describing a thing or person</li> <li>• Saying what people have</li> <li>• Describing things</li> <li>• Distinguishing between having and being</li> <li>• Talking about a thing or person</li> <li>• Talking about doing and making thing</li> </ul>
<p>Découvrez le monde (les gens et les actions) Discovering the world (people and actions)</p>	<ul style="list-style-type: none"> <li>• Saying what people do/like to do</li> <li>• Saying what people do to others</li> <li>• Saying what you do with others</li> <li>• Saying what others do</li> <li>• Saying 'you' to one and more than one person</li> </ul>
<p>Explorez le monde (La famille et les sports) Exploring the world (family and sport)</p>	<ul style="list-style-type: none"> <li>• Saying how many there are</li> <li>• Describing your family</li> <li>• Talking about belongings</li> </ul>
<p>Explorez le monde (les pays et les endroits) Exploring the world (countries and places)</p>	<ul style="list-style-type: none"> <li>• Saying where people go (places, holidays, countries)</li> <li>• Saying where you are and where you are going</li> <li>• Talking about people's lives</li> </ul>



# Geography

## The future of the world within our hands

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

Autumn		Spring		Summer
How can our Geography toolkit help us to analyse Wigan?	Why do we see variations in global weather and climate?	Has globalisation been a positive process locally, nationally and globally?	What are the risks to the physical and human populations of extreme environments?	How can our Geography toolkit be used to assess land use in the school grounds?

- Students will be required to complete one 30 minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions.

Unit	Duration (lessons)	Learning Objectives/Outcomes
How can our Geography toolkit help us to analyse Wigan?	8	<ul style="list-style-type: none"> <li>• To familiarize students with common maps of different scales.</li> <li>• To be able to use compass directions when using a map.</li> <li>• To be able to use and read scale when using a map.</li> <li>• To be able to use contour lines to understand relief on a map.</li> <li>• To recognise and use map symbols regularly.</li> <li>• To be able to differentiate between urban and rural locations when using maps.</li> <li>• To be able to use latitude and longitude to describe locations/</li> <li>• Assessment</li> </ul>
Why do we see variations in global weather and climate?	7	<ul style="list-style-type: none"> <li>• To identify the differences between weather and climate</li> <li>• To understand the process of the water cycle.</li> </ul>



		<ul style="list-style-type: none"> <li>• To be able to interpret and create climate graphs.</li> <li>• To investigate the extreme weather, the UK receives and the impacts.</li> <li>• To understand the impact latitude has on weather.</li> <li>• To understand how to read and measure the weather.</li> <li>• Assessment</li> </ul>
Has globalisation been a positive process locally, nationally and globally?	7	<ul style="list-style-type: none"> <li>• How do we categorise countries and who are the global superpowers?</li> <li>• Why has globalisation increased in recent times?</li> <li>• Why is international trade important to a country's development?</li> <li>• What is a Trans National Corporation and how does it operate?</li> <li>• What are the advantages and disadvantages of TNCs?</li> <li>• Can globalisation be sustainable? An investigation into Fair Trade</li> <li>• Assessment.</li> </ul>
What are the risks to the physical and human populations of extreme environments?	7	<ul style="list-style-type: none"> <li>• Why is Siberia an extreme cold climate?</li> <li>• Animal Adaptations- Siberia</li> <li>• Human Adaptations- Siberia</li> <li>• Why is the Arabian Desert an extreme hot climate?</li> <li>• Animal Adaptations – The Arabian Desert.</li> <li>• Human Adaptations – The Arabian Desert</li> <li>• Assessment</li> </ul>
How can our Geography toolkit be used to assess land use in the school grounds?	6	<ul style="list-style-type: none"> <li>• Why do we need Fieldwork?</li> <li>• What is a methodology?</li> <li>• How can we present data?</li> <li>• Conducting Fieldwork</li> <li>• Evaluating Fieldwork</li> <li>• Fieldwork Write Up</li> </ul>



# History

## To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Students will be set homework in accordance with Year 7 homework plans.

Teachers will introduce the homework tasks, in various forms, at various points during the half term in line with the schemes of work.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Neolithic Revolution (Developing Skills)	4	<ul style="list-style-type: none"><li>• To identify continuation and change in the Neolithic Revolution</li><li>• To identify causes and consequences of the Neolithic Revolution</li><li>• To choose sources to structure an argument</li><li>• To utilise evidence to create an argument concerning the original function of Stonehenge</li></ul>
Why did William win the Battle of Hastings?	8	<ul style="list-style-type: none"><li>• To explain why there was a succession crisis in 1066</li><li>• To compare and contrast the Norman and Anglo-Saxon armies</li><li>• To identify causes of William’s victory at Hastings</li><li>• To categorise causes of William’s victory at Hastings</li><li>• To evaluate and prioritise the causes of William’s victory at Hastings</li></ul>

What role did religion play in medieval society?	8	<ul style="list-style-type: none"> <li>• To describe and explain the role religion played in medieval society</li> <li>• To define the term crusade</li> <li>• To describe the crusading journey</li> <li>• To identify who went on crusade and explain why they went</li> <li>• To explain how the Normans used the church as a method of control</li> <li>• To describe the spread of monasticism in Norman England</li> <li>• To evaluate source material</li> </ul>
How did kingship change under King John?	6	<ul style="list-style-type: none"> <li>• To use facts and opinions to form judgements about kings of England</li> <li>• To explain the changes in the role of English kingship</li> <li>• To identify, categorise and evaluate the problems faced by King John</li> <li>• To identify problems with evidence and source concerning King John</li> <li>• To evaluate source material</li> </ul>
Did the Black Death lead to the Peasants' Revolt?	6	<ul style="list-style-type: none"> <li>• To compare modern and medieval interpretations of the causes of the Black Death</li> <li>• To evaluate the positive and negative impact of the Black Death</li> <li>• To explain and assess the importance of the different causes of the Peasants' Revolt and make links to the Black Death</li> <li>• To assess interpretations of the Peasants' Revolt</li> <li>• To link the Black Death and Peasants' Revolt in a causal web</li> </ul>
What can we learn about the Tudors from their portraits?	7	<ul style="list-style-type: none"> <li>• To identify and use evidence to create reasoned judgement</li> <li>• To evaluate sources for utility and limitations</li> <li>• To research Henry VIII using a variety of sources</li> <li>• To select evidence to identify continuity and change in the reign of Mary I</li> </ul>

# Mathematics

**Working hard together, achieving together, making every lesson count**

The Mathematics Team will provide students with exciting, relevant and challenging Mathematics, delivered by dedicated staff. Students will understand the underlying principles of the mathematics they learn, making links and developing reasoning skills and logical thinking. They will progress towards being independent mathematicians who take ownership of their learning and can identify correct and incorrect work for themselves. Students will have their confidence encouraged and their complacency challenged in order to maximise potential.

To achieve this, staff will design and develop simple and effective systems and interesting and effective teaching ideas and resources to enable classroom delivery and promote mathematics across the school.





Autumn		Spring		Summer	
Algebra	Graphs and Charts		Time and Timetables		
Place Value	Sequences	Fractions and %	Negative Numbers	Averages	Types of Number
Calculating with decimals	Properties of 2D shapes (including Area and Perimeter)	Angles	Algebra	Probability	

Students will receive one piece of homework per week that will be marked and returned to the student at the next available opportunity. The piece of work will be designed to last between 1 hour and 1½. Unless otherwise stated by the teacher, students should complete homework in their book and show all working out. Homework could take a variety of formats including:

- Worksheet
- Research Project
- MathsWatch
- Revision
- Exam Practice



Unit	Duration (weeks)	Learning Objectives/Outcomes
Algebra 1	3	<ul style="list-style-type: none"> <li>• BIDMAS - order of operations</li> <li>• Substitution into expressions and formulae</li> <li>• Forming Expressions &amp; Equations</li> <li>• Simplifying expressions by collecting like terms</li> <li>• Simplifying expressions by using index notation</li> <li>• Expanding brackets</li> <li>• Solving Equations</li> <li>• Code breaking with Enigma</li> </ul>
Place Value and Rounding	1	<ul style="list-style-type: none"> <li>• Place value, numbers in words, rounding to the nearest 10, 100, 1000 (incl. in context)</li> <li>• Multiply and divide by powers of 10</li> <li>• Place value with decimals, ordering numbers incl. decimals</li> <li>• Rounding to decimal places</li> <li>• Rounding to significant figures</li> </ul>
Calculations with Decimals	1	<ul style="list-style-type: none"> <li>• Addition and subtraction of whole numbers and decimals. (vocabulary: sum, difference)</li> <li>• Problems in context (money, etc.)</li> <li>• Multiplication and Division of decimals</li> <li>• Dealing with money (use different currencies)</li> </ul>
Graphs and Charts	3	<ul style="list-style-type: none"> <li>• Recognise different types of data - Quant, Qual, Disc, Continuous etc.</li> <li>• Classification of data - Run-around game</li> <li>• Plan/construct a database - Car park survey</li> <li>• Construct and analyse pictorial representations of data, including Pie Charts</li> <li>• Design a questionnaire and criticise poor questions</li> <li>• Interpreting scatter graphs and line of best fit</li> <li>• Co-ordinates (4 quadrants), Using co-ordinates</li> </ul>
Sequences	1	<ul style="list-style-type: none"> <li>• Calculating missing terms</li> <li>• Nth term of linear sequences</li> <li>• Generating sequences using nth term</li> <li>• Sequences involving patterns</li> <li>• Nth term of sequences with fractional terms</li> </ul>

Properties of 2-D shapes (including Area and Perimeter)	3	<ul style="list-style-type: none"> <li>• Find and estimate area by counting squares</li> <li>• Be able to calculate areas of rectangles, triangles, parallelograms and trapezium.</li> <li>• Be able to find missing lengths when given areas of shapes.</li> <li>• Be able to investigate areas and draw conclusions (rich task lesson)</li> <li>• Be able to calculate circumference of circles</li> <li>• Be able to calculate area of circles</li> <li>• Be able to calculate compound areas involving circles</li> <li>• Functional compound area problems.</li> <li>• Unit conversions</li> </ul>
Fractions, Decimals and Percentages	4	<ul style="list-style-type: none"> <li>• Percentages to fractions then decimals</li> <li>• Converting between FDP</li> <li>• Ordering basic FDP</li> <li>• Simple % of amounts calculations</li> <li>• Fractions of quantities</li> <li>• Fractions of amounts</li> <li>• Ordering fractions</li> <li>• Mixed numbers to improper fractions and vice versa</li> <li>• Adding and subtracting fractions</li> <li>• Multiplying and Dividing Fractions</li> </ul>
Angles	2	<ul style="list-style-type: none"> <li>• Measuring Angles</li> <li>• Constructing Angles</li> <li>• Calculating missing angles (straight line/triangle, on a point)</li> <li>• Classifying angles</li> <li>• Angles in Quadrilaterals</li> <li>• Angle in special Triangles</li> <li>• Vertically opposite angles</li> <li>• Scale Drawings</li> <li>• Plans and elevations</li> </ul>
Time and Timetables	1	<ul style="list-style-type: none"> <li>• Time - Convert between 12/24 notation</li> <li>• Difference between analogue and digital time</li> <li>• Manipulating time calculations</li> <li>• Reading timetables</li> <li>• Planning a journey</li> </ul>
Negative Numbers	1	<ul style="list-style-type: none"> <li>• Ordering negative numbers,</li> <li>• Negative numbers in context</li> <li>• Calculations with negative numbers</li> </ul>



Algebra 2 (with Negatives)	2	<ul style="list-style-type: none"> <li>• Substitution into expressions and formulae</li> <li>• Forming Expressions and Equations</li> <li>• Simplifying expressions by collecting like terms</li> <li>• Simplifying expressions by using index notation</li> <li>• Expanding brackets</li> <li>• Solving Equations</li> </ul>
Averages	2	<ul style="list-style-type: none"> <li>• Averages and Measures of Spread- Calculate MMR</li> <li>• Choose an appropriate average</li> <li>• Compare averages and measures of spread</li> <li>• Frequency Tables and MMR</li> </ul>
Probability	2	<ul style="list-style-type: none"> <li>• Use of words on a probability scale (likely, unlikely, even chance, certain, impossible)</li> <li>• Calculating probability for independent events</li> <li>• Probability space diagrams (two dice problem, coin and dice, etc.)</li> <li>• Listing outcomes (e.g. food menu)</li> <li>• Fraction decimal percentage equivalence</li> <li>• Relative Frequency (higher ability)</li> <li>• Estimations from probability (higher ability)</li> <li>• Intro to probability tree diagrams (higher ability)</li> <li>• Independent and dependent events - what is the difference (higher ability)</li> </ul>
Types of Number	1	<ul style="list-style-type: none"> <li>• Recognise square numbers up to 15 x 15</li> <li>• Understands Multiples and Factors</li> <li>• Write down factor pairs</li> </ul>



# Music

## Music for All

Central to the vision of the Music Department is the belief that Music is an essential part of life and integral to the development of the whole person. Our aim is to encourage and develop creativity, sensitivity and confidence in all students.

The Music Department provides a wide variety of learning opportunities that enable all students to engage with Music and Music Technology Art forms. As well as academic and practical study we promoting expression and performance as a learning tools through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance and composition experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Elements of Music and Dalcroze	Introduction to keyboard	Find Your Voice	Popular Song	African Drumming	Bandlab (EDM)

Due to the practical nature of the subject, written homework will only rarely be set. This is always set as identified within modular plans, to extend/reaffirm and enrich students learning the pupil's learning at that particular point within module.

Students will be set homework tasks, specifically designed by teaching staff relating to the activity/skill being studied and in line with the ability and learning needs of the group.

Possible homework tasks for KS3:

- Listening to a specific piece of music, or artist. This could range from classical to popular music – with verbal feedback, or a short written summary to ensure completion of task.
- Attending an extracurricular club/workshop
- Evaluating work of peers or self.
- Researching musical features of genres, styles or specific songs to use as inspiration for classroom activities, this could refer to chord sequences or rhythmic features etc.

This work will not be timetabled in the traditional way but will respond to the needs of students and the demands of the curriculum.



Unit	Duration (lessons)	Learning Objectives/Outcomes
Elements of Music and Dalcroze	5	<ul style="list-style-type: none"> <li>• Learning what makes music itself</li> <li>• Basic music notation skills using Music.</li> </ul>
Introduction to keyboard	7	<ul style="list-style-type: none"> <li>• Learning basic keyboard technique</li> <li>• Implementing knowledge of music reading</li> <li>• Solo and Ensemble performance skills</li> </ul>
Find Your Voice	6	<ul style="list-style-type: none"> <li>• Learning to use your voice comfortably</li> <li>• Learning to create music and perform in ensembles.</li> </ul>
Popular Song	6	<ul style="list-style-type: none"> <li>• Learning TAB notation</li> <li>• Learning Ukulele technique</li> <li>• Learning about riffs/chords</li> <li>• Playing as an ensemble</li> </ul>
African Drumming	6	<ul style="list-style-type: none"> <li>• Using simple and complex rhythms</li> <li>• Improving reading music notation</li> <li>• Learning timing and pulse</li> </ul>
Bandlab (EDM)	6	<ul style="list-style-type: none"> <li>• Learning about loops/samples</li> <li>• Using music technology for the first time</li> <li>• Learning features of EDM such as structure &amp; texture</li> </ul>





# Personal Development

## Learn to live

The Personal Development programme will enable all of our students to feel positive about who they are and to enjoy a healthy, safe, responsible lives. We want to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to be increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues positively. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there.

Furthermore students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

Autumn		Spring		Summer	
Health and Wellbeing	Living in the wider world	Relationships	Health and Wellbeing	Living in the wider world	Relationships
<p><b>Belonging to Byrchall; Transition and safety</b></p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<p><b>Developing skills and aspirations</b></p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<p><b>Diversity</b></p> <p>Diversity, prejudice, and bullying</p>	<p><b>Health and puberty</b></p> <p>Healthy routines, influences on health, puberty, unwanted contact</p>	<p><b>Financial decision making</b></p> <p>Saving, borrowing, budgeting and making financial choices</p>	<p><b>Building relationships</b></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>

Unit	Learning Objectives/Outcomes
Health and wellbeing; Making New Friends	<ul style="list-style-type: none"> <li>• To explain how we manage change in our life</li> <li>• To create advice to cope with changes in life. How to manage the challenges of moving to a new school</li> <li>• To consider school values and how they make school a safe place for everyone</li> <li>• To identify the qualities that make a good friend</li> <li>• To create strategies that can resolve conflict</li> <li>• To consider making positive choices and explore different influences on thinking</li> <li>• How to identify, express and manage their emotions in a constructive way</li> <li>• How to improve study skills</li> <li>• How to identify personal strengths and areas for development</li> </ul>
Careers and aspirations; personal qualities and enterprise	<ul style="list-style-type: none"> <li>• How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• About a broad range of careers and the abilities and qualities required for different careers</li> <li>• About the link between values and career choices</li> <li>• What skills and characteristics are essential to succeed in school and in the world of work?</li> <li>• To identify relevant skills and critically reflect on your own and each other's skills</li> <li>• Consider how teamwork and collaboration help us all achieve</li> <li>• To consider how we can communicate better with our peers and adults in school</li> </ul>
Diversity, bullying and prejudice	<ul style="list-style-type: none"> <li>• About identity, rights and responsibilities as British citizens</li> <li>• About living in a diverse society</li> <li>• The different types of family we can be part of</li> <li>• How to challenge prejudice, stereotypes and discrimination</li> <li>• The signs and effects of all types of bullying, including online</li> <li>• How to respond to bullying of any kind, including online</li> <li>• How the internet can promote radical ideas</li> <li>• How to deal with romantic feelings</li> </ul>

Health and Wellbeing	<ul style="list-style-type: none"> <li>• How to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• To explore the physical and emotional changes during puberty</li> <li>• How to manage physical and emotional changes during puberty</li> <li>• How to recognise and respond to inappropriate and unwanted contact</li> <li>• To explore issues around consumption of energy drinks</li> </ul>
Living in the Wider World	<ul style="list-style-type: none"> <li>• To understand different financial transactions</li> <li>• How to budget effectively</li> <li>• What are saving and loans and interest?</li> <li>• What are the different types of financial products?</li> <li>• How can we shop in an ethical way?</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• How to develop self-worth and self-efficacy</li> <li>• About qualities and behaviours relating to different types of positive relationships</li> <li>• How to recognise unhealthy relationships</li> <li>• How to recognise and challenge media stereotypes</li> <li>• How to evaluate expectations for romantic relationships</li> <li>• About consent, and how to seek and assertively communicate</li> </ul>





# Physical Education and Dance

## Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers to further develop excellence
- Developing fair play and sportsmanship in students
- Providing opportunities to develop leadership skills through sport

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

The Department hopes to develop a stimulating environment where students work in a safe, informed, skillful and creative manner, towards achieving many of the following aims:

- To actively support and positively contribute to the school’s overall philosophy.
- To provide for the development of communication, planning and organisational skills through structured problem-solving learning situations.
- To develop a positive working environment which considers each individual’s special needs and student’s differing rates of progress.
- To enable and encourage students to evaluate their work and the work of others.
- To develop the student’s ability to assess themselves and others.
- To enable students to follow programmes that may lead to further study.

## Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

## Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.
- To develop awareness of the relationship between physical, mental & social health and the impact the healthy lifestyles can have on overall health.



Unit	Learning Objectives/Skills Delivered
Table Tennis	<ul style="list-style-type: none"> <li>• Safely and correct set up of equipment for table tennis</li> <li>• To know when and how to perform a backhand push (F1, D1, D2, D3, S2, S5, S2)</li> <li>• To know when to use and how to perform a forehand drive (F1, D1, D2, D3, S4, S5, S2)</li> <li>• To know when to use and how to perform a basic service (F3, S1)</li> <li>• Can articulate rules for related to service technique (F3, F4)</li> <li>• To be able to articulate key rules of gameplay (F4, A3)</li> <li>• To be able to articulate and play correct scoring system within a competitive situation (F4, A3)</li> <li>• Show understanding of how to warm up in table tennis specific situation (F2)</li> </ul>
Rugby	<ul style="list-style-type: none"> <li>• Safe tackle technique (Front tackle). (F1, F4, S1)</li> <li>• How to defend as a team to deny space for the opposition (F3, F4, S1)</li> <li>• How to restart play after a tackle with the play the ball (F1, D1, D2, D3, S4, S5, A)</li> <li>• Activities from the play the ball (scoots and drives)(F3, F4)</li> <li>• How to pass a ball (F4, A3)</li> <li>• How to create a simple overload from passing</li> <li>• A basic kick and the rules around kicking within a game (F4, A3)</li> <li>• How to perform a 3 part warm up for a contact sport such as Rugby League (F2)</li> </ul>
Dance (Boys)	<ul style="list-style-type: none"> <li>• How to create a still image (F1, D1,)</li> <li>• What is a stimulus? (D2, D3, S1, A2)</li> <li>• How to use creative travelling movements (F1, F2, F3, F4, D1, D2, D4, S1, S3, S5, S6, A1, A2, A4)</li> <li>• How to use the choreographic devices of Unison and Canon (S4)</li> <li>• How to use Action, Space and Dynamics effectively (F2, D4, S1, S6, A1)</li> <li>• Style of dance (F1, F2, F3, F4, D1, D2, S1, S3, S5, A1, A2, A4)</li> <li>• Beginning, middle and end of a dance structure (F3, D3, S4, A1)</li> <li>• Peer and self-assessment to make improvements (D4, S2, S6, A3)</li> <li>• Leadership skills displaying rehearsal discipline (A3)</li> <li>• Performance skills (F1, F2, F4, D1, S3, S5, A2, A4)</li> <li>• Timing and musicality (F2, F1, S3, A4)</li> </ul>
Dance (Girls)	<ul style="list-style-type: none"> <li>• How to create a still image (F1, D1,)</li> <li>• What is a stimulus? (D2, D3, S1, A2)</li> <li>• Rock and Roll era (F1, F2, F3, F4, D1, D2, S1, S3, A2,)</li> </ul>



	<ul style="list-style-type: none"> <li>• Jive footwork/Hand Jive (F1, F2, F3, F4, D1, D2, S1, S3, S5, A2, A4)</li> <li>• Toe Heel combinations (F1, F2, F3, F4, D1, D2, S1, S3, S5, A2, A4)</li> <li>• How to use the choreographic devices of Unison and Canon (S4)</li> <li>• Style of dance (F1, F2, F3, F4, D1, D2, S1, S3, S5, A1, A2, A4)</li> <li>• Beginning, middle and end of a dance structure (F3, D3, S4, A1)</li> <li>• Peer and self-assessment to make improvements (D4, S2, S6, A3)</li> <li>• Leadership skills displaying rehearsal discipline (A3)</li> <li>• Performance skills (F1, F2, F4, D1, S3, S5, A2, A4)</li> <li>• Timing and musicality (F2, F1, S3, A4)</li> </ul>
Netball	<ul style="list-style-type: none"> <li>• What passes to use when attacking and moving the ball down the court quickly and safely</li> <li>• Short and long passing technique.</li> <li>• How to use correct 1,2, and 2ftd landing technique</li> <li>• Basic attacking principles</li> <li>• Basic defending principles</li> <li>• Correct shooting technique and rules associated with shooting</li> <li>• Roles and responsibilities of players</li> </ul>
Hockey	<ul style="list-style-type: none"> <li>• Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4</li> <li>• Umpire signal for basic rules (addition of carrying) F2 D4 A4</li> <li>• Technique and main teaching points for effective dribbling. F2 F3 D2 S2 A1</li> <li>• How to pass the ball at least 2 ways to retain possession. F1 F2 D1 S1 A1</li> <li>• How to show effective technique for shooting (set / jump) F4 D3</li> <li>• Can explain a basic man to man marking system and demonstrate this in a game. D2 S3 S6 A3</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Should be able to perform and articulate different travelling movements F2 F3 D3 D2</li> <li>• Understand and demonstrate the ability to control the body in movement and sequence work D3 S4</li> <li>• To be able to connect different movements to create a sequence D4 A1</li> <li>• How to safely move equipment / apparatus F1 D1 S2 S1</li> <li>• To be able to observe and evaluate the performance of other in relation to - travels, shapes, flow, tension etc S6 A2</li> <li>• To safely move movements on to small apparatus S3 S4</li> <li>• To be able to perform balances or start / finish position at different levels F4</li> </ul>

Football	<ul style="list-style-type: none"> <li>• What is a conditioned game?</li> <li>• What skills to perform with a defender at the front?</li> <li>• What skills to perform with a defender on the side?</li> <li>• Short passing technique to keep the ball</li> </ul>
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	<ul style="list-style-type: none"> <li>• Weight of pass and the importance of this</li> <li>• Difference in technique for a long pass</li> <li>• Basic defending principles</li> <li>• Different variations of finishing</li> <li>• Roles and responsibilities in a 4 v 4</li> </ul>
Fitness (Boys)	<ul style="list-style-type: none"> <li>• What is steady paced continuous running?</li> <li>• How heart rate relates to pacing</li> <li>• How to control the pace during a longer distance event or training</li> <li>• Be able to set up a fartlek training session</li> <li>• How to participate in a circuit training session and understand the effects on the body</li> <li>• How to design an effective HIIT session</li> <li>• How we can test for cardiovascular endurance using the multi stage fitness test</li> </ul>
Fitness (Girls)	<ul style="list-style-type: none"> <li>• How to measure Heart Rate before, during and after exercise</li> <li>• The three warm up stages and how to perform them.</li> <li>• How to control the pace during a longer distance event or training</li> <li>• The effects of Calorie input versus energy output</li> <li>• The effects of muscular endurance on the body during exercise</li> <li>• The benefits of exercise on mental health</li> <li>• How to train different components of fitness</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• 100m – how to show correct form and technique for increased speed</li> <li>• 300m/400m – speed pacing - percentage of max speed. In lane rules.</li> <li>• 800m – pacing in longer distance, aerobic work.</li> <li>• Relay – best and safest way to change baton in a race</li> <li>• Throws – similarities in different throwing technique, low to high, weight back to front, height = time in the air</li> <li>• Triple Jump – combining 3 different jumps. Best ways to get distance on jumps. Use of whole body</li> <li>• Long Jump – landing technique for distance. Creating height with arms to increase distance.</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• Underarm and overarm throwing technique F1, D3, S4</li> <li>• Basic batting technique (forehand hit) F3, S1</li> <li>• Basic positions/roles and responsibilities of players (batter, bowler, backstop and bases) A3, A4</li> <li>• Basic rules (no ball, don't drop your bat, obstruction) S3</li> <li>• Should be able to understand the concept of scoring <math>\frac{1}{2}</math> and a full rounder S3</li> <li>• Show an understanding of how to correctly warm up and stretch at the start of the lesson F4</li> </ul>

Ultimate Frisbee	<ul style="list-style-type: none"> <li>• How to position hands for throwing effectively</li> <li>• How to catch the disc in different circumstances</li> <li>• An understanding of how to throw the disc further (more spin to create distance).</li> <li>• Basic rules for gameplay of ultimate (or conditioned version of the game that we play).</li> <li>• How to change the angle of the release to curve or bend the disc</li> <li>• Know the importance of transition within the game</li> </ul>
Cricket	<ul style="list-style-type: none"> <li>• To understand how to play the game of pairs cricket</li> <li>• How to a batting stance with good technique</li> <li>• How to play an off drive</li> <li>• Technique of bowling overarm</li> <li>• Understand the importance of line and length when bowling</li> <li>• When in the outfield be able to use the long barrier technique</li> <li>• Play in different positions and the roles needed to perform effectively in these positions</li> </ul>





# Product Design

**“Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep” - Scott Adams**

All PD staff will strive to enthuse, facilitate and shape our Byrchall students to be creative problem solvers who are confident, resilient and most importantly passionate about the products they design and make.

Students will learn to solve problems creatively by experiencing a range of specific subject areas to help develop key skills such as:

- Graphic drawing and modelling techniques
- Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM)
- Resistant Materials – Mood light
- Textiles – Weaving and mascot

Homework will be set in the following formats to support independent learning in our subject:

- Keywords followed by a spelling test in lesson.
- Watching a video to learn a specific skill or to support a research activity.
- Reading an article online with regards to product evolution – new materials/processes and products.
- Practising a particular skill such as:
  - Sketching (2D and 3D)
  - Producing a working drawing with measurements
  - Generating design ideas
  - Developing ideas
  - Simple card modelling
  - CAD (Corel Draw/Google sketch up)
- Collecting research information such as:
  - Imagery/inspiration to help with design ideas
  - Customer interviews/feedback to help with evaluation.
  - Visits to shops to look at existing products
  - Product Analysis to see how something works.
  - Exploring a designer
  - Looking at the work of famous designers

## Resistant Materials

Unit	Duration (lessons)	Learning Objectives/Outcomes
Mood light	10	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to mark out your work ready for shaping</li> <li>• Be able to identify hand tools and equipment and explain what they do.</li> <li>• Be able to list different types of timbers, how they are classified and what the main differences are.</li> <li>• Explain the difference between hardwoods and softwoods.</li> <li>• Develop confidence by working independently and demonstrate safe practices when using hand tools and specialist equipment.</li> <li>• Explore how work can be improved by testing and checking</li> <li>• Be able to communicate ideas using 2D sketches and CAD (Computer Aided Design – Corel Draw)</li> <li>• Be able to prepare designs for machining using CAD/ CAM (laser cutter) and explain how this machine works.</li> <li>• Be able to identify standard and electronic components</li> <li>• Be able to explain the differences between permanent and non- permanent joints.</li> <li>• Work accurately and efficiently to produce a high-quality outcome.</li> <li>• Be able to value opinions from others to help improve your final outcomes.</li> <li>• Be able to explain why timber is a renewable source</li> </ul>
Weaving and mascot	10	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of textile fibres</li> <li>• Be able to explain the differences between synthetic and natural fibres</li> <li>• Be able to explain where natural fibres come from and why they are classed as a renewable source.</li> <li>• Understand how everyday products use textile fibres in their construction.</li> <li>• Develop and understanding of weaving techniques</li> <li>• Be able to explain the differences between warp and weft</li> <li>• Develop skills in using a weaving loom to create their own woven material</li> </ul>

- Design and make your own unique mascot using textile materials.
- Develop research skills to help explore and inspire your design work
- Be able to create a series of design ideas based on themes.
- Develop skills on how to choose the best ideas to make
- Learn how to transfer your design idea on to fabric by making a simple pattern
- Develop skills in marking out, shaping and joining textile materials using hand stitching.
- Develop skills in being able to evaluate your work to help refine and improve





# Religious Education

Religious Education. It's more *RE*levant than you think

- What is the meaning of life?
- Why are we here?
- Is there a higher power?

Throughout the millennia of human experience, religion has expressed the deepest questions human beings can ask, and it holds a central place in the lives of all civilisations and cultures. Religious Studies at Byrchall aims to provide children with both a strong respect for faiths and cultures beyond Christianity and an understanding of the world around us.

Posing challenging questions, we aim to encourage students to reflect their own values and the values of others. In an increasingly material and technological world, that creates barriers between human interaction, we seek to connect young people spiritually, morally and culturally to the world around them. We seek to engender a righteous sense of respect and tolerance for others, questioning assumptions, challenging casual prejudice and seeking answers to the questions that will confront them as citizens in modern Britain.

Autumn		Spring		Summer	
What is Religion?	Is religion relevant?	Who was Jesus?	What does it mean to be a Christian?	How do Christians put their beliefs into action?	How do religions promote equality and justice?

Regular homework is an integral part of learning. Tasks set will help students to consolidate, develop or broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

- Students are to be set homework in accordance to the whole school policy requirements.
- Homework is designed to broaden and deepen knowledge acquired during lessons.
- Homework set must be recorded by the teacher on the school's online homework platform EduLink.

Unit	Duration (lessons)	Learning Objectives/Outcomes
What is religion?	7	<ul style="list-style-type: none"> <li>• Key features of religion</li> <li>• What makes us human?</li> <li>• How do we celebrate life?</li> <li>• Brit Milah</li> <li>• Religious communities</li> <li>• What do people believe about God?</li> </ul>
Is religion relevant?	7	<ul style="list-style-type: none"> <li>• What is God?</li> <li>• Are sacred texts reliable?</li> <li>• Why should we follow laws?</li> <li>• Do we need religion?</li> <li>• Religious clothing and devotion</li> <li>• Why are religious rituals important?</li> </ul>
Who was Jesus?	7	<ul style="list-style-type: none"> <li>• Who was Jesus?</li> <li>• Was Jesus a radical?</li> <li>• Images of Jesus</li> <li>• The miracles of Jesus</li> <li>• Parables and teachings</li> <li>• Events of Holy Week</li> <li>• The death and resurrection of Jesus</li> </ul>
What does it mean to be a Christian?	6	<ul style="list-style-type: none"> <li>• Christian denominations</li> <li>• Role of the church</li> <li>• Purpose of prayer</li> <li>• Worship</li> <li>• The bible as a source of authority</li> <li>• Christianity in the 21st Century</li> </ul>
Christianity beliefs in action	6	<ul style="list-style-type: none"> <li>• Beliefs, proof and evidence</li> <li>• What makes someone religious?</li> <li>• Nature of the Trinity</li> <li>• The soul</li> <li>• Beliefs around forgiveness and stewardship</li> <li>• Beliefs in action - Nicky Cruz</li> </ul>

How does equality and justice underpin belief?	6	<ul style="list-style-type: none"><li>• What is prejudice</li><li>• Effects of prejudice</li><li>• Equality across religions</li><li>• Religious figures who fought for freedom and equality</li><li>• Overcoming prejudice and discrimination</li><li>• Helping others through charity</li></ul>
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# Science

## Inspiring young scientists of the futures, atom by atom

Science surrounds us. It is everywhere in our daily lives – all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn.

Science is a platform for building confidence, developing communication skills, and making sense of the world around us.

	Autumn	Spring	Summer
	Introduction to science		
1	Particle model/changes of state	Reproduction - human and plants	Interdependence, cycling materials, human impact on environment
2	Cells and organisation	Elements, compounds, mixture and separation	Climate and earth's resources
3		Forces	

Science homework is an integral part of each students learning journey. Therefore the Science department will issue regular homework. The homework set is designed to:

- Consolidate learning
- Allow further research on subjects
- Develop and practise essential scientific skills
- Provide extra challenge and support for students

At lower school (year 7-9) students will be set one piece of homework per week based on the skills and content that is currently being covered in lessons. At upper school (year 10-11) students will be set two pieces of homework per week. One piece will be based on the current learning and the second homework will be a piece of recall work to consolidate previous topic and aid revision. Students studying separate sciences will receive three pieces of homework per week but of a shorter duration.

Homework is not expected to be completed in isolation and we actively encourage parents or any other person to help and support students while completing the tasks set. If a student is having difficulty completing homework they must bring this to the attention of their class teacher who will arrange a time suitable to go over any problem areas.

Unit	Learning Objectives/Outcomes
Particle model/ changes of state	<ul style="list-style-type: none"> <li>• Explain the properties of solids / liquids / gases based on the particle arrangement</li> <li>• Explain diffusion in terms of particles in terms of particles and Brownian motion</li> <li>• Explain the effect of increase or decrease in gas pressure</li> <li>• Explain how changes of state occur in terms of particle motion</li> <li>• Explain the shape of a change of state graph</li> <li>• Use particle diagrams to explain the mass during a change of state</li> </ul>
Cells and organisation	<ul style="list-style-type: none"> <li>• Explain the functions of each part of a cell e.g. nucleus</li> <li>• Explain how a specialised cell is adapted for its function</li> <li>• Use a microscope to observe and record accurate features of a cell</li> <li>• Explain how a physical property of parts of a skeleton relate to their functions</li> <li>• Explain antagonistic pairs</li> <li>• Explain why some organs contain muscle tissue (stomach / heart)</li> </ul>
Human and plant reproduction	<ul style="list-style-type: none"> <li>• Compare the changes that happen during puberty in males and females</li> <li>• Describe the roles of the male and female parts of the reproductive system</li> <li>• Sequence images of the developing foetus</li> <li>• Explain how plants reproduce using sexual reproduction</li> </ul>
Elements, compounds, mixtures and separation	<ul style="list-style-type: none"> <li>• Explain the differences between elements, compounds and mixtures</li> <li>• Use particle diagrams to show substances as elements, compounds and mixtures</li> <li>• Use observations to determine if a substance is an element, compound or mixture</li> <li>• Name compounds formed from a range of elements</li> <li>• Write chemical formulas to show compounds</li> <li>• Explain how substances dissolve using particle models</li> <li>• Use the particle model to explain how filtration and evaporation works</li> <li>• Explain how chromatography works</li> <li>• Explain how distillation works</li> <li>• Produce a solubility curve</li> </ul>
Forces (Contact and non-contact)	<ul style="list-style-type: none"> <li>• Describe how multiple forces react on an object</li> <li>• Calculating resultant forces</li> <li>• Explain the effect of forces (stretching/squashing)</li> <li>• Explain why forces are useful or not (friction)</li> </ul>

<p>Interdependence, cycling materials, human impact on environment</p>	<ul style="list-style-type: none"> <li>• Describe how organisms within an ecosystem are linked</li> <li>• Construct food webs</li> <li>• Explain the effects of changes on a food web and population</li> </ul>
<p>Climate and earth's resources</p>	<ul style="list-style-type: none"> <li>• Explain why recycling some materials is particularly important</li> <li>• Explain methods to reduce carbon emissions</li> <li>• Evaluate claims about global warming using data</li> </ul>





# Spanish

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Bienvenue Bienvenido	Descubre el mundo (la gente y las cosas)	Descubre el mundo (la gente y los lugares)	Descubre el mundo (la gente y los lugares)	Explora el mundo (la familia y el mundo español)	Explora el mundo (la gente y el ocio)
	Discovering the world (people and things)	Discovering the world (people and places)	Discovering the world (people and places)	Exploring the world (family and the Spanish world)	Exploring the world (people and leisure)

In year 7, students will receive homework once a week. Homework will focus on deepening the students understanding of phonics, vocabulary and grammar.

If a student fails to hand in homework, a detention will be set and the teacher will contact home.

Unit	Learning Objectives/Outcomes	
Bienvenue Bienvenido  Introduction to French and Spanish	Spanish <ul style="list-style-type: none"> <li>• Describing places and location</li> <li>• Saying what someone is like at the moment</li> <li>• Saying what someone is like in general</li> <li>• Saying what people have</li> <li>• Saying what people do</li> </ul>	French <ul style="list-style-type: none"> <li>• Describing a thing or person</li> <li>• Asking yes/no questions with raised intonation</li> <li>• Saying what people have</li> <li>• Describing what people have</li> <li>• Distinguishing between having and being</li> <li>• Talking about a thing or person</li> </ul>

<p>Descubre el mundo (la gente y las cosas) Discovering the world (people and things)</p>	<ul style="list-style-type: none"> <li>• Describing places and location.</li> <li>• Saying what someone is like at the moment.</li> <li>• Saying what someone is like in general.</li> <li>• Saying what people have.</li> <li>• Saying what people do</li> </ul>
<p>Descubre el mundo (la gente y los lugares) Discovering the world (people and place)</p>	<ul style="list-style-type: none"> <li>• Saying what people do and don't do</li> <li>• Numbers ( 1 to 12) and talking about more than one thing</li> <li>• Saying what there is around you and describing it</li> <li>• Talking about the location of things</li> <li>• Describing a place</li> <li>• Giving and wanting (festive season and family)</li> </ul>
<p>Explora el mundo (la familia y el mundo español) Exploring the world (family and the Spanish world)</p>	<ul style="list-style-type: none"> <li>• Describing family</li> <li>• Describing some natural wonders of the Spanish-speaking world</li> <li>• Asking and answering questions</li> <li>• Talking about what you do with others (rural life)</li> </ul>
<p>Explora el mundo (la gente y el ocio) Exploring the world (people and leisure)</p>	<ul style="list-style-type: none"> <li>• Talking about what people can do</li> <li>• Contrasting what people must, can and want to do</li> <li>• Places and locations</li> <li>• Saying what people are like today vs in general</li> </ul>



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