

Year 7 Curriculum Guide



Valuing Learning, Valuing Each Other



Introduction

Curriculum

At Driffield School & Sixth Form the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our students. Year 7 will study from the new national curriculum framework to prepare each child for the new GCSE examinations in 2020. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our various facilities to deliver our curriculum. We offer a wide range of courses at all levels to prepare students for further study at sixth form and beyond.

Year 7

Driffield School & Sixth Form offers Year 7 students a broad and balanced range of subjects to develop students' subject knowledge and key learning skills. Students will develop independent learning, thinking skills, creativity and learner resilience through a variety of subjects and topics. Our learners gain the competences required to prepare them for the future GCSE and vocational curriculum requirements. Students also learn about the personal and social issues which challenge them as young adults in today's society.

Staff Contacts:

ENGLISH	Mrs S Scott
MATHS	Mrs C Hogben
SCIENCE	Mrs R Backhouse
HISTORY	Mrs A Burnitt
GEOGRAPHY	Mrs C Vicary
DESIGN TECHNOLOGY / FOOD	Miss R Bramley
ART	Miss R Bramley
COMPUTING	Mr D Hudson
DRAMA	Mr A Colley
MUSIC	Mr B Couper
RELIGIOUS EDUCATION	Mrs K Wilkinson
PHYSICAL EDUCATION	Mr A Duke
SPANISH	Ms L Pearce
FRENCH	Ms L Pearce



English

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>WRITING: Writing from a viewpoint.</p> <p>How do we sell an idea?</p> <p>Grammar focus: simple sentences, complex sentences, connectives</p> <p>Assessment: write a lively review of a film or TV show</p>	<p>WRITING: Genre study: Gothic or Sci-Fi</p> <p>How do we create a picture with words?</p> <p>Grammar focus: Embedded clauses, colons, semi-colons, connectives</p> <p>Assessment: write the opening to a Gothic or Sci-Fi story</p>	<p>WRITING: 20th Century Drama from a choice of plays (Our Day Out, Journey's End, Frankenstein or Noughts and Crosses)</p> <p>Grammar focus: Punctuating speech, topic sentences, paragraphing</p> <p>Assessment: Write a description of a scene from a play</p>
<p>READING: Poetry and Nature. Seamus Heaney and selected pre 1914 poetry</p> <p>Why do we use poetry to describe the natural world?</p> <p>Grammar focus: Verbs, nouns, adjectives, adverbs, tense agreement</p> <p>Assessment: essay - "How is nature presented in (teacher choice of poem)"</p>	<p>READING: Shakespeare's villains</p> <p>What makes someone a villain?</p> <p>Grammar focus: apostrophes, brackets, dashes, hyphens, ellipsis</p> <p>Assessment: How is (name of a Shakespearean villain) presented in this extract?</p>	<p>READING: Novel study</p> <p>Are Novels just stories?</p> <p>Grammar focus: Noun phrases, adjectival phrases, spelling strategies</p> <p>Assessment: How does the writer use language to present...?</p>

Main skills developed in Year 7

- Writing, reading and speaking and listening will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing vocabulary
- Key literacy skills
- Talking and listening
- Organising writing into paragraphs
- Using a range of punctuation
- Developing and understanding of different genres of writing
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Learning how to use PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) when analysing a text
- Developing an understanding of how to vary sentence structures effectively
- Interpretation of meanings in poetry and the relevance of its structure
- Develop skills in working as part of a group, in pairs and independently
- SPaG (Spelling, Punctuation and Grammar)

How parents can help to support their son/daughter's learning

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set fortnightly homework tasks.

If you have any queries, please contact Mrs S Scott



Maths

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Place Value and Calculations	Negative Numbers	Transformations
Area and Perimeter	Fractions	Graphs
Number Properties	Solving and Rearranging Equations	Introduction to Probability
Simplifying, Substitution, Sequences	Percentages	
	Shapes and Measures	

Main skills developed in Year 7

- Apply the four operations including decimals and order of operations
- Understand properties of numbers such as primes, factors and multiples
- Add, subtract, multiply and divide fractions and compare fractions
- Calculate percentages of amounts and percentage change
- Calculate probability relating to mutually exclusive events
- Understand algebraic notation and substitute values into a range of expressions and formulae
- Find the n th term of a sequence
- Solve equations
- Plot straight line graphs and start to plot quadratic graphs
- Calculate perimeter, area and volume
- Understand properties of 2D and 3D shapes



How parents can help to support their son/daughter's learning

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught within maths lessons.

Students will be set weekly homework.

This will be in the form of a written task that is given out at the start of each week and marked the following week.

The following website can help your son/daughter's learning:

- www.vle.mathswatch.com

If you have any queries, please contact Mrs C Hogben



Science

Units taught in Year 7

	BIOLOGY	CHEMISTRY	PHYSICS
Rotation 1	Introductory lessons + Transition Assessment		
Rotation 2	Cells		Energy Transfers
Rotation 3	Human Reproduction	Mixing, Dissolving and Separating	Forces and their effects
Rotation 4	Plant reproduction	Elements and the Periodic table	Waves: Light and Sound
Rotation 5	Movement and Exchange	Compounds	Electricity
Rotation 6	Drugs	Rock cycle	Physics Skills
	End of Year Transition Assessment + Revision		
Rotation 7	Working Scientifically		

Assessments are completed throughout the year. Students will do a combined assessment at the end of each rotation, as well as an end of year assessment.



Main skills developed in Year 7

- How to work safely within a science lab
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key vocabulary

For more information please contact Mrs R Backhouse (Director of Science), Mr A Drury (Head of Physics) or Mr M Evans (Head of Biology).



History

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>What is History</p> <ul style="list-style-type: none">• An introduction to historical skills and concepts <p>Medieval Realms</p> <ul style="list-style-type: none">• Investigation of the various aspects of life in The Middle Ages including how William I kept control of England, Medieval religion, society and crime.	<p>The Crusades</p> <ul style="list-style-type: none">• Investigation into the origins, events and impact of the crusades. Pupils will consider the religious, political and social impact of the crusades on medieval Britain.	<p>Voyages of Discovery</p> <ul style="list-style-type: none">• Pupils will study the reasons why exploration took place, famous explorers and their discoveries and their legacy.

Main skills developed in Year 7

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Students will be set fortnightly homework or longer projects which require work each week.



How parents can help to support their son/daughter's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit museums and historical sites

The following websites can help your son/daughter's learning:

www.bbc.co.uk/history
www.nationalarchives.gov.uk/education
www.historyonthenet.com
www.schoolhistory.co.uk

If you have any queries please contact Mrs A Burnitt



Geography

The Geography department at Driffield School and Sixth Form aims to stimulate an interest in and a sense of wonder about places in our ever-changing world.

Units taught in Year 7

AUTUMN		SPRING	SUMMER
<p>Unit 1 What is geography?</p> <p>Pupils will gain an understanding of what geography is and make the distinction between human and physical features.</p> <p>They will learn key geographical skills required for their future years studying geography.</p>	<p>Unit 2 Map skills and settlement</p> <p>In this unit map skills will be introduced and pupils will learn grid references, scale, direction, map symbols and height on maps.</p> <p>Following on from this pupils will then use their knowledge of map skills to find patterns with settlements. Pupils will investigate settlement hierarchy and the land use zones of a city relating to local examples. Finishing the topic looking at regeneration of cities in the local area.</p>	<p>Unit 3 Restless earth</p> <p>This unit of work looks at our active earth with its awesome volcanoes and dramatic earthquakes. Pupils will study what the driving force behind these events is, how these different events can vary in scale and destruction and how humans have managed to co-exist with these such unpredictable events.</p>	<p>Unit 4 Weather and climate</p> <p>Pupils will learn about the earth's different climates and study the different reasons for Britain's ever changing weather. Pupils will consider weather and climate at different scales from conducting their own microclimate investigation through to studying major weather events such as Hurricane Katrina.</p>



Main skills developed in Year 7

Geographical skills:

- Map skills including using atlases, globes, maps in a range of scales, photographs, satellite images and other geographical data
- Constructing maps and plans in a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, evaluating methods and forming conclusions
- Evaluating and justification
- Decision making and problem solving skills
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing

Literacy and numeracy skills:

- Spelling
- Punctuation
- Language analysis
- Organisation
- Understanding
- Communication of ideas
- Comparisons and links
- Vocabulary choices
- Grammar



How parents can help to support their son/daughter's learning

Please go to the Geography of our website and download our Geography booklet for detailed information on how to support your child.

The following websites can help your son/daughter's learning:

- mapzone.ordnancesurvey.co.uk/mapzone
- www.nationalgeographic.co.uk/uk
- www.bbc.co.uk/education
- www.bbc.co.uk/news

We provide the following extra-curricular clubs/fieldwork opportunity:

- On site microclimate fieldwork

If you have any queries please contact Mrs C Vicary

Design and Technology

Units taught in Year 7

Our year 7 task is to design and manufacture a USB stick.

To begin with we teach the students the basics of health and safety in the school workshop and give them the opportunity to use hand tools and machinery under strict supervision giving them the confidence to work independently.

We identify a target market group or client and then research designs to personalise the product.

We use CAD (Computer Aided Design) after producing a range of sketched ideas and then the CAD drawing is sent to be lasered to give the project a professional finish.

The project is then packaged using a vacuum forming machine and the backing is design to complete an attractive, well presented working product in blister packaging.

Students have 1 lesson per week for half the year; they will then change to Food.



Main skills developed in Year 7

- How to be innovative/creative and work independently, making individual designs based on a client's or target market group's requirements
- Safe, confident use of tools and equipment in the workshop
- Use of a variety of new materials and techniques
- How to plan, develop and produce a final piece in an organised and imaginative way
- How to take inspiration from the work of other designers to help them develop a creative product that appeals to a client or target market group
- How to use a variety of sources and information to inspire their designs, including evaluating existing products



How parents can help to support their son/daughter's learning

- Provide paper and materials at home so your child can regularly produce their own design work
- Encourage your child to go the extra mile with presentation and creativity of homework

Design and Technology

Units taught in Year 7

Our year 7 task is to learn how to prepare, cook and serve a variety of dishes; as well as learning about hygiene and safety, food preparation and nutrition.

To begin with we teach students the basics of health and safety in the Food rooms, providing opportunities to use utensils and equipment under supervision. This gives students the confidence to work independently and also to understand the importance of working as part of a team in some situations.

Students are taught about the Eatwell Guide and use this model to consider how the practical dishes produced fit into the guide, as well as possible modifications.

Students have 1 lesson per week for half the year; they will then change to Product Design.



Main skills developed in Year 7

- The importance of personal and food hygiene when working with food
- Safe, confident use of utensils and equipment in the Food practical activities
- Use of a variety of different methods to combine ingredients to produce a range of outcomes
- Develop knife skills using the bridge and claw method
- Recall and apply the Eatwell Guide and the tips for healthy eating to their own diet



How parents can help to support their son/daughter's learning

- Provide a clean apron for practical lessons
- Provide a suitable container to take their completed practical work home in
- Encourage your child to weigh and measure their own ingredients in preparation for the practical lessons
- Encourage your child to go the extra mile with presentation and quality of homework

Art

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>In term one we explore the formal elements of art and design - line, shape, tone, form, colour, pattern and texture. We explore this through a series of discrete tasks to help build confidence in a range of 2D and 3D media, including a range of basic textiles techniques, such as using the sewing machine. Students will create a pencil case as a textile outcome.</p> <p>We go on to develop work on the formal elements with the theme of birds. Students look at the art work of Mark Heard for inspiration and produce their own bird mobile, exploring shape, pattern and colour.</p>		<p>Illustration project based on mythical creatures. Students create their own design for an imaginary creature, which they put within a "pop up" page in their sketchbook. Focus on mark making and colour when producing collage materials for their pop up creature. Links with book illustrations.</p>

Students have 1 lesson per week of Art with textiles in year 7.



How parents can help to support their son/daughter's learning

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries/programmes relating to art history/practice
- Have a go yourself!

The following websites can help your son/daughter's learning

- www.artchive.com
- www.tate.org.uk

If you have any queries, please contact Miss R Bramley

Computing

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>Digital Literacy - How do I create, organise and protect my files & folders?</p> <p>Students will learn about sensible password setting for their network area and creating files and folders. They will develop their word processing skills to write a professional letter.</p> <p>Computer Science - What's inside the box?</p> <p>Students will learn how a computer works and what hardware and software is. Students will understand the difference and provide examples of input and output devices. Students will explore the way computers carry out instructions through the fetch-decode-execute cycle.</p>	<p>Digital publications - How do I stay safe online?</p> <p>Students will learn about online risks and other related e-safety issues. They will develop their desktop publishing skills by writing an e-safety guide for younger children.</p> <p>Digital Graphics - What makes a professional housestyle?</p> <p>Students will research existing web graphics online before developing their graphic skills using industry standard software to produce a suite of web graphics for a given scenario.</p>	<p>Coding - How are games made?</p> <p>Students will study and use graphical based programming language to identify and create the various components that are common to many games. Students will develop their understanding of the key aspects of coding techniques. They will then apply what they have learnt to create their own game. Students will be able to play the game they have created and test it for bugs. Students will identify how they can enhance the user experience of the game. They will carry out the improvements to their game.</p> <p>Modelling - How do I create a simple spreadsheet?</p> <p>Students will learn the basic skills in how to use an Excel spreadsheet.</p>

Main skills developed in Year 7

- Digital literacy
- Word processing & desktop publishing skills
- Understand how a computer works and the parts within the box
- Computer science vocabulary
- Researching and collating relevant information from reliable sources
- Understand why and how to use technology safely, respectfully, responsibly and securely
- Know how to report online concerns
- Designing, testing and evaluating digital products
- Graphics and spreadsheet software skills
- Graphical based programming language skills

How parents can help to support their son/daughter's learning

Encourage practising the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities to support their development and progress in Computing.

We provide the following extra-curricular clubs:

- Homework drop in sessions during lunchtimes and after school

If you have any queries, please contact Mr D Hudson



Dance and Drama

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Lindy Hop	Pantomime	Sports Dance
Students will learn about this exciting and energetic dance form from the Swing era of the late 1930s. Students are taught a section of moves and steps from the dance and are also taught technical, expressive and performance skills. They will begin to understand the basics of the process of choreography.	Students will be exploring the theatrical genre of Pantomime. Students will learn how the genre developed from the Comedia Del Arte period as well as how to practically use physical skill to fit the interpretation of these bold and eccentric characters.	Students will learn how to develop a motif using sports actions. Students will be learning about motif development techniques and more about how a dance is structured and choreographed.
Charlie and the Chocolate Factory	Secret Garden	Jabberwocky
Students will be learning about Roald Dahl's characters in this intriguing and entertaining story and how they can be portrayed using voice and movement skills. Students will also be introduced to basic Drama skills and techniques.	Students will be exploring the story of The Secret Garden. The scheme of work uses story as its starting point and seeks to bring it alive; using the action words found within the story to create movement phrases, to then link them into a narrative dance piece. Applying their developing skills of choreography.	Students will be exploring Lewis Carroll's poem The Jabberwocky. They will recreate this nonsense poem using Physical Theatre, narration and other Drama forms.

Main skills developed in Year 7

- Participate in practical exercises and assignments responsibly, confidently and effectively
- Explore and experiment in dance/drama activities using a range of techniques, voices and movements.
- Fulfil different roles and perform them in the class/group
- Explain their own and others' work giving similarities and differences
- Identify their own successes and give the reasons
- Consider how dance/drama was created, performed and seen.

Each of the dance and drama activities used offers opportunities for students to develop their teamwork, focus, energy, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their son's/daughter's learning

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced. Also talk about the dance skills they have been using.
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Watch a television dance programme, eg Strictly come Dancing and discuss the skills involved. Notice the use of Dance/choreographed action in adverts
- Notice how Dance is used to support contestants in some reality TV shows (X-Factor, Britain's Got Talent)
- Encourage your child to see live drama and dance – school productions and showcases, local theatre productions

The following website can help your son's/daughter's learning:

- www.bbc.co.uk/bitesize/ks3

We provide the following extra-curricular activities:

- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Mr A Colley



Music

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>Transition unit: Music - 'The interpretation of sound' an introduction</p> <p>Pupils will learn about eight fundamental building blocks that combine to create music: melody, harmony, texture, structure, rhythm and instrument recognition, tempo and dynamics. Music is divided into three main categories: Listening Performance Composing. Students will explore this through the 'IDEAL' differentiated tasks model:</p> <p>Identify musical features Describe musical features Explain musical features Apply these features within musical performances and composing tasks Link these features to other musical genre and curriculum areas</p> <p>By the end of the unit pupils will study the music of Haydn and Mahler and know the basics of how to read music</p>	<p>Areas of Study Traditional World Music African Drumming</p> <p>Pupils will learn about African musical traditions. This includes African instruments, musical characteristics and the context of music within African culture.</p> <p>Popular Music</p> <p>In this unit students will learn about the development of popular music from 1950s to the present making links back to African traditions and culture</p> <p>Blues and Rock n Roll</p> <p>The Significance of Buddy Holly and the Beatles 1958 - 1966</p> <p>Motown/Disco/Funk/Pop</p> <p>1970s Rock</p> <p>1980s</p> <p>The Era of Britpop</p> <p>Within this unit, students</p>	<p>Areas of Study Classical Tradition 20th Century Music</p> <p>Descriptive Music and different sound worlds</p> <p>During this unit pupils will explore the links between music and emotions, investigating how music can affect our mood and the way we feel. Pupils focus on accuracy and expression, learning to apply detail to their performance work and expression in their composing.</p> <p>Students will learn about consonant harmony including primary chords and dissonant harmony using the chromatic scale</p>

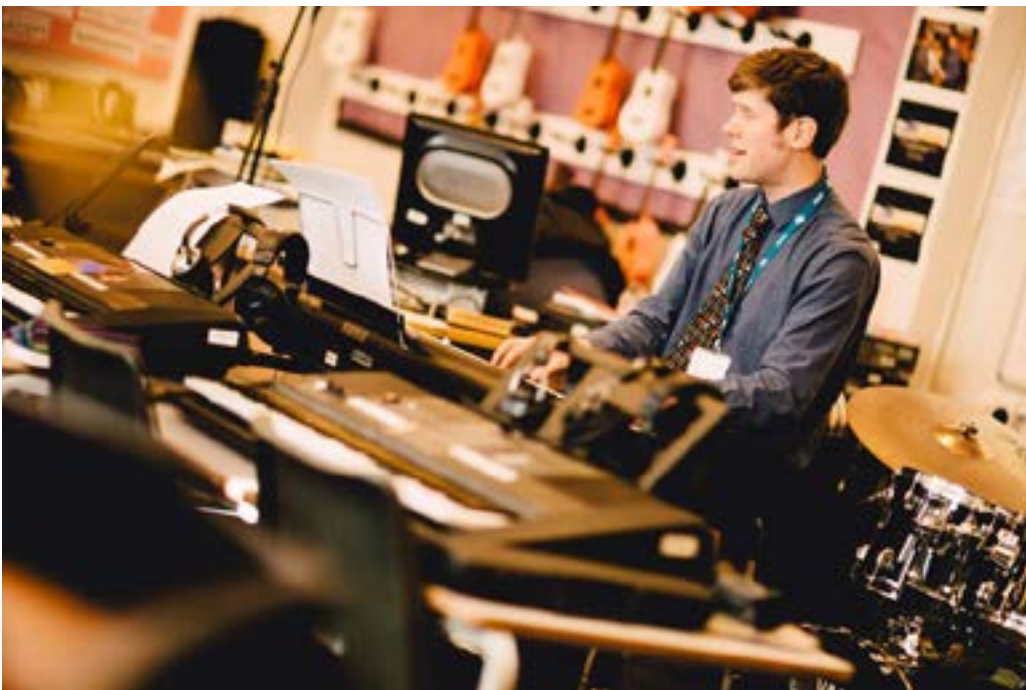
and recognise musical signs and symbols. They will learn about shapes in melody and how to layer music. They will also have developed basic performance and composition skills.

have the opportunity to learn the ukulele, guitar, further keyboard skills, and learn to work in an ensemble.

Main skills developed in Year 7

- Basic music reading – treble clef
- Basic keyboard skills learning to play triads, major and minor scales, and pentatonic scale
- Basic performance skills – instrumental and vocal, solo and ensemble
- Basic composition skills and form
- Learning the historical changes in music from 1600 – 20th Century
- Listening, analysis and discussion of a range of music from different genres and historical periods specifically the baroque period (1600 – 1750) and classical period (1750 -1830)
- Study set extracts from the, Beatles, Oasis, other popular artists and the Surprise Symphony by Haydn
- Participate in the Year 7 choir for the Christmas Concert
- The elements of music – pitch, rhythm, structure, texture, tempo, duration and dynamics
- Recognising and discussing music from other cultures
- African drumming
- Popular artists

Students will be able to extend their learning at home preparing for performance work and listening activities



How parents can help to support their son/daughter's learning

- Encourage participation in extra-curricular activities
- Begin to learn a musical instrument. Speak with Mr. Couper and ask for a learning agreement. We offer brass, strings, woodwind, percussion with the music service. Piano and guitar lessons are also on offer with private tutors. Again speak with Mr. Couper regarding this
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor the completion of homework activities

The following websites/apps can help your son/daughter's learning:

- www.musiceducationuk.com
- The app 'tenuto'
- www.mymusictheory.com
- www.musicteachersgames.com
- www.africanmusic.org

We provide the following extra-curricular clubs:

- The Driffield School Concert Orchestra and Vocal Ensemble
- Concert Band
- Year 7 Choir
- Jazz Band
- SambAfrika (African Drumming and Samba fusion)
- Driffield School Brass Band
- Live Lunch 'open mic sessions' for students to perform their music
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply)

If you have any queries, please contact Head of Music Mr. Couper



Religious Education

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Term 1 What does God look like?	Term 1 What does it mean to be British?	Term 1 Is it easy being religious in the uk?
Term 2 What does it mean to be a Christian	Term 2 What does it mean to be Buddhist?	Term 2 Why celebrate?

Main skills developed in Year 7

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of religious practices
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills

The aim of the Social Studies Department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- Develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society.
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies.

RE lessons involve a range of activities including independent and group work, problem-solving and researching. In RE, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Religious Education at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Education which states:

“RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.”

In particular RE:

- Helps promote fundamental ‘British values’ of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Encourages students to explore their own beliefs (whether they are religious or non-religious) in the light of what they learn.
- Enables students to build their sense of identity and belonging which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.



In summary, Religious Education is important and relevant because it helps young people gain wisdom in the following areas of life:

- Cultural, artistic, musical and literary: many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work.
- Historical and geographical, scientific and technological: what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences?
- Moral and ethical: in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life?
- Personal: How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life?
- Political, social and psychological: How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues?

How parents can help to support their son/daughter's learning

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

The following websites can help your son/daughter's learning:

www.reonline.org.uk/ks3

www.bbc.co.uk/schools/websites/11_16/site/re.shtml

www.religiouseducation.co.uk

www.request.org

We provide the following extra-curricular clubs/fieldwork opportunities:

Year 7 Magnificent 8 club

Year 7 Buddhism trip to Pocklington

If you have any queries please contact
Mrs K Wilkinson



Physical Education

The department aims to enable students to:

- Develop knowledge and understanding of human performance through participation in a range of physical activities
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Acquire the ability to plan, perform and evaluate through physical activity
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes



Units taught in Year 7

TIME ALLOCATION:

Each student receives four sixty minute lessons per fortnight.

The elements of the curriculum are taught in modules of six sessions on a rotation basis to ensure all have equal opportunity to experience activities.

During the winter period INTER-HOUSE activities are arranged to enable all to experience competition in a structured situation.

The summer activities each receive a modular block depending on the length of the summer term.

The activities are a mixture of physical education and games and are taught for six sessions before moving on to the next activity.

Boys:

AUTUMN	SPRING	SUMMER
Rugby, Football, Hockey Fitness, Badminton, Swimming, Gymnastics		Cricket, Athletics, Softball, Tennis

Girls:

AUTUMN	SPRING	SUMMER
Netball, Rugby, Hockey, Fitness, Gymnastics,		Rounder's, Athletics, Cricket, Tennis

Throughout the winter terms each pupil will experience extended aerobic activity through progressively longer runs appropriate to their ability.

Swimming groups will have a minimum of two teachers plus lifeguard to meet health and safety requirements. The lifeguard will be provided from the

sports centre. The additional teacher will also be provided by the sports centre.

During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and well-being alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.



Main skills developed in Year 7

- Basic motor skills
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to improve fitness levels

How parents can help to support their son/daughter's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your son/daughter's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- www.bbc.co.uk/schools/gcsebitesize/pe
- Follow the PE twitter account for updates from the PE Department @DriffieldPE
- www.teachpe.com

We provide a very extensive extra-curricular programme, please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Duke



Spanish

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Introducing yourself Identifying school equipment Understanding class-room instructions School Subjects Using adjectives Spanish alphabet and numbers 1-31 Ordering drinks and snacks Birthday information Likes and Dislikes	Describing yourself and others Describing your personality Talking about family members and friends Discussing pets Home and family life Numbers to 100 adjective agreements opinions Describing my home and region Identifying furniture and rooms Prepositions Activities at home Places in town Directions	Time Freetime and hobbies Sports Future tense Town Weather



Main skills developed in Year 7

- Establishing key sound-spelling links (phonics) to help pronunciation of the new language
- Memory strategies (mnemonics) to enable effective learning of the new language
- Understanding when and how to use a Spanish dictionary to develop independence in creative writing
- Recognising cognates
- Understanding verb endings to support knowledge of the present tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills including proof reading
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense and the imperfect tense
- Understanding translation skills into and from both languages (Spanish and English)
- Developing the confidence and skills to speak openly to others in Spanish
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their son/daughter's learning

- Encourage vocab learning at home by using look, say, cover, write, check technique.
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their Spanish homework
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, workbook activities or use of websites to consolidate their learning.

Vocab learning and revision is crucial for their progression in Languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning.

All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, in order to reinforce and strengthen their grammatical knowledge.



The following websites can help your son/daughter's learning:

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.espanol-extra.co.uk
- www.languagesonline.org.uk (outside of school hours)
- www.memrise.co.uk
- www.oye.languageskills.co.uk
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following support:

- individual workbook/worksheets, vocabulary book, exercise book and test booklet for each pupil issued in September
- funded website subscriptions to aid revision and further progress
- Revision/booster sessions to support progress in Year 7 (as needed)

If you have any queries, please contact Ms L Pearce, Head of Modern Foreign Languages.

French

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Introducing yourself Identifying school equipment Understanding classroom instructions Using adjectives French alphabet and numbers 1-31 Looking at French-speaking regions	Describing yourself and others Describing your personality Talking about family members and friends Discussing pets Home and family life Comparing yourself and how you used to be	Describing my home and region Identifying furniture and rooms of the house Prepositions Time Numbers to 70 Activities at home Places in town Directions Ordering drinks and snacks

Main skills developed in Year 7

- Establishing key sound-spelling links (phonics) to help pronunciation of the new language
- Memory strategies (mnemonics) to enable effective learning of the new language
- Understanding when and how to use a French dictionary to develop independence in creative writing
- Recognising cognates
- Understanding verb endings to support their knowledge of the present tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills including proof reading
- Using a range of connectives and openers to make writing more interesting

- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense and the imperfect tense
- Understanding translation skills into and from both languages (French and English)
- Developing the confidence and skills to speak openly to others in French
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo



How parents can help to support their son/daughter's learning

- Encourage vocab learning at home by using look, say, cover, write, check technique.
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their French homework
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability),

research, workbook activities or use of websites to consolidate their learning.

Vocab learning and revision is crucial for their progression in Languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning.

All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, in order to reinforce and strengthen their grammatical knowledge.

The following websites can help your son/daughter's learning:

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.zut.org.uk (outside of school hours)
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following support:

- individual workbook/worksheets, vocabulary book, exercise book and test booklet for each pupil issued in September
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If you have any queries, please contact Ms L. Pearce, Head of Modern Foreign Languages.



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