



DRIFFIELD
SCHOOL
& SIXTH FORM

Driffield School & Sixth Form



Year 7 Curriculum Guide

Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School & Sixth Form. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of APEX (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs H Collins
Maths: Mrs A Amers
Science: Mrs R Backhouse
History: Mrs A Burnitt
Geography: Mrs C Vicary
Spanish: Ms L Pearce
French: Ms L Pearce
Design & Technology: Mrs R Knight
Art: Miss R Bramley
Computing: Mr D Hudson
Drama: Mr A Colley
Music: Mr B Couper
Religious Studies: Mrs K Goodwin
Physical Education: Mr A Duke
APEX: Mr T Fisher

English

English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|--|---|--|
| <p>Novel study: <i>Trash</i> Students will understand how writers present heroes as altruistic and selfless and explore modern-day causes.</p> <p>Vocabulary: Altruistic, protagonist, peripeteia, zoomorphism, archetype, prejudice</p> | <p>Creative writing: Gothic Students will understand fundamental fears of the human race and explore how writers exploit these fears.</p> <p>Vocabulary: Foreshadow, implicit, perceive, manipulate, attitude, predict</p> | <p>Poetry: The Romantic Movement Students will explore relationships between nature and human emotions.</p> <p>Vocabulary: Archaic, epistemology, anthropomorphism, idiosyncratic, visionary, metaphysics, establishment</p> |
| <p>Non-Fiction writing: Heroic heroes Students will explore acts of heroism across political movements, conflict, adventure and sport.</p> <p>Vocabulary: Pivotal, accountability, pioneer, injustice, integrity</p> | <p>Reading: Shakespeare's villains Students will understand the battle of good vs evil within Shakespearean England and the role of the villain.</p> <p>Vocabulary: Malevolent, treachery, tyrant, Judaism, anti-Semitism, Machiavellian, soliloquy</p> | <p>Writing: Using rhetoric Students will explore the power of persuasion and the theory behind it.</p> <p>Vocabulary: Ethos, logos, pathos, anaphora, epistrophe, anadiplosis, benevolent</p> |

Our Year 7 curriculum goals:

- To provide a language-rich environment that enables our students to access a wide range of literature
- To understand how archetypal characters are created
- To enjoy making connections between our wider world and literature we study
- To seek to understand how influential writers became successful
- To develop writing styles and to develop meaningful viewpoints to our world and pivotal events

How parents can help to support their child'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

Maths

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|-------------------|----------------------|---------------|
| Essential Number | Ratio and Proportion | Handling Data |
| Essential Algebra | 2D Shapes | 3D Shapes |

Our Year 7 curriculum aims to ensure that students can do the following:

- Apply the four operations including with integers, decimals and fractions
- Understand and apply the order of operations
- Use rounding and approximations
- Understand properties of numbers such as primes, factors and multiples
- Understand algebraic notation and substitute values into a range of expressions and formulae
- Solve equations
- Use ratio notation and share in a ratio
- Calculate percentages of amounts and percentage change
- Know properties of 2D shapes
- Calculate area and perimeter of 2D shapes
- Transform 2D shapes
- Calculate averages for set of data
- Construct and interpret graphs and charts
- Know properties of 3D shapes
- Calculate volume and surface area of 3D shapes

How parents can help to support their child'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
- www.vle.mathswatch.com is a useful website that can support your child's learning at home

Science

Students will develop knowledge of the following scientific topics. These topics are taught on rotation throughout the year:

| Term | Biology | Physics | Chemistry |
|------|-------------------------------------|-------------------------|-------------------------------|
| | Introduction to Science (8 lessons) | | |
| 1 | Cells | Introducing Energy | Solids, Liquids and Gases |
| | Systems | Forces and Motion | Atoms, Elements and compounds |
| 2 | Fertilisation | Particle Model | Separating Mixtures |
| 3 | Ecosystems | Introducing Electricity | Acids and Alkalis |

Assessments are completed throughout the year. Students will do summary assessments within each topic, as well as an end of year assessment.

Main skills developed in Year 7:

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

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as KS3 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

History

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|--|---|--|
| What is History? An introduction to historical skills and concepts with a focus on Ancient Rome. | Everyday Life in the Middle Ages A study of the lives of ordinary people in the Middle Ages post Norman conquest. | Local Study- Helmsley Castle An enquiry into Helmsley Castle. Students will gain an understanding of change over time, continuity and comparison through this study that aims to foster an interest in the history around us. This will be accompanied by a visit to the castle. |
| Power and Control- The Norman Conquest An investigation into how the Normans took, and kept, control of England in 1066. | Power and Control- The Church and the Later Middle Ages An investigation of the various aspects of life in The Middle Ages, including: Medieval religion, society and crime, with a key focus on Thomas Becket and King John. | Power and Control - The Tudors A study of the Tudor monarchs and their impact on the course of England's history. |

Main skills developed in Year 7:

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

How parents can help to support their child'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 at home:

www.bbc.co.uk/history

www.nationalarchives.gov.uk/education

www.historyonthenet.com

Geography

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

| Autumn | Spring | Summer |
|---|--|---|
| Unit 1 What is geography? Students will gain an understanding of what geography is and make the distinction between human and physical features. Students will learn key geographical skills required for their future years studying geography. | Unit 3 Factfulness The aim of this unit is to dispel students' myths about the world around development, population and misinformation, encouraging large-scale thinking about global issues. This is done through identifying misconceptions and challenging them with accurate fact-based answers. | Unit 5 China This is a synoptic unit where students will draw on all the topics studied and relate them to China. |
| Unit 2 Map skills In an age when we often turn to technology to help with directions, this map skills unit will be help to develop students' understanding and skills using maps. Students will learn grid references, scale, direction, map symbols and how to read heights on maps. | Unit 4 Ecosystems In this unit students learn about what ecosystems are and their locations around the world before investigating rainforests in more detail. They will gain understanding of the adaptations that plants and animals need to survive, as well as the impact humans can have on them. Students will also explore sustainable management of ecosystems. | |

Main skills developed in Year 7:

- Map skills including using atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data
- Constructing maps and plans at 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

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and three colours of highlighters
- Encourage your child to complete their homework to the best of their ability
- Encourage your child to revise for the end of unit assessments. These are usually towards the end of a half term
- Encourage your child to take an interest in world events, watching the news or reading a newspaper or news website

Spanish

The following table gives an outline of the knowledge taught in Year 7:

| Autumn | Spring | Summer |
|---|---|--|
| <ul style="list-style-type: none">• Introducing yourself• Identifying school equipment• Understanding classroom instructions• School subjects• Using adjectives• Spanish alphabet and numbers• Ordering drinks and snacks• Birthday information• Likes and dislikes• Present tense verbs | <ul style="list-style-type: none">• Describing yourself and others• Describing your personality• Talking about family members and friends• Discussing pets• Adjective agreements• Giving opinions• Describing your house (rooms and furniture) using prepositions• Activities at home• Your region• Places in town/ directions | <ul style="list-style-type: none">• Telling the time• Free time and hobbies• Sports• Near future tense verbs and combining tenses• Weather and seasons |

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 how to use a bilingual Spanish dictionary to develop independence in writing
- Reading skills including recognising cognates
- Understanding verb endings to be able to use the present and near future tenses accurately and independently
- Speaking and listening skills to support progression through to Key Stage 4
- Reading and writing skills including proof reading
- Using a range of connectives and openers to structure written work
- Using adjectives to describe and intensifiers to make descriptions more interesting
- Expressing personal opinions
- 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
- Learning phrases to describe pictures

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- 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

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures pupils know key vocabulary by heart thus increasing confidence and fluency. 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, with guidance, in order to strengthen their grammatical knowledge.

The following websites are recommended to help your child’s learning:

- www.wordreference.com (an online dictionary)
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.oye.languageskills.co.uk
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

French

The following table gives an outline of the knowledge taught in Year 7:

| Autumn | Spring | Summer |
|--|--|---|
| <ul style="list-style-type: none"> • Phonics • Introducing yourself • Birthdays, ages, dates • Brothers and sisters • Describing a classroom • Classroom instructions • Talking about likes and dislikes • French alphabet and numbers • Describing yourself, including personality • Using present tense to talk about activities • Colours • Telling the time • Giving opinions on school subjects • Looking at typical French schools • Describing clothes | <ul style="list-style-type: none"> • Weather and seasons • Sports and free time activities (also within French speaking countries) • Likes and dislikes • Questions formations – doing interviews • Describing family and pets • Where you live • Possessive adjectives • Higher numbers | <ul style="list-style-type: none"> • Food - talking about breakfast • Bastille Day celebrations • Where you live • Places in a town or village • What you do at the weekend • Invitations • Ordering drinks and snacks in a café • Future plans. Visiting Paris. • Using two tenses together |

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 how to use a bilingual French dictionary to develop independence in writing.
- Reading skills including recognising cognates
- Understanding verbs endings to be able to use the present and near future tenses accurately and independently
- Speaking and listening skills to support progression through to Key Stage 4
- Reading and writing skills including proof reading

- Using a range of connectives and openers to structure written work
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Expressing personal opinions
- Understanding translation skills into and from both languages (French and English)
- Developing the confidence and skills to speak openly to others in Spanish
- Producing and understanding role-plays
- Learning phrases to describe pictures

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- 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

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, 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. 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, with guidance, in order to strengthen their grammatical knowledge.

The following websites are recommended to help your child's learning:

- www.wordreference.com (an online dictionary)
- www.pearsonactivelearn.com
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.zut.languageskills.co.uk
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

Design and Technology

In Year 7 we introduce students to the process of designing a product to fit a given context. Students are asked to design and prototype promotional items for a range of possible clients, focusing on both local and national businesses.

There is an emphasis on experimentation and the concept of testing materials and techniques before a final design is produced. Students learn some basic metal working techniques to produce an enamelled copper piece, gain textiles skills by making a small gift bag and develop an understanding of CAD / CAM through the use of the PCs and laser cutter to experience a modern method of production.

Throughout the design and making process we ask students to evaluate their work and the processes tried, in order to build a deeper understanding of the practices followed by real designers and engineers when identifying the perfect solution to a problem.

Students have 1 lesson per week for half the year.

Main skills developed in Year 7:

- How to identify suitable primary users and stakeholders for a product
- Testing of materials and processes to influence the design of a solution
- Development of design ideas from the evaluation of earlier designs and research
- Safe use of tools and equipment in the workshop and classrooms
- Use of a wide variety of materials and techniques
- Understanding of how new technology can allow products to be developed for mass production

How parents can help to support their child's learning:

- Encourage your child to go the extra mile with the presentation and creativity of homework
- Ask your child what they have done in D&T and if they have learnt something that will influence their final design

Food Nutrition

In Year 7 we ensure students have the core skills and knowledge to work safely and effectively in practical lessons.

We ensure students understand what makes a balanced meal and how to ensure they are eating the correct range of nutrients. Students must demonstrate through practical activities that they can put new knowledge into practice. Students learn to select and use the correct equipment for different processes. Through the handling of raw meat we ensure students learn to work safely with food.

As an understanding of ingredients develops, students begin to customise their products and evaluate the results.

Towards the end of the year, students develop their knowledge of where ingredients may be sourced from and how this could affect the choices made by consumers.

Students have 1 lesson per week for half the year.

Main skills developed in Year 7:

- Safe working practices in the kitchen
- Understanding of different food preparation processes and the equipment required
- How to ensure we eat the correct balance of nutrients and vitamins in our food
- How to manage time correctly and follow a recipe
- Understanding of food safety in both storage and preparation
- Knowledge of where ingredients are sourced

How parents can help to support their child's learning:

- Ensure your child has a clean apron and ingredients for all practical lessons. Ingredients slips will be given to students at least one lesson before they are required.
- Encourage your child to try new ingredients and food when the opportunity presents itself.

Art and Design

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|---|--------|---|
| <p>Students will explore the formal elements of art and design - line, shape, value, form, colour, space, pattern and texture.</p> <p>We explore this through a series of discrete tasks to help build confidence in a range of 2D and 3D media, including drawing, painting, clay work and photography.</p> <p>We study the art work of different artists across history to inspire practical work. Students learn how to write about artwork through description, analysis and evaluation of artwork.</p> | | <p>Students complete a project in the summer term which brings all their skills together: drawing, painting, research into others artist. It also introduces students to printmaking.</p> <p>The theme is the "Natural world" and observational drawings of items from the hedgerow and also birds form part of the compositions.</p> |

Students have 1 lesson per week of Art.

How parents can help to support their child'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 child's learning:

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

Computing

Knowledge 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>How do I create a game using visual programming?</p> <p>Students learn to create a game with a purpose (a way of winning the game). Students will develop their programming skills to be able to create characters which can interact with other objects, such as collecting coins.</p> | <p>How do I control real life behaviour?</p> <p>Students learn to use flowchart symbols to break down real-life tasks and simple steps. Students develop their flowchart skills to create algorithms to model real life scenarios.</p> |
| <p>Digital publications – How do I stay safe online?</p> <p>Students will learn about online risks and other related online safety issues. They will develop their desktop publishing skills by writing an e-safety guide for younger children.</p> | <p>How do computers communicate?</p> <p>Students learn how computers transfer information digitally. They learn how different types of data are stored using binary. Students learn how to add and convert binary.</p> | <p>How to create a program using a text based programming language?</p> <p>Students will learn to plan and then create a computing related image by writing a program using the text based programming language Python.</p> |

Main skills developed in Year 7:

- Digital literacy
- Word processing and desktop publishing skills
- Computer science vocabulary
- Researching and collating relevant information from reliable sources
- Understand why and how to use technology safely, respectfully, responsibly and securely
- Graphical based programming language skills
- Text based programming language skills

How parents can help to support their child'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 with their development and progress in computing.
- We provide homework drop-in sessions during lunchtimes and after school.

Dance and Drama

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|--|--|---|
| <p>Lindy Hop</p> <p>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 basic process of choreography.</p> | <p>Pantomime</p> <p>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.</p> | <p>Sports Dance</p> <p>Students will learn how to develop a motif using sport actions. Students will learn about motif development techniques and more about how a dance is structured and choreographed.</p> |
| <p>Charlie and the Chocolate Factory</p> <p>Students will learn 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.</p> | <p>Secret Garden</p> <p>Students will be exploring the story of The Secret Garden. The story is used as its starting point and seeks to bring it alive using the action words found within it to create movement phrases and link them into a narrative dance piece. Students will apply their developing skills of choreography.</p> | <p>Wonder</p> <p>Students will explore the play Wonder. The play is based on a boy born with facial differences. Students will explore the characters and the poignant messages behind the story using their drama skills.</p> |

Students are developing their ability to do the following:

- 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 and as a group
- Explain their own and others' work, giving similarities and differences
- Identify their own successes
- Consider how dance/drama was created, performed and seen.

Each of the dance and drama activities 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 child's learning:

- Encourage your child to talk about what they did in their lessons, describing 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. E.g. 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 (E.g X-Factor and Britain's Got Talent)
- Encourage your child to see live drama and dance (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends)

Music

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|-------------------------------|----------------------------------|----------------------|
| African Drumming | Baroque Pachelbel's Canon | Romantic Period |
| Hip Hop R&B Rock n Roll | Classical Theme and Variation | Composing to a Brief |

Our Year 7 curriculum aims to ensure that students can do the following:

- Link the musical influences in R&B Hip Hop and Rock n Roll to African Drumming and culture
- Understand Western Classical Tradition from 1600 – 1900
- Tap a Pulse and know the difference between simple and compound time
- Read the treble clef
- Know a wide range of musical vocabulary
- Know the development of the baroque and classical and romantic orchestras
- Know the orchestral families
- Understand the audiences in the baroque from Royal and Church to concert halls in the classical and Romantic periods
- Know the four main European nations for classical music
- Apply skills learnt throughout the year to create a piece of music to a given brief
- Know the notes on the keyboard
- Be able to recognise and play the primary chords
- Be able to play the 12 bar Blues and Blues notes
- Know about the development of the piano
- Understand the lives of composers from the Baroque to Romantic
- Know the artists linked to Hip Hop R&B and Rock n Roll
- Understand the importance of equality and diversity
- Be able to discuss wider topics linked to music studied

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil and rubber
- Encourage the uptake of instrumental lessons
- Encourage your child to listen to lots of different styles of music at home
- Encourage your child to attend extra-curricular music activities

Religious Education

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|--------------------------------|--------------------------------------|-------------------------------------|
| What does God look like? | What does it mean to be a Christian? | What does it mean to be a Buddhist? |
| What does it mean to be a Jew? | What does it mean to be a Muslim? | Spirited Arts |

Our Year 7 curriculum aims to ensure that students can do the following:

- Describe key religious beliefs
- Explain the significance of religious beliefs
- Develop an understanding of religious practices
- Justify opinions about religious and moral issues
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop 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.

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 child'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

PE

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
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- 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:

Each student receives two lessons per week. 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 students 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 invasion, striking and fielding, net and wall games, fitness, swimming and gymnastics 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 | | Rounders, 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 be provided by sports centre.

During lessons, practical skills are supported with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing 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
- Development of specific vocabulary for each activity including keywords

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child 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 child's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- Follow the PE twitter account for updates from the PE Department @DrifffieldPE
- www.teachpe.com

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 7 which will focus on the following topics:

| Autumn | Spring | Summer |
|--|--|---|
| Identity & Diversity Students will learn about sense of self, own and others' identity, alongside types of discrimination: racism, sexism, homophobia and how to tackle it. | Healthy Living (Physical & Mental) Students will learn about mental health and well-being, alongside physical health and fitness. | Politics Students will learn about the law and how this is impacted by politics. They will study the local and national government and how politics impacts on everyday life, affecting social change |
| Empathy & Compassion Students will learn how to interact effectively with others. They will explore ways of perceiving the world positively, developing empathy and remaining happy. | Healthy Relationships Students will learn about physical changes and health and well-being. They will explore interactions with others both in person and online. This unit has a heavy emphasis on healthy relationships. | Careers & Enterprise Students will learn about enterprise with a particular focus on the following areas: <ul style="list-style-type: none">• Taxes• Finance• Career paths• Making decisions and how they can have a longer term impact on prospects |

Our Year 7 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective healthy lifestyle education to all students
- To make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in educational, training or employment pathways



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