

Drama, Dance and Music are on a carousel and students will study some of the following units in each subject.

Drama

Unit 1 - Using a stimulus. What Has Happened to Lulu?

Introductory unit exploring drama skills and techniques.

Unit 2 - Professional Study. Shakespeare - An introduction to the bard. Exploring a range of Shakespeare's plays.

Unit 3 - Studying styles and use of skills. A scripted unit focusing on flashback, slow motion and stagecraft techniques.

Unit 4 - Developing drama techniques. Mime, mask and movement. A unit focusing on the performance skills required to work with mime, movement and masks.

Dance

Unit 1 - Introduction to Basic Dance Components. A skills based unit exploring Action, Space, Dynamics and relationships.

Unit 2 - Professional dance work. Gobstoppers – using a section from Matthew Bourne's Nutcracker to analyse and explore choreography and performance.

Unit 3 - Street Dance. Exploring dance style and performance skills

Unit 4 - Using a stimulus. "Guernica" – Using the themes and images within Picasso's painting to explore choreography and performance.

Music

UNIT 1 - Using a stimulus. Stomp! – Introduction to note values, word and speech rhythms and ensemble working.

UNIT 2 - Studying styles and use of skills. World Music—Latin America. Introduction to pitch notation, Sibelius software, singing and ensemble playing using pitch and rhythm.

UNIT 3 - Professional Study. Great Composers—Beethoven. Introduction to the Orchestra, the keyboard and playing solo in a classical style using pitch and rhythm.

UNIT 4 - Studying styles and use of skills. Battle of the Bands. Introduction to pop music skills including singing / vocal technique, ensemble working & musical communication.

PE

Year 7 students will undertake a range of these sports and activities, on a carousel basis.

Term 1 – Football, Rugby, Gymnastics, Multi-skills, Netball, Swimming, Fitness, Water Polo, Intra-form competitions

Term 2 – Swimming, Basketball, Fitness, Water Polo, Gymnastics, Football, OAA (Outdoor & Adventurous Activities)

Term 3 - Athletics, Cricket, Swimming, Dance, Rounders, Intra-form Competitions



How can you help your child study?

Research shows that when parents become involved in their child's schoolwork, the children do better in school. One way you can get involved is by helping your child with homework. It will benefit both your child's school work and self-esteem.

Here are some tips to help with homework:

- Keep in touch with the teacher or teachers and check the marks your children are receiving for their homework. This more than anything tells you if the effort being put in is enough in terms of both quantity and quality.
- Set a schedule, including both a beginning and an ending time. Most children need some time to unwind after school before they tackle their homework. Doing it too close to bedtime may make it difficult due to fatigue.
- Plan homework at the same time of day each time. This is not always possible with busy children who have lots of clubs and activities but if they get used to homework being part of their routine they are more likely to get on with it without fuss.
- Stay calm! If homework is causing friction then try to keep calm. The more positive you can be about homework in general the better. Praise your children when they have completed the work they have to do. A little encouragement goes a long way.
- Create the right environment and avoid distractions. Sitting at a table or desk is likely to help. Ensure your child has all the equipment they need then there should be no need to stop half way through to find something. This helps to maintain concentration and momentum.
- Check through any homework that has been set as soon as you possibly can. Checking homework early also helps you to assess how long the homework will take.
- Make sure they have enough time to complete the work. Many children do not work as well when up against the clock. Make sure there is plenty of time available to get the work done.
- Be available when your child is doing homework, so that you can answer questions if there is confusion. If possible, it is better for you to be in another room, so you are accessible and yet not a distraction.



St Bede's and
St Joseph's
Catholic College

Learning Guide 2015/2016





RE

- Term 1 - Community and Welcome.** It is our various “families” that give us our identity and make us who we are.
God’s Call—Exploring the Bible and the word of God.
- Term 2 - Creation**—The book of God’s Works.
Covenant—Our God makes a promise with us.
- Term 3 - Prophetic role**—Messengers throughout the ages
Islam – Exploring world religions
Sex and Relationships Education. Growing up and growing wise.

Maths

- Term 1** - Number Theory—Angles, Lines, Averages and Negatives
 Algebra—Expressions, Equations and Decimals
- Term 2** - Properties of Shapes—Number Theory, Angles
 Sequences—Fractions, Decimals and Percentages,
- Term 3** - Statistics—Symmetry, Area, Perimeter,
 Probability—3D shapes and properties.

English

- Term 1 - Personal Writing** in style of Roald Dahl: Writing Assessment
The Novel. One chosen from Holes, Skellig, Stormcatchers, Goodnight Mr Tom. Reading Assessment
- Term 2 - Introduction to Shakespeare:** Reading Assessment
Poetry (Ballads / Family). Writing Assessment
- Term 3 - Analysing Non-fiction texts.** Writing Assessment
The Play: Reading Assessment

Science

- Term 1 - Introduction to Science.** Including Safety in Science, practical skills, the particle model and mixing substances.
Cells and Organisation. The structure and function of cells in plants and animals. How cells are grouped to form organs and organ systems, the human skeleton & muscular system.

Science—cont.

- Term 2 - Forces.** Investigating the forces surrounding us and how they act in different situations.
Energy. Types of energy, investigating the energy in food, looking at sources of energy and sustainable living
Chemical reactions. How different chemicals react when combined, different types of chemical reaction.
- Term 3 - Reproduction.** Reproduction and reproductive systems in plants and animals.
Ecosystems. How different organisms depend on each other in an ecosystem, food chains and food webs.
Acids and Alkalis. How acids and alkalis react, testing for pH. A Scientific skills project.

Geography

- Term 1 - What is Geography?** Learning how to use maps and atlases effectively. The use of symbols, scale, directions and grid references to be effective map readers.
Exploring England & UK. The physical and human characteristics of the UK’s countries. The economic characteristics of the UK (types of jobs). Describing the main weather/climate features of the British Isles.
- Term 2 - Tourism.** The attractions of tourist resorts. The benefits of tourism. The problems caused by tourism.
Rainforests. How rainforests work as systems (food webs). The types of vegetation in rainforests. How rainforests are being destroyed & how they can be saved.
- Term 3 - World of sport.** The location of different teams around the world. How players travel to the UK for jobs. How and why are different countries successful? Major sporting events (eg Olympics) and their impacts on the local area.
Weather. Using weather symbols to describe weather maps. Why does it rain? Why do we get nice weather? Microclimates.

History

- Term 1 - What is History?** An introduction to History at secondary school, looking at issues around defining History, chronology and its importance, what sources are, bias and reliability & how to communicate about the past.
Who were the Romans? A study of aspects of the Roman Republic and Empire from c.500BC to c.400AD. Topics include political conflicts, social and economic aspects and cultural background.
England before the Conquest. A study of the evolution of England, c410AD to 1066, including the arrival of the Anglo-Saxons, St Bede and his world and the impact of the Vikings on England.
- Term 2 - Medieval Realms.** Why did William become King of England? How did the Norman and Plantagenet Kings rule England? How did people live in the Middle Ages? What was the role of the Church?
- Term 3 - Medieval Realms.** How far did society change in the Middle Ages? How did the conflicts shape Britain?
Native People of North America. Study of various aspects, including types of evidence, how the first settlers reached America, the economics and society of the Plains Indians, and the conflict with European settlers.

Art

- Term 1/2 - Autumn leaf project.** Observational drawings, moving onto colour theory and contextual research (William Morris). Students create a final design inspired by drawings, into a final painting.
- Term 2/3 - African Mask project.** Create relief masks using recycled media and colour tissue paper. Inspiration for masks comes from student’s research & studies.

Technology

- Unit 1 - Textiles.** Hand Puppet. Students create design ideas for soft toy puppet and make a prototype. Areas covered include; health and safety, recycling, analysis of existing products, planning, design patterns and hand stitching skills .
- Unit 2 - Food.** Skills for Life. Students prepare ingredients and practice different preparation and cooking methods. They learn to work with food in a safe and hygienic way. They make a number of nutritious dishes and explore nutrition.
- Unit 3 -Resistant Materials.** Smart Pod and pen holder. Students follow the design and make process, analysing and Gathering research for ideas for a storage pod. They produce ideas, plan, develop and make it, considering suitable materials, equipment and manufacturing processes.

Citizenship

- Term 1** - School council, Local council, Local politics versus national politics, Wants and needs, Child soldiers, children’s rights and responsibilities, Cyber bullying
- Term 2** - Introduction to Crime. Civil & Criminal Law, Illegal Downloading, Knife Crime, Drugs, Financial Capabilities, Media bias and influence, Phone Hacking Scandal
- Term 3** - Freedom of the Press, Community Cohesion, Sustainability, Ethical Consumerism & Global Citizenship, "Trashion Fashion" Project

MFL

- Term 1 - Education.** Classroom, language, subjects, equipment and opinions. Focus on cognates, present tense, regular verbs and adjectives.
- Term 2 - Hobbies and Freetime.** After school activities, weekend activities and opinions. Focus on adverbs, common negatives, etre/ser, avoir/tener, aller/ir and faire/hacer.
- Term 3 - Food and Drink.** Mealtimes, names, at the restaurant, currencies and ordering. Focus on Je voudrais / me gustaria and partitive articles.

ICT

- Term 1** - Baseline assessment (induction), E-Safety, Communication and networking.
- Term 2** - Computer hardware and software, Data and Data Representation (Databases)
- Term 3** - Programming using Scratch