



KING EDWARD VII  
SCHOOL

# Key Stage 3

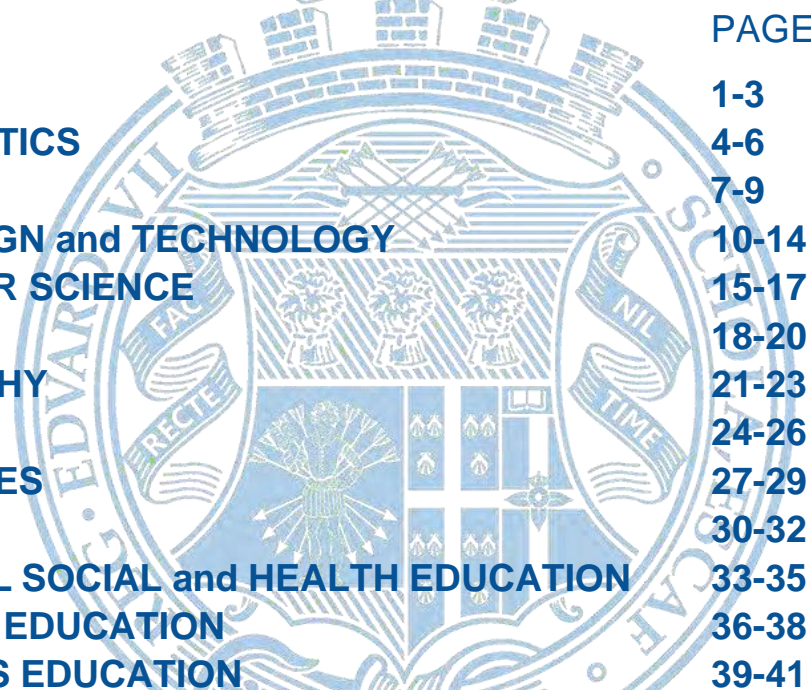
# Year 7

# CURRICULUM BOOKLET

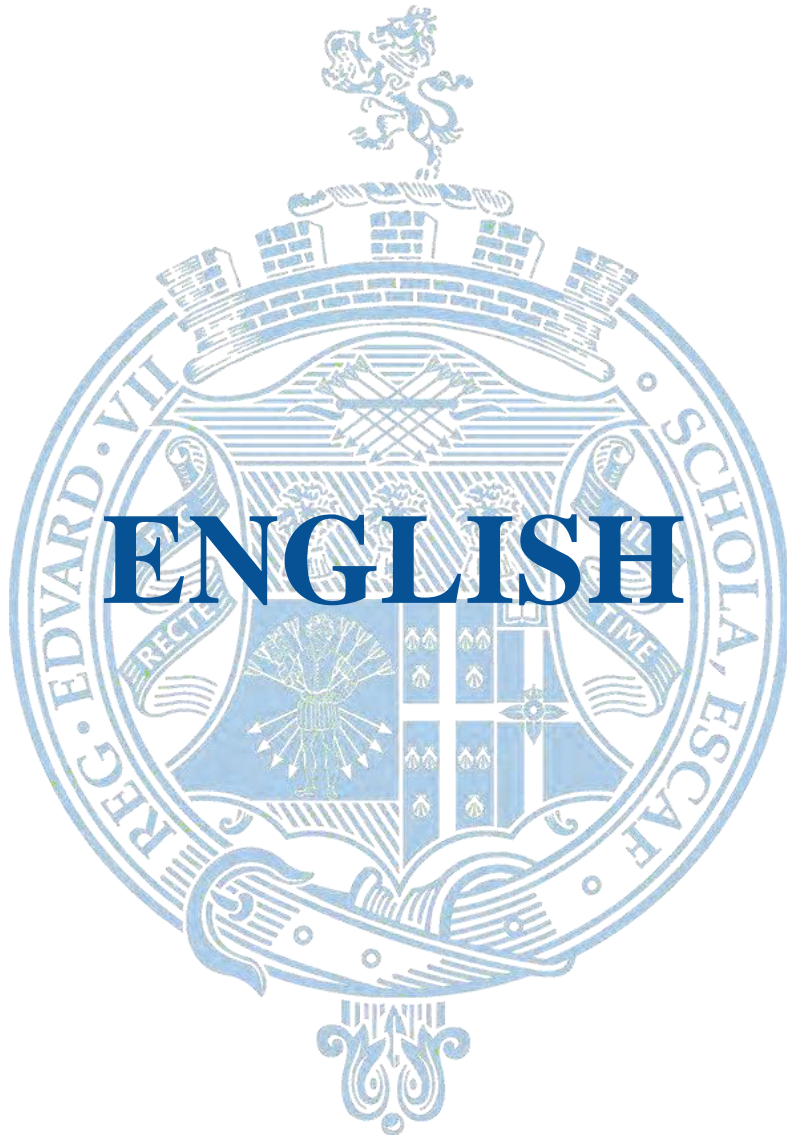
# 2023



# Contents



	PAGE
<b>ENGLISH</b>	<b>1-3</b>
<b>MATHEMATICS</b>	<b>4-6</b>
<b>SCIENCE</b>	<b>7-9</b>
<b>ART, DESIGN and TECHNOLOGY</b>	<b>10-14</b>
<b>COMPUTER SCIENCE</b>	<b>15-17</b>
<b>DRAMA</b>	<b>18-20</b>
<b>GEOGRAPHY</b>	<b>21-23</b>
<b>HISTORY</b>	<b>24-26</b>
<b>LANGUAGES</b>	<b>27-29</b>
<b>MUSIC</b>	<b>30-32</b>
<b>PERSONAL SOCIAL and HEALTH EDUCATION</b>	<b>33-35</b>
<b>PHYSICAL EDUCATION</b>	<b>36-38</b>
<b>RELIGIOUS EDUCATION</b>	<b>39-41</b>



# ENGLISH

# Curriculum Vision

We strive to enable all students to become clear communicators in both spoken and written modes, and to instil a love for reading both for pleasure and to improve literacy.

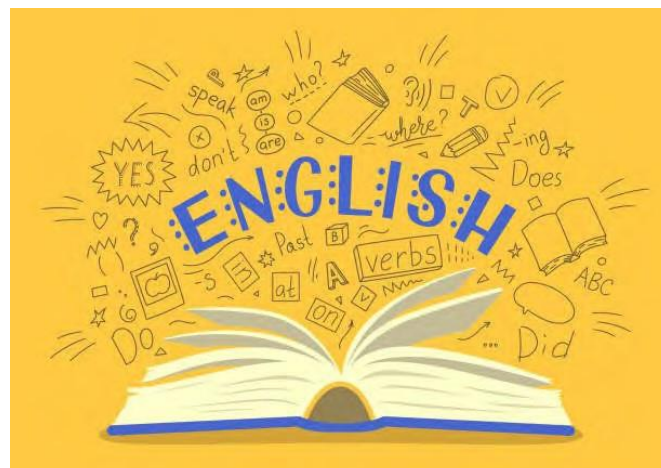
We seek a broad experience of different texts and writers from many backgrounds, as well as films and documentaries, to stimulate writing and discussion.

## Topics covered in Year 7

All students follow an induction curriculum and complete a baseline test in September, then they work on a rota of topics and texts for the rest of the year: a novel, a drama script, some poetry, news articles, creative writing, discussion work, media work, language work, and a Shakespeare play.

## Events in Year 7

Year 7s are encouraged to participate in the School's poetry and creative writing competitions during the year.





# Frequently asked questions for English

## **Will they be put into sets for English?**

No. Here at King Edward VII School we have mixed ability classes for English. There is one small group in each year group which is designated to support the most vulnerable students.

## **Will there be many options in regards to the topics and texts that my child will study?**

Yes. We are pleased to offer a wide range of plays, novels, and poetry from a broad spectrum of writers from across the world and from different time periods. Each teacher has a great deal of autonomy as regards to what they teach. Students will benefit from a broad curriculum; indeed, we also think it is essential for students to be taught about the role and function of language in society and the issues it raises.

## **Will English be used to teach other important skills?**

Yes. Each year group will have the chance to develop their spoken language skills. We really value discussion and group work in our department at King Edward's. Each year students will also deliver a presentation on a mature and engaging topic, thereby enhancing a repertoire of skills necessary for later in life.

## **Will there be many assessments?**

We do not believe in bombarding students with unnecessary testing. However, there will usually be a form of assessment each and every half-term. Every student will be provided with useful and informative feedback.

## **Do you start teaching the GCSE syllabus as Key Stage 3?**

No. We introduce students to all the necessary skills that are required to make them successful GCSE students, but we do not start the GCSE syllabus early like some other schools. This way they have the opportunity to consider a wider range of writers, skills, and topics than they otherwise would if such a measure were in place.

## **How many periods of English would my child receive a week?**

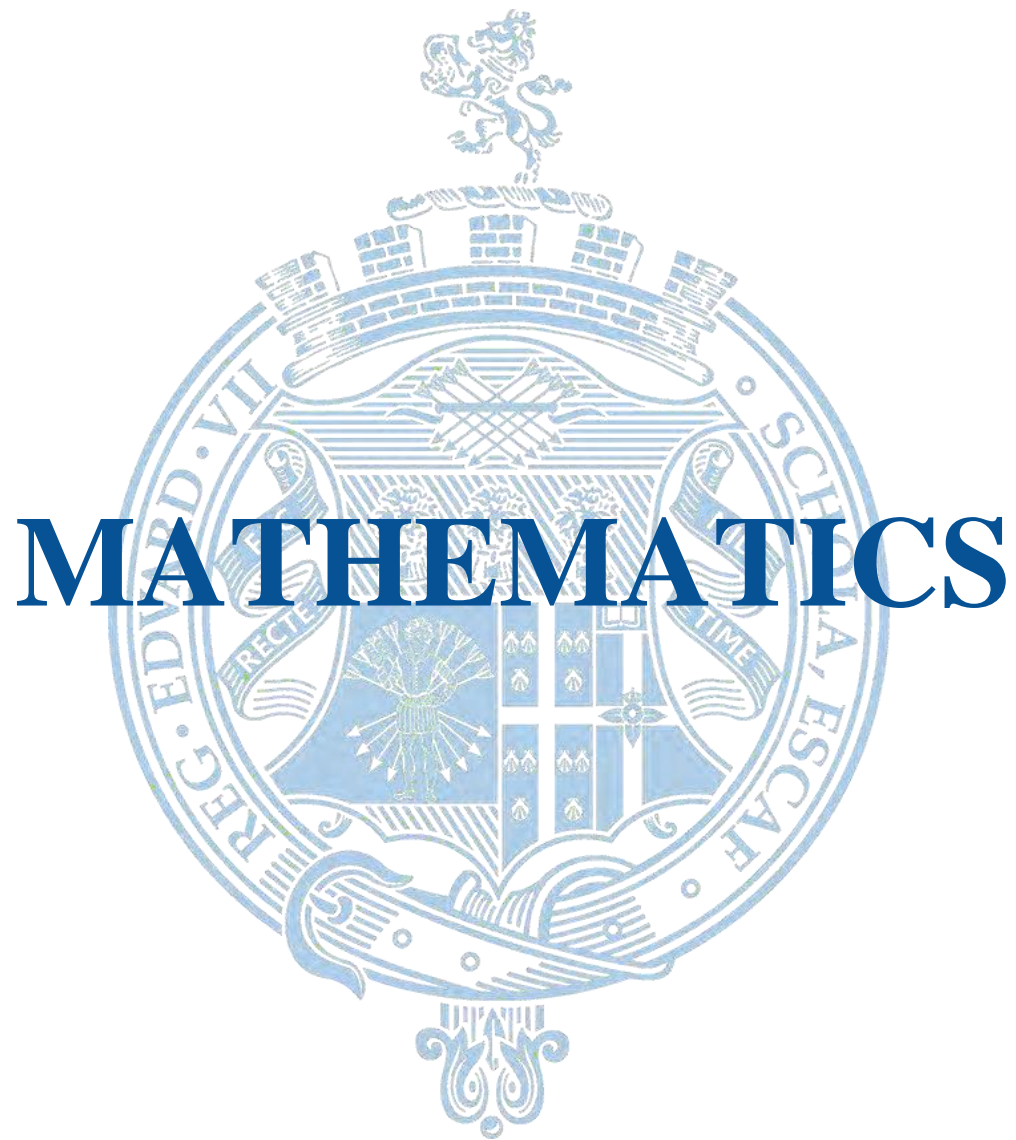
In Year 7, students will have three periods of English each week. This increases to four periods from Year 8 onwards.

## **What provision is provided to students with learning needs and requirements?**

It is standard practice within department to offer differentiated learning to our students based on need. Our highly experienced colleagues provide supportive and yet appropriately challenging learning materials for all students; we strive to find ways for our students to access to the English curriculum at all times.

## **Who will my child be taught by?**

All students will be taught by an experienced, fully qualified member of staff; indeed, each member of the department has strong subject knowledge and pedagogic strategies. Most students will be assigned one teacher. However, sometimes students may have more than one English teacher in a year. Parents can be reassured that as a department we have an outstanding reputation for collaborating and sharing excellent practice.



# Curriculum Vision

Studying Mathematics serves many purposes. These include, but are not limited to:

- The study of Mathematics as a subject in its own right. It is beautiful, true, deep and broad.
- The study of Mathematics as a way of thinking. It is logical, precise and flexible; it allows us to model and to problem solve.
- The study of Mathematics as a provision of useful skills for life. It empowers students as the learners, consumers, workers and decision makers of the future. Students who study Mathematics at King Edward VII School will go on to further study and employment in many public, private, voluntary and academic roles using the skills that they have learnt here.
- The study of Mathematics as a way of gaining qualifications. We currently offer a range of qualifications suited to individual student ability and interests.

## Topics Covered in Year 7

Mathematics in Year 7 extends many of the topics that you will be familiar with from your Mathematics lessons in primary school:

- Numbers work including number systems, calculations, ratio and proportion
- Shape work including area, perimeter, volume, angles, transforming and constructing shapes.
- Algebra work including writing algebraic expressions, solving equations, finding patterns in numbers, using a coordinate grids and drawing graphs.
- Data Handling work including collecting data, averages, graphs and making conclusions.

There is an increased emphasis on problem solving and making links between different areas of Mathematics, for example using decimals to solve data handling questions or expressing the area of a shape using algebraic expressions.

## Teaching and Learning

There are a range of pathways through the study of Mathematics at King Edward VII School. This allows us to tailor the experience of our students based on their prior attainment, interests and future plans. Students at Key Stage 3 and 4 are taught in sets based on a number of factors, such as prior attainment, target grade and additional needs including social, emotional and mental health (SEMH).

We recognise that students benefit from the regular practice of Mathematics. This may be in class, at home or elsewhere; alone, in pairs or groups; supported by adults or peers or independently.

The study of Mathematics builds on prior learning and regular recall of skills and techniques. What is first presented as a problem to solve, may become a routine technique that can be used to solve further problems.



# Frequently asked questions

## What equipment does my child need for Mathematics lessons?

Students should come to Mathematics lessons with a pen, pencil, ruler and a calculator. Additional equipment, such as protractors and set squares, may also be useful for certain lessons.

## Do you teach in sets or mixed ability?

Year 7 students start the year in mixed ability (form) groups. During the first term, we place students in sets broadly based on ability. In order to do this, we spend time getting to know the ability of the students, through teacher assessment and a baseline test, as well as being guided by Key Stage 2 results.

These sets are fairly flexible throughout Key Stages 3 and 4, with students able to move on the basis of attainment, target grades and additional needs. We do not move students up or down sets on the basis of one test result.

## What homework will be set?

At Key Stage 3 students will generally get one piece of Mathematics homework per week. This will usually be set through the Sparx website but occasionally students may receive a piece of homework on paper or through a different online platform.

## What extra support is available?

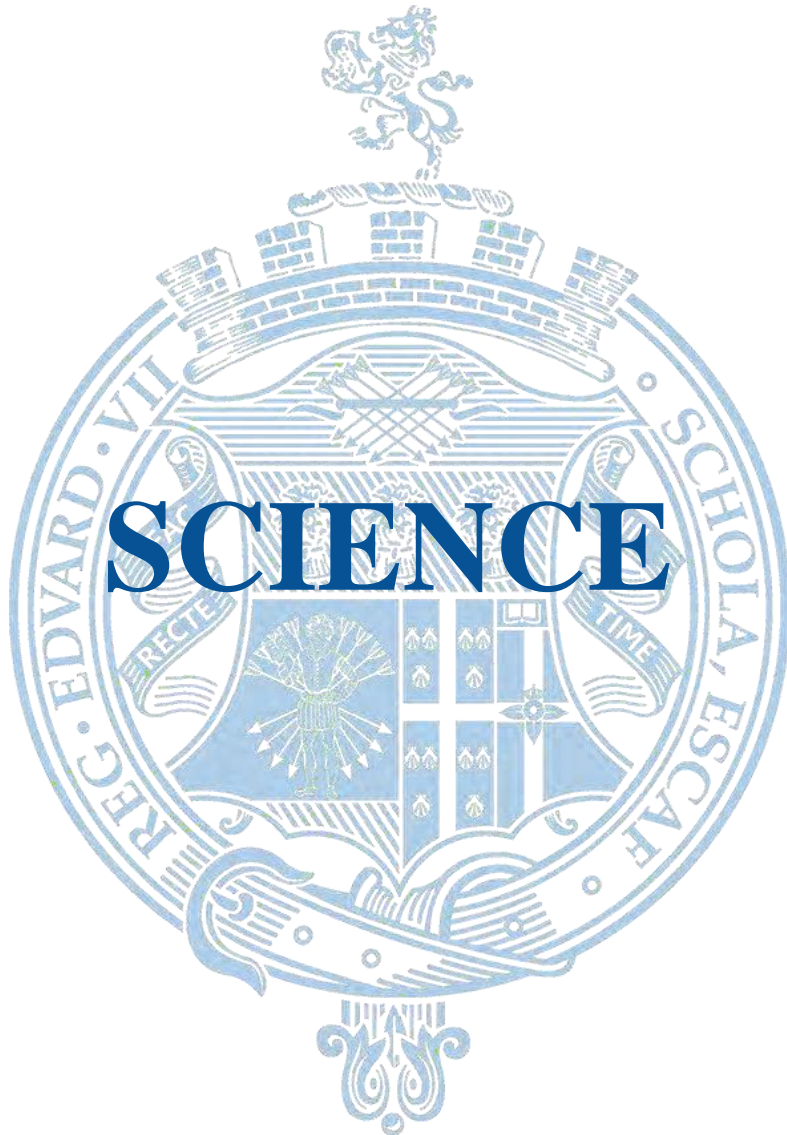
As students are taught in sets throughout most of Key Stage 3 and 4, it is possible to ensure that the work is tailored to the abilities of the students in each group, allowing them to make progress in and out of class. Teaching Assistants are present in some classes. Homework clubs run at Lower School and Upper School to support students to consolidate their learning out of class time.

## What extra curricular activities are available?

As part of the wide range of extra-curricular Mathematics activities at King Edward VII School:

- We run the Cipher Challenge (code breaking) Club each year– taking part in the National Cipher Challenge. Teams from King Edward VII have performed well in this, including winning the competition.
- A Gifted and Talented Mathematics club runs at Lower School, with weekly problem-solving sessions.
- Students take part in the UK Maths Trust 'Junior Olympiad' each year, answering multiple choice questions. We regularly have students entering the next rounds of these competitions.
- The homework clubs support learning of students of all abilities.





# SCIENCE

# Curriculum Vision

What are atoms? What are stars made of? How do our bodies work?

Science is about understanding how the world works and what everything is made of. In Science we study everything from the very tiny to the massive!

We want our students to appreciate how ideas in Science have changed over time, and how Science has changed our lives for the better, including the impact of technology and medicine.

## Topics Covered in Year 7

In Year 7 we introduce the students to the laboratory and how to work safely, before covering topics in Biology, Chemistry and Physics. The Year 7 Topics are:

Biology	Chemistry	Physics
Cells and Reproduction	Particles	Energy
Bodies	Separating mixtures	Electricity
Biodiversity	Chemical change	Space





# Trips and Visits

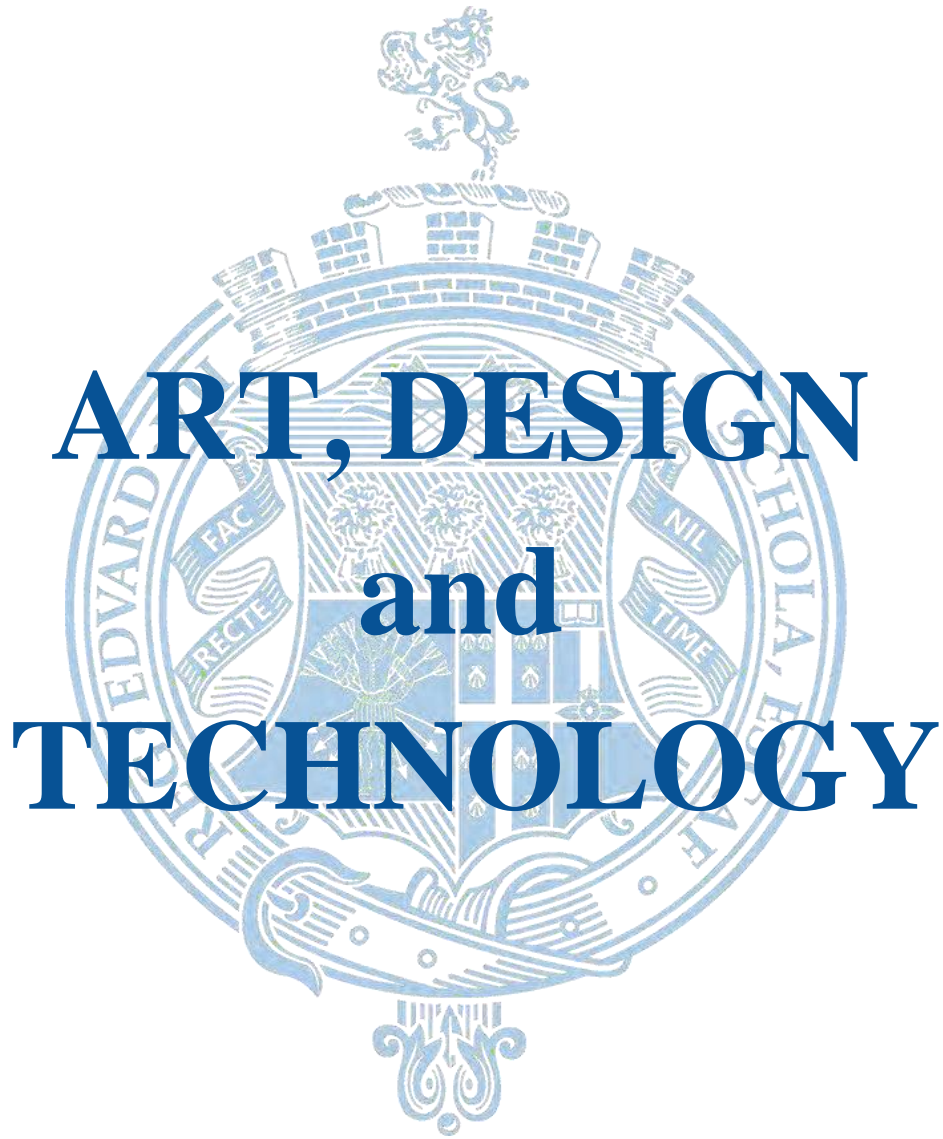
In Year 7 we visit The Deep, an aquarium in Hull, to learn about the marine environment, endangered species and our impact on the planet.

We often have one-off trips to the University of Sheffield or visitors into School. This year we are planning on learning about reproduction as we incubate and hatch chicks.

We have a STEM club (Science, Technology, Engineering and Mathematics) which meets after School. Students can carry out practical work, do challenges against other students and do research into topics in Science and Engineering which interest them. We usually build rockets, do dissections, make and fly paper aeroplanes, have visitors to speak to us and do all sorts of fun practicals.







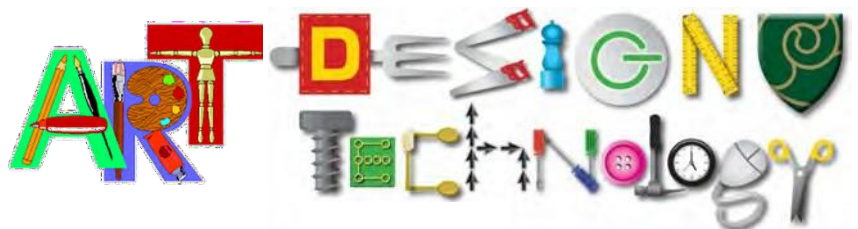
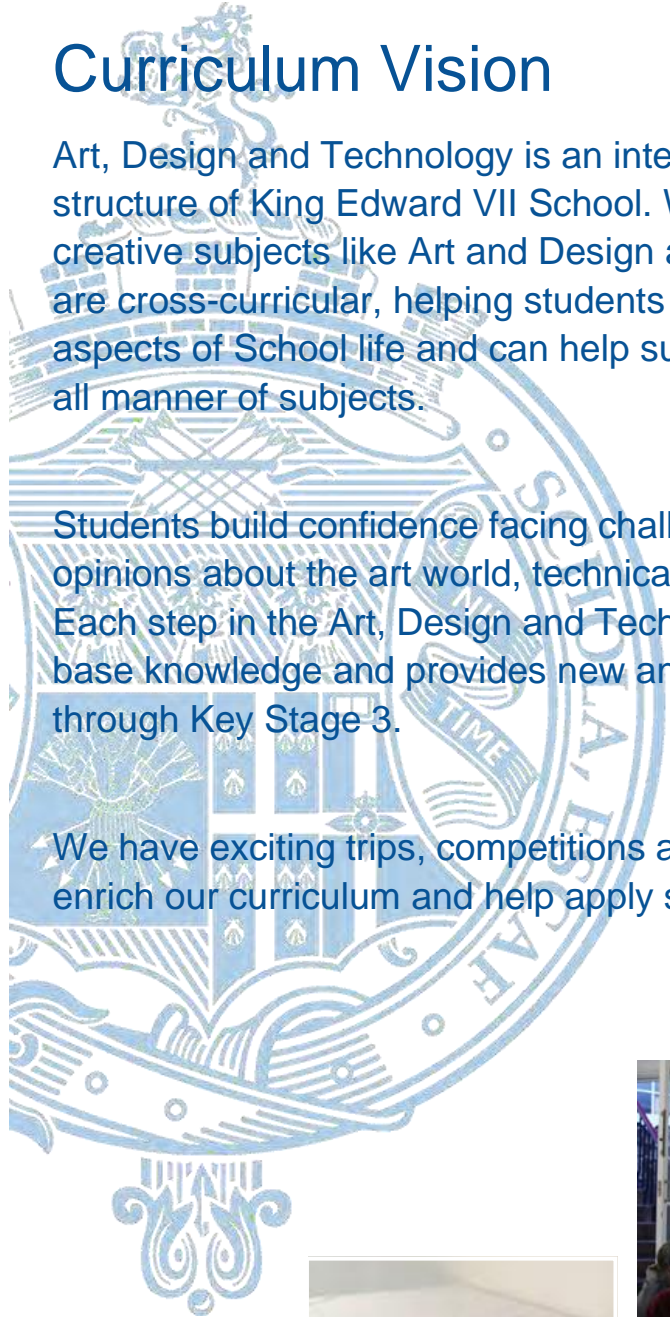
# Curriculum Vision

Art, Design and Technology is an integral part of the structure of King Edward VII School. We believe that creative subjects like Art and Design and Technology are cross-curricular, helping students with various aspects of School life and can help support learning in all manner of subjects.



Students build confidence facing challenges whether it is their practical skills, opinions about the art world, technically growing in precision or identification. Each step in the Art, Design and Technology programme is establishing their base knowledge and provides new and exciting challenges as they progress through Key Stage 3.

We have exciting trips, competitions and visitors from creative backgrounds to enrich our curriculum and help apply skills to the real world.





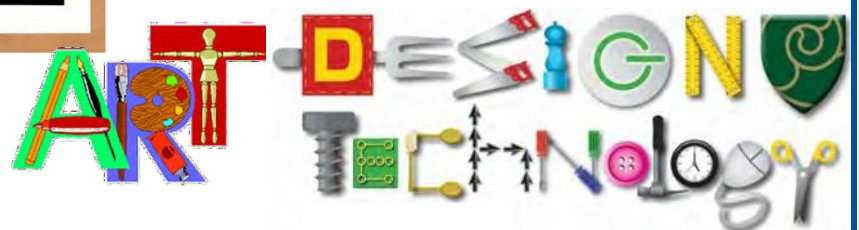
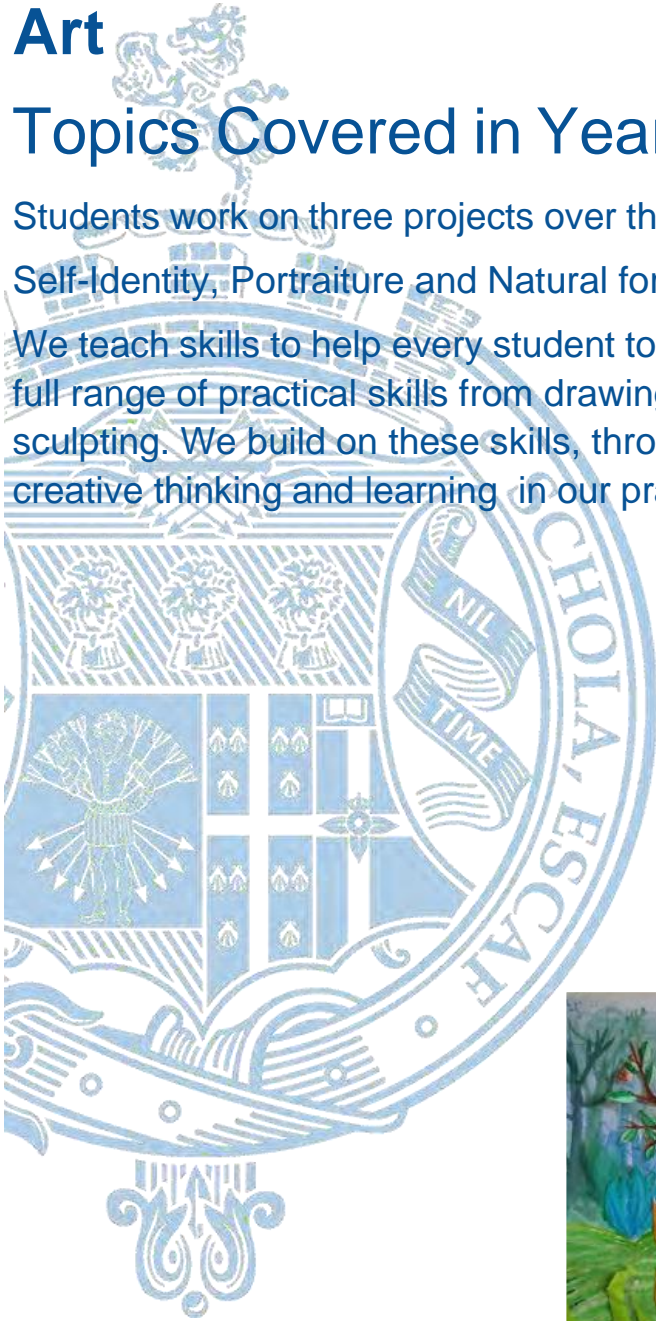
# Art

## Topics Covered in Year 7

Students work on three projects over the year.

Self-Identity, Portraiture and Natural forms.

We teach skills to help every student to think and work creatively developing a full range of practical skills from drawing and painting to printmaking and sculpting. We build on these skills, through Key Stage 3 to enable high quality creative thinking and learning in our practice for GCSE and onto A Level.





# Design and Technology

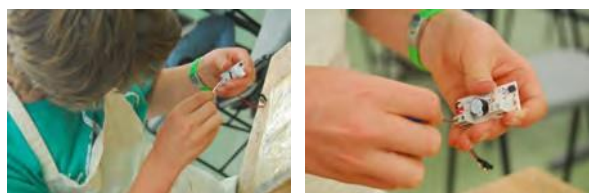
## Topics Covered in Year 7

The Design and Technology course at Lower School focuses on building the confidence of each student in a workshop environment. Health and Safety in Design and Technology is taught to the students before they embark upon their creative and technical journey in design.

Students can expect to work with a range of materials including timbers, metals, plastics fabric and cardboard and will gain an understanding of each material as well as the skills required to work with each of them. These skills can be combined with an introduction to basic electronics and systems and CAD/CAM to develop further throughout Key Stage 3 leading up to Key Stage 4 where there are opportunities to study Engineering, 3D Design and Graphic Communication. Students will gain experience and appreciation of the work of designers and innovators in order to help influence and inspire their own creativity.



Projects	Focus
The Bug Hotel Project and the Travel Game	Health and Safety, 3D design, Environmental issues
Bag tags	Health and Safety, Electronics/Engineering systems design



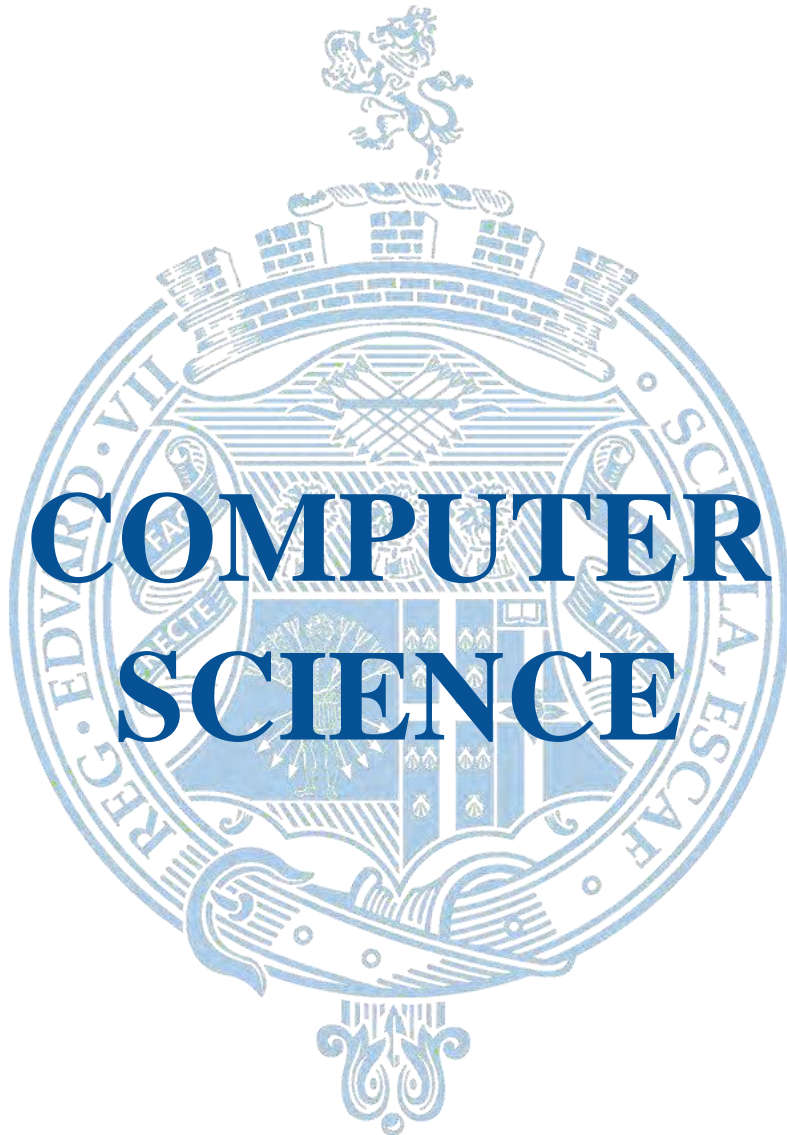
# Food

## Topics Covered in Year 7

The Food course at Lower School mainly focuses on healthy eating and skilling students up to be able to make healthy breakfast, lunch and dinner options. We talk about healthier snacks and the proportion of different foods to eat in our daily diet. Year 9 focuses on making popular dishes in a healthier and more economical way, such as chillies, curries, pasties, quiches, brownies, pies, cacciatore, meringues, cupcakes, breads, pizzas etc.









# Curriculum Vision

By adapting our Computer Science curriculum we show students why learning Computer Science can, and should, matter to them

By developing a comprehensive Computer Science curriculum we can empower our students to face the issues both now and in the future and to become fully fledged problem solvers

An understanding of computational thinking is paramount and must be a foundational part of our students learning in order for them to contribute and offer solutions to future problems

Moreover, the ability of our students to understand how Computer Science can help and be applied to their jobs and lives is critical and for them to become truly computationally literate whether they be designers, architects, managers, doctors they will be able to understand the types of computing solutions necessary and be effective members of any team.

## Topics Covered in Year 7

- Online Safety
- Computational Thinking
- Algorithms
- Systems Architecture – Hardware and Software
- Programming



## Frequently asked questions

### **Does my son/daughter need to be able to program to access the curriculum?**

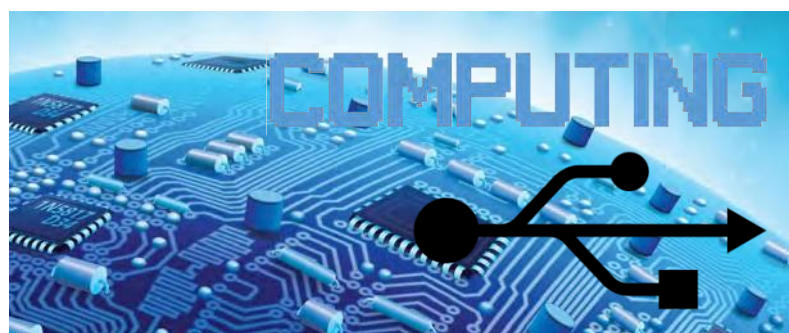
No. We will teach them all they need to know as they move through Year 7. There are no prerequisites for the course.

### **Is programming/coding hard?**

No. As long as one understands how a problem is to be solved using computational thinking and methods, and therefore the steps which need to be taken in order to solve said problem, the rest is just syntax!

### **Are there any specific computer programming languages that are used in your teaching?**

No. However, many students do come to us with experience of Python and sometimes C# or C++, all are very useful. We do not prescribe which languages our students program in, it is up to them. Any higher-level language is perfectly fine but for most students Python is their language of choice.







**YEAR 7 DRAMA**

# Curriculum Vision

Drama puts you, as, performer, designer, deviser, director or audience, both in and outside the event being explored and asks you to bring your whole self to the situation, to take an active part, to make decisions and choices, to develop deep understanding and profound knowledge of concepts and ideas that enable us to ask and answer philosophical, life changing questions.

In Year 7, a class, devising a Drama where a town is about to be demolished by an international oil company, create scenes in which their characters (the townspeople) find ways to have a voice, to fight back, to survive. Because it is drama that works in real time, these must be real solutions, believable solutions, the words must have power and effect. Each facial expression, action, gesture must be right or we will lose our town and livelihood. They hold elections, carefully creating the right character to meet the demands of the situation as Mayor. They write and deliver powerful speeches. They form barricades and choose the moment in their drama when someone might be sacrificed – what is the highest moment of tension – the crisis point? Will there be a moment of Peripeteia? Will there be a resolution? They have crafted (playwrighted) a dramatic experience for actors and audience that will make them all look at the world differently.

The process of creating and performing has challenged these students, they have learnt resilience, co-operation, respect for each other and the art form, they have learnt how to shape and make the work their own, they have developed their performance skills, in ways they never knew they could, in response to the demands and needs of the Drama and they have discovered how to make their voices heard.

In doing Drama, from Year 7 to Year 13, our students will have had their imaginations exercised and developed. They will have had to look at the world through the eyes of others. When the Greeks invented Drama, it was part of their democratic process, they saw it as essential to their citizens being able to think, to question and be part of creating a truly democratic and equal society. Drama that we see, create and perform transforms and opens up our imagination, it makes us agents of change, firstly in the safety of the studio, in our imaginations and in the imaginative, tragic, comic worlds we create and then in the real world, giving us the tools to recognise injustice and inequality, violence and barbarism, peace, humanity and humour.

## Topics Covered in Year 7

The Key Stage 3 Curriculum is a spiral curriculum, with each unit and year revisiting the skills and ways of working experienced by the students at an increasingly higher level of development and understanding. We aim to ensure that all students build and develop their understanding of a diverse, wide range of performance skills and forms and styles of Theatre and Drama. We see this as essential to the development of our students as Theatre and Drama practitioners in their own right.

We work to facilitate their ability to work as part of a team, to express their own opinions, to listen to and question others ideas and to become creative, collaborative and independent learners who are confident practically, orally and intellectually.

Texts and stimuli for devising and performance reflect the diversity of our School and the community we live in. We recognise the vital role that Drama plays in opening up the breadth of cultural, political and social issues that there are in the world and offer plays and starting points for our creative process that allow students to actively engage with these Issues and to come to their own understandings of the world we live in.

YEAR SEVEN				
Students have Drama once a week for 7 to 8 lessons, four times a year on a rotation				
	UNIT ONE INTRODUCTION TO DRAMA THE STRANGER 7 to 8 Lessons	UNIT TWO IPHIGENIA 7 to 8 Lessons	UNIT THREE FRANKESTEIN 7 to 8 Lessons	UNIT FOUR DEVSING; ALI'S STORY 7 to 8 Lessons
CONCEPTS, IDEAS AND QUESTIONS BEING EXPLORED	This drama explores issues of community responsibility, leadership and asks how far we would go to defend what we believe in?	Based on the Greek Myth of <b>Iphigonia</b> at Aulis, this drama explores concepts of responsibility, complicity, sacrifice and truth.	This drama explores the following questions: What does it mean to be Human? How do we define "right" and "wrong"? What is our responsibility to our children? What do we need to teach those in our care?	Stimulus: Ali is an elective mute found in Motorway service station. Ideas, questions, concepts for exploration are determined by the response of the students. Ali's story takes us in any direction the students choose to explore from a child who has been smuggled into the country in the back of a lorry to a runaway who has argued with their parents.
FORMS AND SKILLS BEING LEARNT:	As the first drama encountered by Year Seven, implicit in all tasks set is the desire to protect the students into all forms of drama work and to enable them to feel confident in expressing their ideas, working as part of a group and trying out new ways of working.  Students are introduced to: Teacher in Role / Student in Role Whole group Role-play Small group Role Play Building a role Action to reveal meaning Forum Theatre Still Image Thought tracking Creating a Setting Dialogue Proxemics Voice and Movement Use of props and costume	This SOW continues to build on the skills that the students have started to develop in the previous SOW.  In addition Students are introduced to: Improvisation Devising sustained sequences of Theatre Understanding some of the structures of Greek Theatre – Tension, Crisis, Peripeteia and Resolution. Developing and sustaining a Role. Characterisation Dramatic action Depiction Set Lighting Sound	This SOW continues to build on the skills that the students have started to develop in the previous SOW.  In addition Students are introduced to: Vocal and Physical work for Characterisation Specific Moments of Action to reveal meaning Corporate Role Creating Moments of Theatre Marking the Moment Creating Setting Writing in Role Drawing in Role Sound to build atmosphere. Physical Theatre.	A teacher led devising process using the performance and explorative skills learnt in the previous three units.  Performance Outcome: Short devised scenes exploring the story of Ali's Life.  In addition, students are introduced to: Devising techniques <b>Improvisation</b> Structuring performance – 3 Act structure Story telling – direct address to the audience, multi rolling, transitions: working in an empty space to create Setting Lighting Sound Props and Costume



# Trips, Visits and Extra-Curricular Activities



These support, nurture and inspire the work in the curriculum.

Blank Slate Theatre is the Schools own Theatre Company, open to any student, in any year, who wants to take part. We produce two plays a year. We are proud of the high standards that our students achieve when working to produce public performances. We believe that students have the right to access the full cannon of the great playwrights from across the ages and the world and have a tradition of producing a range of classic and contemporary plays that are challenging and thought provoking.

Theatre Trips: There is at least one theatre trip a year for Key Stage 3 students. We encourage students to develop a theatre going habit by promoting plays in local theatres and giving all students access to online streaming services such as National Theatre Live and Digital Theatre.

Visiting Artists enhance and inspire the work of students and staff alike. We aim to provide all Key Stage 3 students, at some point during their three years, with the experience of working with a professional theatre company in School.

Year 7, Year 8 and Year 9 Drama Clubs provide a weekly opportunity for our Lower School students to create and explore a range of theatre forms and styles, to grow and develop in confidence as performers and to ready themselves to take on roles in the School productions.

We look for opportunities to take part in festivals and projects run by industry professionals and academics at University level as we recognise the importance of our students widening their experiences and taking their work out into the wider community.



## Frequently asked questions

### How often do students have Drama?

Students have Drama once a week in Year 7 for an hour. This continues in Y8 and in Y9 they choose three creative subjects to follow courses in for a term each.

### Is Drama available as a choice at GCSE and A Level?

Yes. We have thriving and highly successful groups of students at both A and GCSE Level. We are very proud of our students, who consistently get some of the best results in the country.

### What Extra-curricular Opportunities are there for Y7?

There is a Year 7 Drama Club that runs weekly, all year. There is also a Lower School Play every Summer. We have an inclusive policy - anyone who wants to be in the play or the Drama Club is welcome to take part and will be assured of a role. We also encourage students to get involved on the technical, design and stage management side of the productions.

### What is a Drama Lesson like?

Practice, for us, is primary at all Key Stages. We believe that students learn best in Drama by doing, performing, experiencing, talking and discussing and that the knowledge, understanding, confidence and skills they gain from this will enable them to create meaningful, original drama and theatre.

We work in groups exploring students' ideas and opinions about themes, concepts, characters, and plot and experimenting with different styles of theatre. We are supportive of those students who may feel shy and offer leadership opportunities for those who are confident and maybe already experienced in drama activities. Performance and creative confidence is built gradually through whole and small group work in and out of role. All you need to bring to the lesson is your imagination.

**YEAR SEVEN IN  
A MIDSUMMER NIGHT'S DREAM**



**YEAR SEVEN DRAMA LESSON -  
WORKING IN ROLE**



**YEAR SEVEN DRAMA LESSON -  
PLANNING IN GROUP**



# GEOGRAPHY



# Curriculum Vision

In Geography, we want students to become responsible and environmentally aware citizens who have a broad geographical understanding and are equipped with the skills required for their futures. We want students to have a genuine care for their world. As David Attenborough says, “Cherish the [natural] world because you are part of it and you depend on it”.

We feel students should:

- Understand the importance of the subject and how it impacts on them and the world around them
- Understand global issues
- Be environmentally aware and have a personal responsibility for the planet. know what they can do to be environmentally sustainable
- Be politically aware and understand the changes that are happening in their world

## Topics Covered in Year 7

- Our Sheffield
- Map Skills
- Weather and Climate
- Economic Activity
- Our Fantastic World

## Trips and Visits

We make use of the local area around School to study geographical processes and issues. For example, we look at the impact of traffic on local roads and carry out an investigation on infiltration rates and the impact this can have.



## Frequently asked questions

### **What groups are students taught in for Geography?**

Students are taught in their form groups.

### **How many Geography lessons are there each week?**

Students have two Geography lessons each week in Year 7.

### **Is Geography taught on a rotation with other Humanities subjects?**

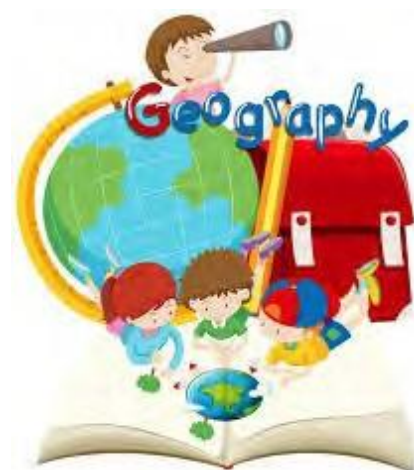
No. Geography is taught as a discrete subject by specialist teachers.

### **How can I support my child in learning about Geography?**

Take an interest in the world around your family. If you go on holiday, ask questions to your son and daughter that will help them to understand more about where you are staying. Encourage them to have a go at map reading on their telephone to find their way around. Purchase an atlas to find out about the location of places. Watch interesting documentaries together. Anything you can do to encourage students to be interested in the world around them and further afield will go a long way.

### **I do not think my child has learnt much Geography at primary school. Will this be a problem?**

No. The programme of study will be different for all students compared to their primary school, so students will not feel at a disadvantage.







# Curriculum Vision

**At King Edward VII School, we want our students to think like historians.**

- The History curriculum is relevant to our diverse range of students and provides opportunities to enhance their access to cultural capital so that all students can join in the conversation.
- Students should be able to 'see themselves' in the curriculum, while also building their knowledge and understanding of a diverse past that takes them into the unfamiliar.
- We aim to develop curious historians who are increasingly able to work independently to critically think about the past in order to develop a better understanding of the present.
- To enable this, students study a knowledge-rich curriculum which includes a range of breadth and depth enquiries from local, national and global perspectives.
- Enquiries are challenging and rooted in academic historical scholarship with the role of the historian at the centre of student's learning.

## Topics Covered in Year 7

- How do artefacts help us to understand the Anglo-Saxon period?
- Why should the Silk Roads be included in the School curriculum?
- Did the Normans bring a 'truckload' of trouble?
- What do the Plantagenets reveal about power in the Medieval Ages?
- Was the period of the Crusades a time of continuous conflict between Muslims and Christians?
- What mattered to people in the Middle Ages?
- What does the life of Mansa Musa tell us about Medieval Mali?
- What difference did the Black Death really make?
- Why was the Church so important in the Early Modern Period?
- What mattered to the Mughals?





# Trips and Visits

We are hoping to run the following Key Stage 3 trips 2023-24:

- Y7 to Castleton
- Y8 Quarry Bank Mill
- Y9 WW1 Battlefields Tour and Weston Park Museum
- We also offer immersive days and workshops in conjunction with the University of Sheffield that happen for a range of year groups across the year

## Frequently asked questions

### How often do students study history?

Year 7 students study History for two lessons per week.

### Who teaches history?

Staff in the history department are experienced and inspiring teachers who teach across all Key Stages at King Edward VII School.

### What does homework look like in history?

Year 7 students will complete either a guided reading activity, research using 'Meanwhile Elsewhere' resource or a knowledge recall activity. All homework is set via Satchel One and marking and feedback is given online.

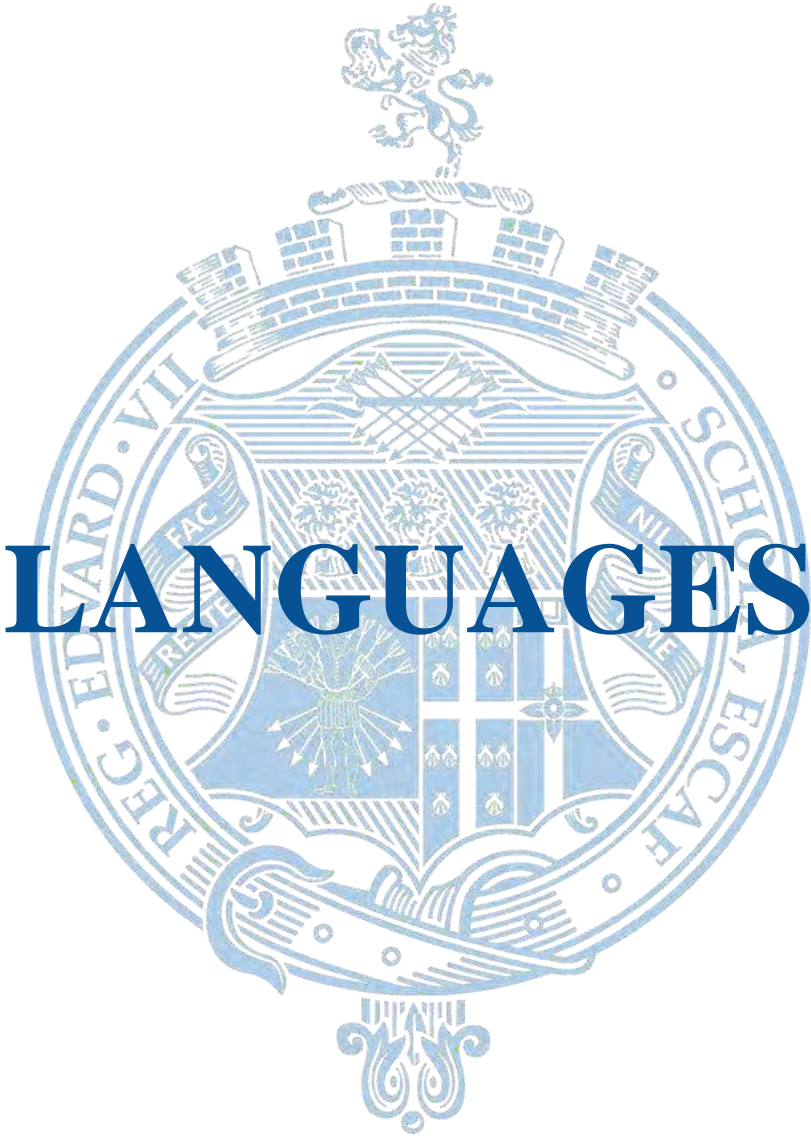
### How often will homework be set?

Formal homework tasks will be set at least once per enquiry topic and there are additional opportunities for further research and independent challenge tasks.

### What can parents and carers do to support homework?

All homework tasks are set via Satchel One and useful additional resources are also available via Google Classroom.





# LANGUAGES



# Curriculum Vision

Our vision in the Modern Foreign Languages Department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences. We will ensure that each of our topics contains an element of cultural reference to not only the target language country, but the wider Francophone, Hispanic or Germanic spheres, as well as the Arabic and Urdu speaking world. The Department is committed to developing strong, lifelong linguistic skills and to encouraging students to become curious global citizens who are interested in the world and all its people. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

## Topics Covered in Year 7

	Term 1	Term 2	Term 3
French	Myself My World	My School Food	My Town Lifestyle
German	Myself My Family	My School Spare Time	My Home
Spanish	Myself My Family	Free Time	My Home

## Trips and Visits

The Languages Department organises study visits to the countries where the target language is spoken every year.

Our Key Stage 3 students are invited to join visits to France and Austria.

In the Sixth Form our A-Level students have the opportunity to use and develop their language skills on study visits to Paris, Berlin and Vienna.

# Frequently asked questions

## What languages are taught at King Edward VII School in Year 7?

There is a choice of three languages: French, German, Spanish

## Can parents choose which language they want their child to study?

Yes. There is a language choice form included in the induction pack. Families usually get their first choice of language if the form is returned by the deadline.

## Can students change languages?

We discourage this. Students normally, with very few exceptions, study the same language throughout Key Stage 3, most of them to GCSE level.

## Can students study two languages?

Yes, at the end of Year 7 linguistically gifted students are given the opportunity to choose a second language to study in Years 8 and 9.

## How do you choose which vocabulary to teach?

Vocabulary is organised around topics relevant to our students' life experience starting from the self and immediate surroundings and gradually expanding further afield.

Particular emphasis is on words which occur frequently in the language, especially common verbs, connectives and adverbs.

## What is your approach to the teaching of grammar?

Grammar is taught drawing on students' knowledge of their first language, becoming gradually more complex, and is scaffolded

## What is your homework policy?

There is normally one homework per week, which can be research, a written task, a puzzle, preparing an oral presentation or a piece of display, or revision (e.g. for a vocabulary test or unit assessment).

## How are students assessed?

Students are assessed informally every lesson and are therefore encouraged to take an active part in oral class work.

There is a summative assessment at the end of every term, which usually includes listening, reading and writing tasks.

## What about culture and creativity?

Students are encouraged to use the language creatively for enjoyment and fun. Each of the teaching units contain a cultural reference point to develop curiosity and increase motivation. A highlight each year is a visit to the target language countries, France and Austria, where students can experience the culture and use their language skills in authentic environment, whilst enjoying time with their peers and developing their social skills and independence.







# MUSIC

# Curriculum Vision

In the King Edward VII Music Department we believe that music is a practical subject that is accessible to all.

Music lessons are delivered in specialist areas by expert musicians and teachers.

The work is practical in nature and covers the skills of performing, composing and listening.

## Topics Covered in Year 7

- Introduction to the Musical Elements
- African Drumming
- Keyboard Skills
- The Four Chord Trick
- Scary Music
- Band Skills; performing See You Again

## Trips and Visits

Whilst no trips are currently planned, trips to theatres and other venues to hear live performances will be organised as well as a future tour to perform at Disneyland, Paris.



# Frequently asked questions

## Can I learn an instrument at King Edward VII School?

Yes. We have a very experienced team of visiting instrumental teachers who cover all instruments.

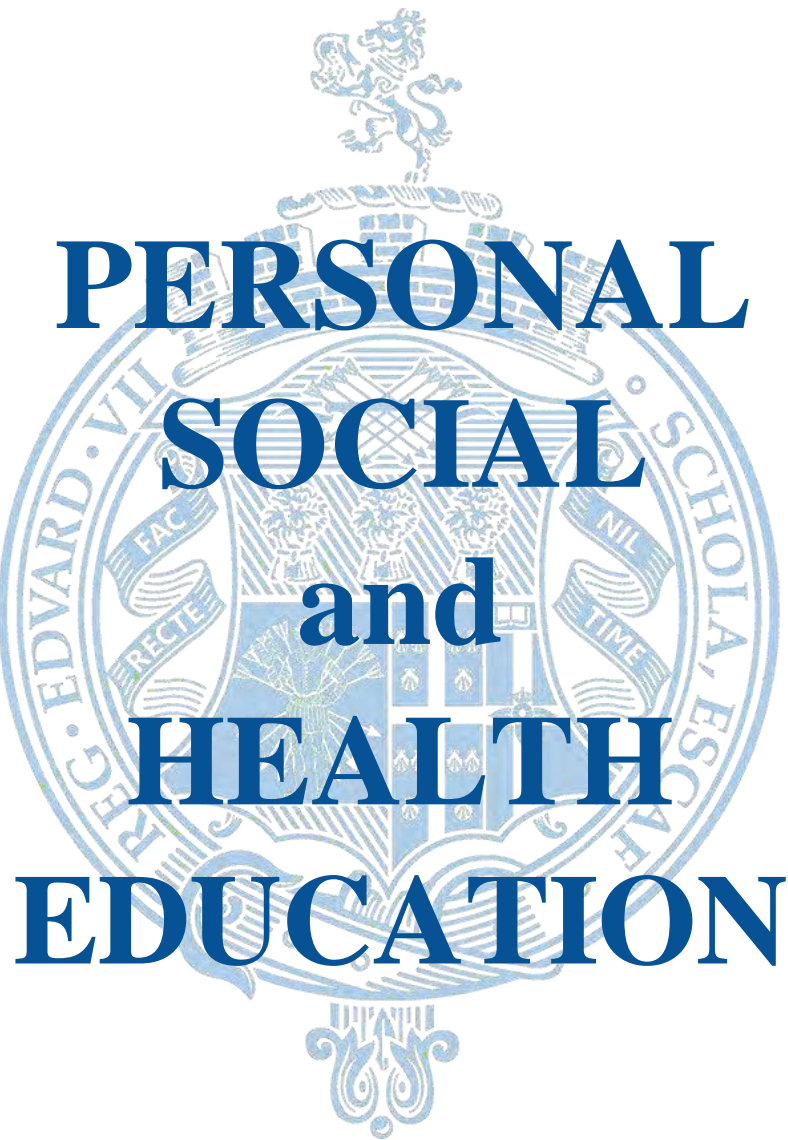
## Is there a place I can store my instrument?

Yes. There is a store cupboard with a coded lock.

## Do you do GCSE / A-Level Music at KES?

Yes. We have groups studying music throughout the School. Each year, several students are successful in gaining places at university and music college to further their music education.





# Curriculum Vision

Student well-being is at the heart of the PSHE curriculum. Core topics include mental health, equality, relationship a sex education, families, politics, safety and finance. Critical thinking and communication skills are also developed in weekly timetabled discussion based lessons. Our dedicated teaching staff are experienced in delivering often sensitive content in a safe and appropriate way to the age group.

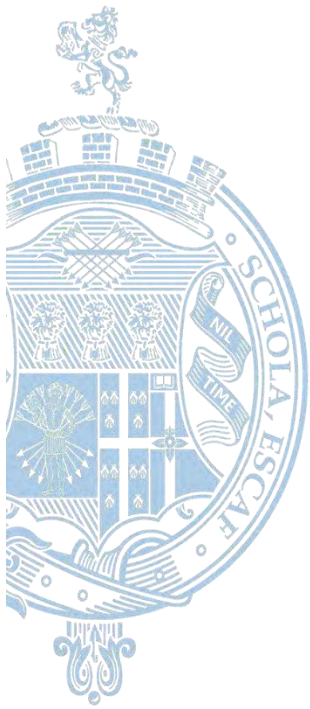
Students have lessons throughout Key Stage 3 and Key Stage 4, allowing topics to be fully explored and developed. Key Stage 4 topics focus on moving into independence and adulthood (e.g. parenting, finance, bereavement and sex education). Many other Schools deliver these important and sensitive topics using general teaching staff in form time, or occasional 'drop down days'. PSHE has long been highly valued at King Edward VII School as a way of investing in student well-being and safety.

PSHE draws on the experiences and opinions of students as a core source of learning for all. Students leave lessons feeling valued and heard; this develops compassion and understanding across the whole School community. PSHE lessons invite exploration and self-reflection, with the aim of producing independent thinkers. Useful and current topics provide a vehicle for this process and teachers actively model thinking skills, humility and compassion.

## Topics Covered in Year 7

- Making friends
- Bullying
- Mental health
- Puberty - physical and emotional changes
- Politics
- Safeguarding topics
- Personal safety out and about
- Diversity and equality
- Online world
- First aid





# Curriculum Summary

**PSHE**

Topic

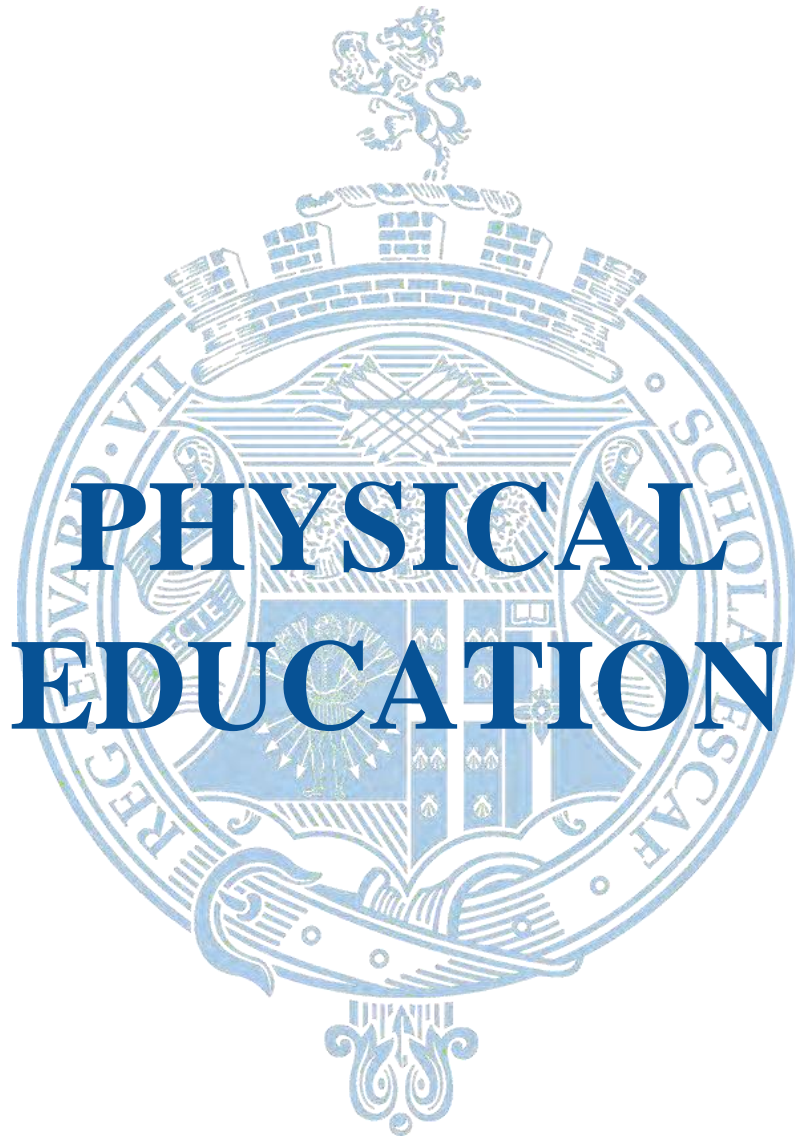
Progression Chart

NB: units vary in numbers of lessons

1 hr /week

Specialist teachers

Year	Citizenship	Equality	Family	Emotional Wellbeing	RSE	Safety	Finance	Other
Y13	Politics					Healthy relationships Sexual consent		
Y12	How laws are made				Managing anxiety	Self examination	Travelling safely	
Y11	Homelessness				Thinking styles	Pregnancy, birth, fertility	Drink and drugs	Student finance
Y10	Environmental crisis				Managing exam stress	Intimate communication & boundaries	Driving safely	Taxes
Y9	Protest/ campaigning	Race/gender inc Inocls			Getting help/supporting others	Impact of pornography	Sexual Harassment	Applying for jobs
Y8	Being a responsible and active citizen	Disability	Parenting styles	Maintaining good mental health	Break ups	Drugs, risks & impacts	Money and relationships	
Y7	Human rights	Sexuality	Pregnancy/birth	Self care	Abusive/healthy relationships	Child sexual exploitation	Transport cost/impacts	
	Refugees	Gender	Needs of a baby/child	Importance of physical/mental health	Contraception/ STI's	Bullying - face to face, online	Buying/renting property	
	British Values	Race, inc BLM lessons	Bereavement	Expressing feelings safely	Child sexual exploitation	Child sexual abuse/ FGM	Budgeting	
	Structure of government	More in common	Separation	Samaritans	Sexual consent	Social media impacts	Salaries	Managing screen time
	How politics is relevant to us all	Protected Characteristics	Partnerships	Safely expressing strong emotions	Basic birth control, STI risk & consent	Online threats	Career routes	CV building
					Puberty	First aid	Managing money	Choosing a course/job



# Curriculum Vision

At King Edward VII School all students experience outstanding physical education (PE), physical activity and School sport to develop physical and social skills in addition to promoting good mental health, which we hope will lead to lifelong participation. We teach students how to cooperate and collaborate with others as part of a team, understanding fairness, resilience and equity of play to embed life-long values. The PE department provides an outstanding academic route through to GCSE and A Level PE. We are at the forefront of best practice in teaching and learning to maximise every student's potential in the subject.

## PE Curriculum

Our curriculum is based on the theme of Heads, Hearts and Hands, which encompasses the key benefits of high-quality physical education; physical literacy, cognitive/thinking skills, social skills and health benefits.

Our students receive two hours of Physical Education in Year 7 through to Year 10 and in Year 11 this changes to one hour per week.

To ensure that all three key elements of high-quality PE are taught overtly within the curriculum, the focus of assessment covers all three strands as outlined below.

### Learning with the Head (Cognitive)

Learning with the head focuses on factual learning, how the student thinks, what they know and what they remember. It is essential for students to have a general understanding and knowledge of the important facts, rules, strategies and safety in the games and activities we do in PE.

### Learning with the Heart (Affective)

Learning with the heart focuses on how the students think and feel about themselves, how they get along with their peers and how they communicate. It deals with persistence, grit, and resilience. It also includes to what extent they are helpful with their peers and how they handle frustration, disappointment, and anger.

### Learning with the Hands (Psychomotor)

Learning with hands is about doing, learning essential skills needed to participate in the games and activities done in PE. Although it is referred to as learning with the hands, the emphasis is on whole body coordination and manipulation of themselves or sporting objects with skill and control.





Our PE programme incorporates a variety of sports to ensure all students develop the confidence, resilience and the appreciation of their own and others' skills and abilities. We provide opportunities for all students to engage in extra-curricular activities, during and after School, in addition to competitive sporting events. This inclusive approach endeavours to encourage not only physical development but also physical and social well-being.

## Sports covered in Y7

Fundamentals, gymnastics, dance, health and fitness, football, hockey, basketball, netball, badminton, athletics, tennis, striking and fielding games.

## Common questions

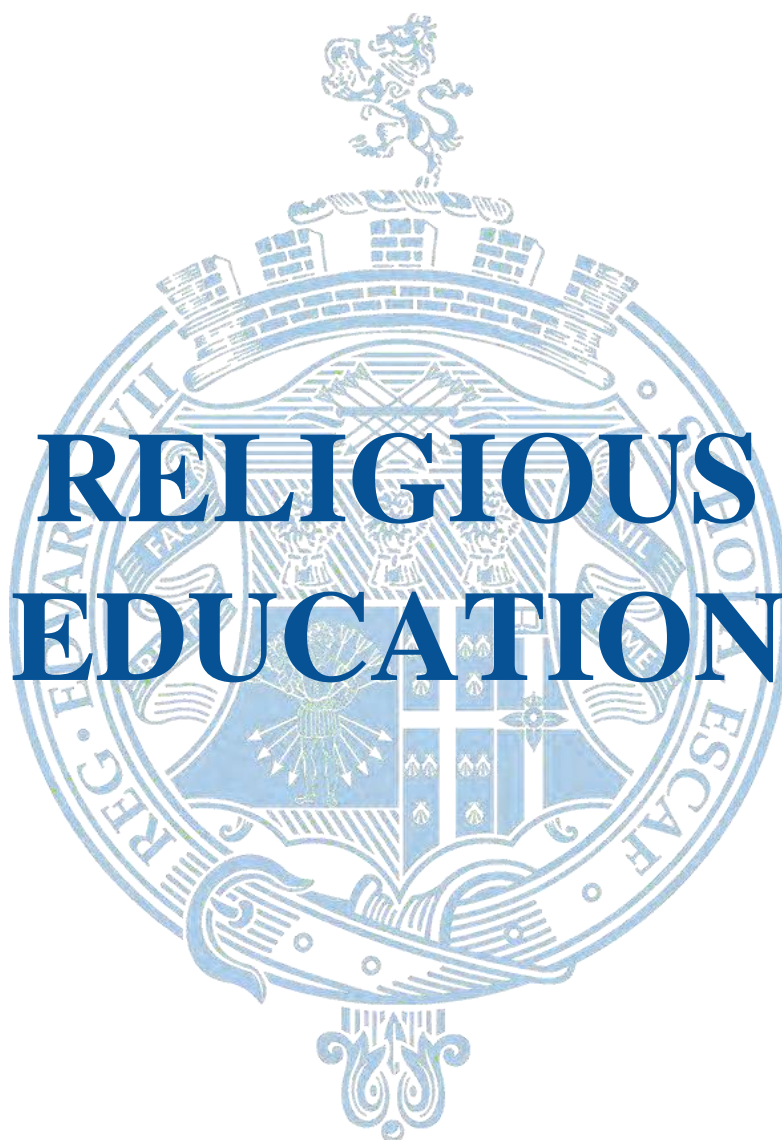
### **Do we need to have a School PE kit?**

Yes. PE is the only area of School to have a uniform. We like to see them all looking smart in their kit and know they have something dry, clean and fresh to put on after their lesson. It is also important to have a PE kit when representing the School in events and competitions.

### **Will we go outside for our lessons?**

Yes. We have fantastic facilities at King Edward VII School: a large sports hall, a spacious gym, a 3G astroturf and sports fields. We make full use of all the facilities throughout the year.





# Curriculum Vision

In Religious Education students extend and deepen their knowledge and understanding of a range of religions and world views, recognising their local, national and global context. They consider how beliefs influence the values and lives of individuals and groups, and how religions and world views have an impact on the wider community.

Students engage in questions of meaning and purpose of life with the opportunity to express their own experiences and beliefs.

Religious Education makes a distinctive contribution to student's moral, spiritual, social and cultural development. All students follow the AQA GCSE Religious studies course from Year 9 until the end of Year 11 when they sit the exam. The very popular AQA Philosophy course is taught at A level.

## Topics Covered in Year 7

1. Religion and its place in multi-faith, multi-cultural Sheffield.
2. Investigation of key ideas about the nature of God across religions.
3. Where can young people today find wisdom by which to live?
4. Key ideas and questions of belief and meaning in the Sikh and Jewish communities.
5. Will you do good or evil? An introduction into developing moral reasoning.





## Frequently asked questions

### **Why do students study Religious Education?**

Students study Religious Education to understand and respect the different beliefs and values that people hold in our School community and society as a whole.

### **How often do students have Religious Education lessons?**

All students have one Religious Education lesson a week. They are taught in their form groups.

### **Do you learn about different religions in Religious Education?**

Yes. Students learn about the six major world religions and non - religious views too.

### **Do you have to be religious to enjoy Religious Education?**

No. In Religious Education all students are given the opportunity to express their opinions and beliefs both religious and non - religious and to learn about other people's beliefs.



