



BOURNEMOUTH SCHOOL  
FOR GIRLS

**Year 7**

**Course Information**

**2017-2018**

In Year 7 all pupils follow courses in the subjects listed below. In this booklet you will find outlines of what your daughter will studying in the coming year. If you would like any further information please do not hesitate to contact us.

Subjects:

Art and Design

Computer Science

Design and Technology

Drama

English

French

Geography

History

Mathematics

Music

PSHE

Physical Education

Religious Studies

Science

# Art and Design

The Art and Design course aims to inspire and involve pupils in creating work based on their own imaginative ideas and offering them the opportunity to use the methods of professional artists and designers.

During Year 7, the specific aims are:

- To build on the pupil's achievements at KS1 and 2;
- Through investigating and making, to increase knowledge and understanding about Art;
- To develop skills in a wide range of media including drawing, painting, and ICT and to use a sketchbook for recording and developing ideas;
- To familiarise the pupils with the work of other artists and designers to aid them in evaluating their own work;
- To develop critical and analytical skills using appropriate language, recording significant changes and developments in their ideas and other artists' work.
- To develop visual literacy.

Possible topics include: Animals, fruit and vegetables.

# Computer Science

Pupils in Year 7 follow a practical and theoretical course in computer science, information technology and digital literacy. The proposed teaching topics will be covered with additional advanced skills and extension work to meet the abilities of the pupils.

The year will be broken down into a very small introductory project aimed at introducing them to the school network and a series of units that will deliver the new computing curriculum, as well as using homework to support the delivery of information technology and digital literacy concepts. Much of what is covered will be expanded upon further in year 8.

Students will cover the following key concepts and processes and will be assessed through a combination of tests and practical activities on the range and content. These being:

## Key concepts

- Data and representation and Boolean Logic
- Computer Systems
- Programming using Scratch
- Algorithms
- Computational Thinking exercises

## Key processes

- **Abstraction**
  - Modelling
  - Decomposing
  - Generalising
- **Programming**
  - Designing and writing programs
  - Abstraction mechanisms
  - Debugging, testing, and reasoning about programs

## Range and Content

- Algorithms
- Programs
- Data
- Computers

All pupils are encouraged to use Information Technology equipment and software independently.

# Design and Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. Pupils will learn how to take risks, become resourceful, innovative, enterprising and capable citizens.

Over the key stage pupils will encounter four main teaching methods: - design and make activities, activities where they design without making, activities where they make without designing and activities where they consider the consequences of design.

Pupils are expected to pay for materials used in their projects if they wish to own the final product unless the materials have been supplied from home (particularly food). Pupils will also need some form of protective clothing for practical activities. Aprons used for workshop activities should not be used in the food area (food hygiene regulations). Disposable aprons are available at nominal cost if a pupil forgets her apron.

Assessment focuses on pre-planned criteria shared with pupils and judgements based on evidence, submitted in design folios and quality of practical work.

Pupils will work in each of the areas below during the year, culminating a Design and Make Assignment (DMA)

## Food and Nutrition

DMAs giving opportunity for designing, trialling and producing new food products based around fruit and vegetables. Nutrition, healthy eating and development of mainly savoury new products. *The Eatwell Guide and Eight tips for Healthy Eating.*

## Resistant Material

DMAs based on a container from wood and sheet plastic and a small sculpture from metal. Computer aided design and manufacture are used to help produce items.

## Systems Control

DMAs based around products using a simple circuit for controlling movement, including basic electronic components, simple circuitry, graphics techniques, structure and forces.

## Textiles

Properties and characteristics of fibres and fabrics, fabric construction and modelling. DMA around a bag/container using soft fabric, simple decoration and fastenings.

# Drama

The drama course in Year 7 aims to:

- Introduce the core skills and techniques of the Drama Curriculum;
- Enable the pupil to develop basic movement and voice skills;
- Foster the ability to work well with others; understanding the value of co-operation;
- Encourage sensitivity to the needs of others;
- Develop powers of discussion, evaluation and expression;
- Encourage a growing sense of self-confidence;
- Support the practice of English Key Stage 3 Speaking and Listening Skills.

# English

During Year 7 skills developed at Key Stage 2 are reinforced and we pay attention to:

## Speaking and Listening:

- Relating real and imaginary events.
- Giving formal presentations, individually and as part of a group.
- Asking and responding to questions.
- Talking effectively to a partner, group, class, and teacher.
- Listening with concentration.

## Reading:

- Reading aloud frequently with appropriate expression.
- Reading silently with concentration.
- Using the school library.
- Reading a range of literary and non-literary texts of an increasing level of complexity.
- Talking and writing about what they have read.

## Writing:

- Personal, descriptive, narrative writing.
- Prose and verse.
- Letters.
- Revising and redrafting writing.
- Handwriting and presentation.
- Use of computers as a tool in English.

## Knowledge of Language:

- Further development of spelling rules and strategies.
- Understanding of grammar and development of vocabulary including exploration of word origins.
- Learning subject terminology

## CATS:

- Common Assessment Tasks are carried out across the year for continuous assessment and to monitor progress.

# French

The course aims to enable pupils to participate in conversation about themselves, to cope in situations likely to be encountered in a short visit to a French speaking country, to operate in French in the classroom and to understand and use French grammar. Metro Rouge 1 is our textbook.

The year is divided into 6 modules and pupils will be tested at the end of each module across a selection of skills. The details of their progress will be reported in their Progress Checks and End of Year Report. Assessments will be based on testing listening, speaking, reading and writing skills.

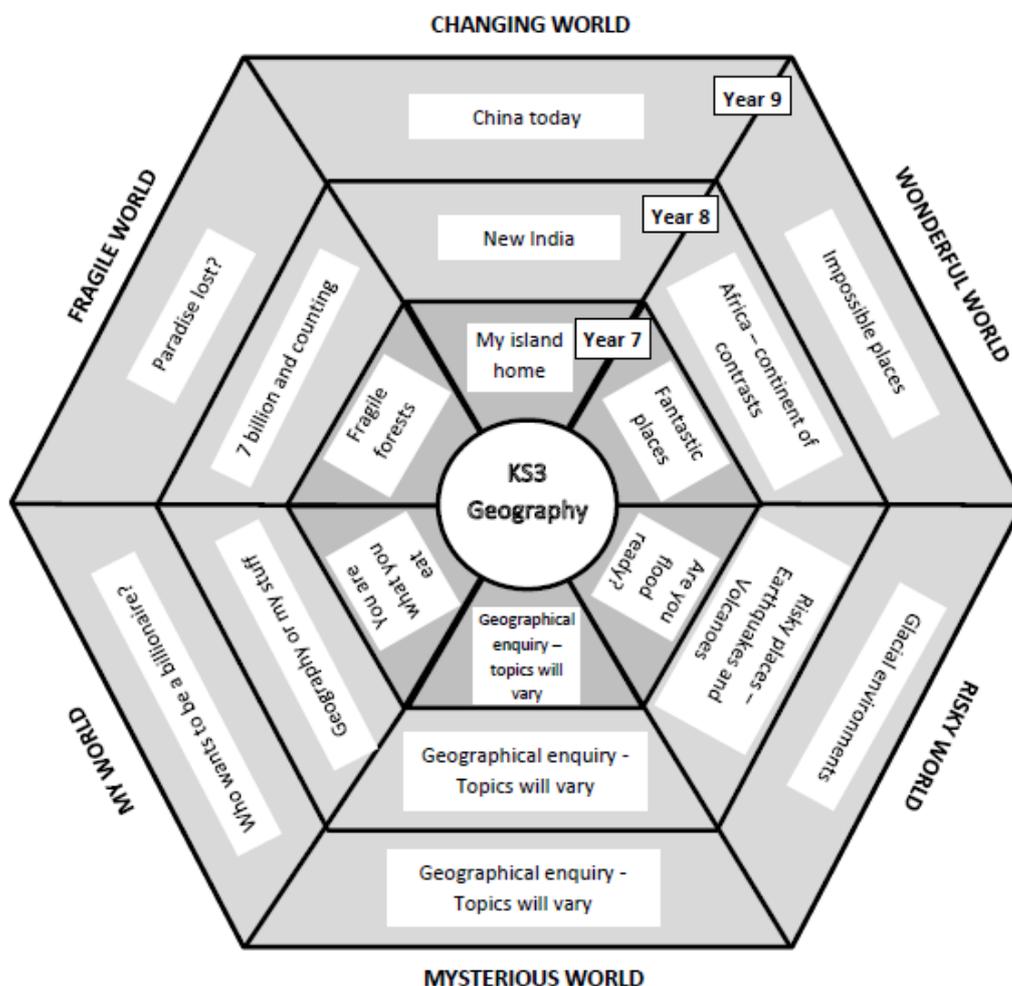
1. Personal identification
2. Family, pets
3. Interest and leisure activities
4. House
5. Holidays in the immediate future

# Geography

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Our KS3 course is summarised in this diagram. The Year 7 programme of study is shown in the inner ring, Year 8 in the middle ring and Year 9 in the outer ring. Each wedge represents half a term.



# History

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. They appreciate why they are learning what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

In Year 7, these themes are explored through the study of the Roman Empire and through the medieval period addressing key questions such as:

- How civilised were the Romans?
- Why did William win the Battle of Hastings?
- Was King John a bad king?
- How did castles change in medieval times?
- What was life like in a medieval village?
- Was the Black Death a disaster?

We begin our study of history by looking at the history of Bournemouth School for Girls at the start of the year.

The key skills and processes that are assessed are:

- Chronology
- Change and continuity
- Use of sources
- Interpretations
- Significance
- Historical enquiry
- Using evidence
- Communicating about the past

# Mathematics

The pupils are expected to be able to use and apply number, simple algebra and measurement in practical tasks.

The pupils will learn to:

- Solve problems and investigate in a range of contexts. Break complex calculations into simpler steps, choosing appropriate methods;
- Calculate with different types of numbers, positive, negative, decimals, fractions and percentages and understand the appropriate number operations;
- Recognise patterns, sequences and relationships in order to make generalisations and solve linear equations;
- Estimate and measure quantities in metric and imperial units. Calculate areas of rectangles and triangles, use angles and coordinates in two-dimensional space;
- Collect, represent and interpret data, using pie charts, bar graphs and scatter diagrams.

Mental arithmetic is tested at regular intervals throughout the course.

ICT is integrated in all areas of the Mathematics curriculum with particular emphasis on:

- The application of the Office suite, namely Word, Excel and PowerPoint;
- The use of the Internet, of subscription software such as Mymaths and Supermathsworld also of those in the Mathematics section of the Intranet.

Teacher assessments are based on class work, homework and investigative tasks completed during the year and the final examination.

# Music

Students develop skills in performing, composing and listening, covering the following topics:

- Music theory & notation
- African drumming
- Motifs
- Musical structures
- Chords

Assessment is completed at the end of each topic, details of their progress will be reported in their Progress Checks and End of Year Report.

# PSHE

A programme of Personal, Social and Health Education is arranged for all girls in Years 7 to 11. This is delivered by the Heads of House, with outside speakers being also involved in specialist areas. Sex Education in Year 7 is delivered by a senior member of staff in the summer term. Homework will be set occasionally.

The current topics covered include:

- Getting to know you
- Learning to learn
- Keeping safe (including internet safety)
- Changing times
- Our responsibilities
- Wellbeing
- Friendship
- Bullying
- Thinking and revision skills
- Financial awareness

# Physical Education

The curriculum in Year 7 includes gymnastics, netball, football, tennis, athletics, multi skills, rounders, swimming.

In addition, the following clubs are usually also available to girls in Year 7; these run either during lunchtimes or after school:

- athletics
- badminton
- basketball
- football
- gymnastics
- netball
- dance
- rounders
- table tennis
- tennis

School teams are run in the following sports: netball, basketball, cricket, rugby, gymnastics, athletics, football, rounders, swimming and tennis.

In addition, there are yearly inter-house netball, football, rounders, tennis and gymnastics competitions and Sports Day.

# Religious Studies

Following the new Bournemouth agreed syllabus ('Any questions'), the Year 7 course consists of an introductory unit on religion, including key terms, characteristic of religion and the state of religious belief in the UK, followed by a study of Judaism and Hinduism.

## Knowledge

Key terms and concepts such as mono & polytheism, symbolism, diversity of belief in the UK. Knowledge and understanding of the Jewish and Hindu concepts of god, how they are worshipped and the use of sources of authority such as holy texts and the different way texts can be interpreted.

## Evaluation

Looking at religious responses to questions such as: Is there a God? Why is there suffering? What happens when we die?

## Assessment

Common Assessment Tasks, two per term. These test papers are laid out in the style of the GCSE exam paper, with similar weighting for the skills being assessed (Knowledge/Understanding & Evaluation).

Throughout the year, classwork will be looked at and students will be guided through a process of reflection and target setting based on their learning and the work in their exercise books. Time will be spent by students thinking and commenting on their work, followed by further comments and discussion from their class teachers in their exercise books.

# Science

The science course in Year 7 is part of a two year science programme. The scheme of work will be based on the 'Cambridge Essentials' course.

Topics will include:

Cells	Reproduction	Solutions
Variation and Classification	Acids and alkalis	Energy resources
Particle model; solids, liquid and gases	Environment and ecological relationships	Simple chemical reactions
Electrical circuits	Forces and their effects	Space physics

At the start of the year pupils will all take part in an 'Introduction to Science' course, when essential skills will be established. During the year, pupils will be assessed on their progress by means of end of unit tests and in their practical work in the context of performing scientific investigations.

In June, pupils will sit both a written and a practical examination.