Wallington
County Grammar School

Year 7

Course Information 2020 – 2021

ENGLISH

Subject English	**Head of Department** Ms C. Coe
Students will be assessed for writing, reading and speaking & listening. Students will participate in a creative writing workshop once a fortnight.	
The units of work are: Stories of Literature Introduction to Shakespeare Modern Drama (*Journey's End*) American Contemporary Fiction (*Of Mice and Men* and *Roll of Thunder, Hear My Cry*) Dystopian Fiction (*Animal Farm*) 21st Century British Fiction (*Boys Don't Cry*)	
Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction. We recommend your student begins by finding non-fiction they are interested in, e.g. the Guardian's football section on their website, games journalism.	
Additional subject support available: Check the WCGS Learning Drive on Google. Students are also advised to reread texts studied in class, as this will help with knowledge retention and understanding of whole texts.	

MATHS

Subject Maths	**Head of Department** Miss G. Bird
The **Year 7 Scheme of Work** covers the National Curriculum for Key Stage 3 (updated in 2013) within two years. The end of year tests include SATS-style questions and questions which form a good transition to the new GCSE 9-1 grades. The department pioneers an investigative and problem-solving approach to the study of mathematics, aiming to inspire and support students to develop mathematical confidence, initiative and creativity. We will be monitoring student progress using the new GCSE 9-1 grades.	
Year 7 Scheme of Work main contents:	

Number: Decimals, fractions, percentages, properties of whole numbers, factors, indices, negative numbers, BIDMAS, Proportion, Prime factor form, squares, cubes and higher powers, fractional arithmetic, written calculations, rounding . **Algebra**: Sequences, rules of algebra, straight line graphs, forming and solving linear equations, substituting in values, sequences and the nth term, formulas and expressions. **Geometry**: Area and perimeter, metric and imperial units, angles, transformations, symmetry, constructing triangles, area and perimeter of circles, compound shapes; angles in triangles and geometrical reasoning, area of parallelograms and trapezia, volume of prisms. **Statistics**: Averages and range, probability, displaying data, data handling, averages, measures of spread, frequency tables, stem & leaf diagrams, scatter graphs, and writing statistical investigations.
Course text books **Essential Maths 7H, 8H and 9H textbooks by David Rayner, Elmwood Press.** 7H ISBN 9781902214733: http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214730 8H ISBN 9781902214764: http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214765 9H ISBN 9781902214795: http://astore.amazon.co.uk/wallcoungrams-21/detail/190221479X
Recommended additional reading materials The school subscribes to, and makes extensive use of www.mymaths.co.uk and www.drfrostmaths.com. Students should ask their teachers for their individual logins to these websites. To stretch themselves, students should explore the problems & puzzles at www.nrich.maths.org All students take the UKMT Junior Maths Challenge in April. Information and resources for this competition can be found here: http://www.ukmt.org.uk/individual-competitions/junior-challenge/
Additional subject support available All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher. They may also ask a Sixth Former to help them. There is a lot of information on the course, including previous SATS papers, on the Maths pages of the school's Google Learning Drive. There will be a number of clubs available to students available to students and they should ask their teachers if unsure of their schedules.
Additional information Students need to bring to every maths lesson their own scientific calculator (marked/engraved with the student's name), protractor, ruler and compasses. The calculator that we recommend that will take students all the way through from Key Stage 3 to A Level, is the 'Casio FX-991EX ClassWiz Advanced Scientific Calculator' (this will be available to buy through Parent Pay).

BIOLOGY

Subject	**Subject Leader**
Biology	Mr Smith

Introduction
In KS3 Biology students undertake a course of study that teaches skills and knowledge in an exciting and interesting way to promote discovery and exploration. Themed units set the scientific content in relevant contexts, which brings Biology to life!

Assessment
Students undertake tasks based on the units of study. These tasks can be projects, investigations or foundation level GCSE questions, but all of them allow students to see exactly what they need to do to achieve the grade they are aiming for and to chart their progress and areas for improvement against a structured success criteria.

Units
Communicating as a Scientist- How do we communicate as scientists?
Organisms: Cells & Organs- What are organisms made of?
Genes: Human Reproduction- What organelles are involved in human reproduction?
Organisms: Digestion- how do humans digest their food?
Organisms: Movement- Investigating locomotion in humans- how do we move?
Genes: Variation- How do organisms differ within and between species?
Eco Systems: Interdependence- How are animals adapted to their environment? A visit to London Zoo!
Individual Investigative skills Assignment (IISA): How do scientists carry out investigations?

CHEMISTRY

Subject	**Subject Leader**
Chemistry	Mr D. Cole

Introduction
In Year 7 we start to prepare students for their GCSE course by developing their practical skills and fundamental chemistry knowledge. This will give them an excellent grounding for key stage 4 and provide them with an understanding of the world around them.

Assessment
Assessments will be based on foundation level GCSE questions on the topics covered.

Students will study the following topics:
Safety in the Lab: Students start by learning how to be safe scientists in the lab.
Elements, Compounds and Mixtures: an introduction to the particle model and the way that particles interact with each other. We look at the different states of matter and the movement of the particles in these different states.
The Bunsen Burner: How to use a Bunsen burner effectively and safely.
Separating Substances: the students learn various experimental techniques for separating substances, linking together the practical and theoretical elements of Chemistry.
Types of Chemical reaction: the students are introduced to all the different kinds of chemical reactions that they will come across over key stage 3 and 4.
Acids and Alkalis: the students learn about what acids and alkalis are, and how they behave.

PHYSICS

Subject **Physics**	**Subject Leader** **Mr J. Croft**
Introduction At Key Stage 3, students study fundamental concepts of Physics in preparation for their GCSE course. There is a focus on developing pupils' practical skills.	
Assessment In Year 7 students are assessed topic by topic throughout the year using written exams.	
Students will study the following topics: Forces & Motion Energy Space	
Additional Resources Physics for you textbook (any edition) CGP Key Stage 3 Physics Higher level Study & Question book (ISBN 978 1 98294 112 5) CGP Key Stage 3 Physics Higher level The Workbook (ISBN 978 1 84146 439 8)	

FRENCH

Subject French	**Subject Leader** Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn a vast amount of French vocabulary and we cover various fundamental grammar points.	
Topics include: giving and seeking personal information, describing where you live, talking about family and home, describing pets, telling the time, talking about important dates and events in the year, clothes, weather, places in town, directions, school subjects, food, drink and leisure activities.	
The textbook used is Dynamo 1 (YR7). Each student has a copy of the textbook and is given access to online homework and practice exercises on Active Learn. They are also asked to purchase a Grammar in Action 1 workbook in September which is mainly used for homework exercises to practise various grammar points.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to participate in lessons as much as possible, be it through pair work, group work or games.	
We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of France and other French speaking countries.	
At the end of each unit taught, we assess our pupils on two or more of their four skills (listening, reading, speaking and writing), as well as grammar and translation skills. All assessments are modelled on the tasks students will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.	

SPANISH

Subject Spanish	**Subject Leader** Mrs A. Gabriele(Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn a vast amount of Spanish vocabulary and we cover various fundamental grammar points.	
Topics include: a. Introducing yourself and counting up to 100 b. Talking about the classroom, your school subjects and your teachers c. Giving opinions and reasons d. Talking about your family and pets e. Talking about your appearance and character f. Describing where you live g. Talking about your daily routine and the activities you do around the house h. Telling the time and saying what you do in your free time i. Talking about sports, what you like to do and what you are going to do j. Saying what your town is like k. Making and responding to invitations l. Talking about the weather	
The textbooks used are Mira Express 1 (Yr7). Each student has a copy of the textbook and they are asked to purchase a workbook (Cuaderno A) in September, which is mainly used for homework exercises to practise various grammar points.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to participate in lessons as much as possible, be it through pair work, group work or games.	
We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of Spain and other Spanish speaking countries	
At the end of each unit taught, we assess our pupils on two or more of their four skills (listening, reading, speaking and writing), as well as grammar and translation skills. The speaking, writing and translation assessments are modelled on the tasks they will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.	

GEOGRAPHY

Subject Geography	**Subject Leader** Mrs N Evans
KS3 Geography The study of Geography at WCGS involves exploring a wide range of topics and learning a broad range of new skills to become an expert Geographer throughout your time as a student here. In Year 7 you will learn about many different places, cultures, processes and interactions.	

Geographers will also have the opportunity to develop their skills in ICT, GIS, map reading, data presentation, analysis and evaluation.
We recommend that all students have access to an atlas to support their independent work.

Assessment
Assessment in Geography takes many different forms e.g. decision making tasks, multiple choice and longer answer tests, all of which are explained thoroughly and give students the opportunity to show originality and creativity whilst practicing essential written skills.

Topics of Study
Coasts
Map skills
Africa
Global economy
Environments
Fieldwork

HISTORY

Subject	**Subject Leader**
History	Dr K. Meek

History is the study of how people lived, thought and acted in the past. We seek to understand why events happen and what effects they have. We are interested in how the world has changed over time and what the significance of events and individuals is in bringing about that change. We learn skills of analysis and evaluation. We learn how to interpret and use source materials to build robust historical arguments. We learn how to write fluent and persuasive essays based on skilful use of reason and evidence. We also learn how to debate issues, to form and challenge opinions and formulate judgements. In Year 7 we focus on the 'Great Tales' of British History from 1066-1750. We learn about:

- The invaders and invasions of early Britain, including the Romans, Anglo-Saxons, Vikings and Normans;
- The development of power and conflict in Medieval and Early Modern Britain, looking specifically at competition between: the King and the Church; the King and his Barons; the King and his people; and conflict between nations and religions.
- Life in the Middle Ages and in the Early Modern Britain, and how this changed over time
- Some of the great events that affected people in London itself, including the Plague and the Great Fire of 1666.

Assessment
Students undertake levelled assessments at key points during the year. These consist of essays or source-based tasks. In class, there will be a strong emphasis on group work and social learning in which students are encouraged to talk through their ideas and debate. We also seek to challenge our students through regular deep-thinking questions, and additional reading assignments that help build towards GCSE. Assessments will regularly be peer- and self-assessed, as well as

teacher-assessed, in line with the whole-school approach to assessment. We seek to engage our students in a dialogue in assessments as a means to supporting their progress.

RELIGIOUS STUDIES

Subject	**Subject Leader**
Religious Studies	Dr M. Young

Identity
What gives us our identity? How are shared identities helpful? How can they be dangerous, and how can we manage these risks?

Hinduism
Are you more than just your physical body? Should we follow a plan for our lives? Can humans understand and experience the divine?

Ultimate Questions
Why is there something rather than nothing? Does the world show it had a designer? Where do our moral principles, religious experiences or miracles come from? Why would a loving God allow evil and suffering?

Spirited Arts
How can art be used to explore questions where logic struggles?

LATIN

Subject	**Subject Leader**
Latin	Ms Z. Boland

In Year 7 students will begin their study of Latin using the Cambridge Latin Course (book 1). They will be introduced to the fundamentals of the language by means of stories set in Roman Pompeii. They will begin to understand the intricacies of Latin language and grammar, develop confidence in reading and understanding the language, and form an appreciation of Roman civilisation and culture.

Verbs
1st, 2nd, 3rd, and 4th conjugation (eg. porto, doceo, traho, audio)
Present, imperfect, and perfect tense

Nouns
1st, 2nd, and 3rd declension (puella, servus, mercator, leo)
Nominative, accusative, and dative case

Vocabulary
All words from stage 1-12 vocabulary lists

Culture and Civilisation
Topics include: public and domestic architecture, trade and the economy, theatre, social hierarchy, gladiatorial games, Roman baths, rhetoric and politics, Pompey and the eruption of Vesuvius.

Textbooks
Cambridge Latin Course: Book 1 (Provided in hard copy by Ms Boland and also available online)

CLASSICS

Subject	**Subject Leader**
Classics	Ms Z. Boland

Each student in Year 7 will have a fortnightly Classics lesson with our headmaster, Mr. Bean. The aim of this programme is to introduce pupils to the foundational myths of Western culture, which they will encounter time and again in all humanities subjects. The emphasis is on a close reading of ancient sources on a new theme each lesson.

Topics

Topics include: the roles of the gods, creation myths, the underworld, the relationship between gods and mortals, mythology and architecture, and heroism.

Textbooks
Greek Mythology Source Pack (Provided by Mr Bean)

MUSIC

Subject	**Subject Leader**
Music	Mrs J. Martin

Introduction

In Year 7 students develop performance, composition, listening and notation skills through study of a variety of styles of music. Most lessons feature a high proportion of practical work with a particular emphasis on keyboard skills as these help students access all the other areas of the subject more readily and in a more meaningful way.

Assessment

Their work is assessed and levelled either weekly or at the end of the unit. The assessed work can be performances, compositions or occasionally written research tasks or evaluations. Students are given booklets that show them what they need to learn to achieve each level. We also inform them of what level they should be aiming for in each project. During the exam week students will do a short listening exam that is based on the topics learned during the year.

Units

Rhythm – Students learn how to read, write and perform rhythms.
Keyboard skills – Students learn the basic technique of how to play the keyboard and read music notation
Western Classical Music – Students learn about three famous classical composers and also how to play one piece in this style on the keyboard. Students will also develop ensemble skills in this unit.
Melody Composition – Students learn how to compose their own melodies using computer software called *Sibelius*.
Vocal Music – Students learn about different styles of singing, and the history of vocal music, covering opera and musical theatre.

On top of the curriculum we also offer music clubs, for example a music technology club will be starting this year. We are also offering 1-to-1 instrumental lessons, please email jmartin129.319@wcgs.foliotrust.uk if you are interested. We also have annual concerts and House Music events which we encourage everyone to take part in.

COMPUTER SCIENCE

Subject	**Subject Leader**
Computer Science	Mr J Barwick

Introduction

In Year 7, students are introduced to Computer Science and programming. They will develop their basic understanding of the structure of coding and learn how to construct a program in different languages.

Assessment

Their work is assessed at the end of the unit. The assessed work can be a practical assessment based on the student's coding skills, a written assessment on theoretical understanding or occasionally research tasks or evaluations.

Units

Scratch

The core programming constructs and programming skills in **Scratch**

Cyber Security

An understanding of cyber security, analysing the vulnerability of a computer system and what can be put in place to help

BBC MIcrobits Word Processor

The core programming constructs and programming skills in **Java**

Word Processor

Learn functional skills using Google Docs

Code.org

The core programming constructs and programming skills in **Python**

Spreadsheets and Mail merge

Learn functional skills using Google Sheets

ART

Subject	**Subject Leader**
Art	Ms L Musselbrook

Curriculum

Pupils are taught for one hour each week and are given homework tasks normally once a fortnight unless the pupils are asked to bring in resources or research information.

Introduction

When pupils start Art & Design in year 7 they are given an art journal to record some classwork and most of their homework. Pupils are encouraged to purchase an art pack with a range of equipment – drawing pencils, quality coloured pencils, fine line pens, watercolour paints, brushes, pastels – to enable them to make more progress and produce quality homework.

Course Content

Autumn Term - 'What is Art?' – Key Techniques: Observational drawing / Research / Graphic Design / Photography
Spring Term – 'Portraiture' – Key Techniques: Collage / Drawing / Painting / Photography
Summer Term – 'The Great Outdoors' – Key Techniques: Artist analysis / Material exploration / Photography / Printmaking

Assessment

Pupils are assessed for key tasks over the course of a project. Typically these will take place three times a term and will concentrate on one or more of the key skill areas: Artists / Experiment / Record / Outcome - these are the same skills that will be assessed at GCSE and A Level.

Extension

We encourage personal visits to galleries/museums and places of interest to inspire our pupils and extend their knowledge and appreciation of the many aspects of art, craft and design. The following London galleries are suggested:- Tate Modern, Tate Britain, National Gallery & National Portrait gallery, British Museum, Royal Academy of Art and the Victoria & Albert museum. These institutions also have excellent digital resources.

DRAMA

Subject	**Subject Leader**
Drama	Mrs A. Weddell

In Year 7 and 8, we aim to ensure that pupils develop a range of dramatic skills, including:

- working individually and collaboratively to devise and present scripted and unscripted work, which maintains the attention of an audience;
- extending their spoken repertoire by experimenting with language in different roles and dramatic contexts;
- using explorative strategies to discover more about a variety of situations and texts;
- reflecting on and evaluating their own presentations and the work of others;
- exploring and developing ideas, issues and relationships through work in role;
- developing the dramatic skills that enable them to create and sustain a variety of roles.

In Year 7, topics include:

- Refugees
- Kabuki Theatre
- Hamlet
- Greek Theatre
- Modern Text **(Written exam)**

Lessons are designed to encourage students to develop specific performance skills, including vocal clarity and effective movement. We endeavour to embed skills that build the emotional

intelligence of our students such as resilience, self-management, team-working and creative thinking.
Year 7 students are strongly encouraged to join a Drama club and to participate in House Drama each year. They will also take part in a whole-day "Play in a Day" challenge which requires them, working in their House teams, to devise, rehearse and perform a short play to an invited audience at the end of the day. WCGS also provide the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.

FOOD TECHNOLOGY

Subject	**Subject Leader**
Food Technology	Mrs D. Mason-Mullings

Introduction

Pupils are taught for one hour each fortnight. Pupils will learn a variety of cooking skills and techniques in addition to understanding the principles of healthy eating, food safety and hygiene, product analysis, sustainability and organic foods. Pupils will take part in a practical lesson on a monthly basis (every other fortnight) and will be called upon to use the techniques and skills they have learned previously. Pupils will be encouraged to source their own ingredients for practical lessons and to seek innovative ways of adapting the standard recipe they will be given.

Assessment

Pupils will not be tested formally in Year 7, however, they are regularly assessed on class work (including practical tasks) and homework. At the start of the academic year, pupils are given a target level to aim towards and are encouraged to improve and develop aspects of their work during the year.

Assessments include self- assessment, peer assessment and class assessment which will allow pupils to assess what they need to do to achieve their target level.

Topics and skills

Topics covered include:

- Health & Safety
- Healthy Eating
- Sensory analysis
- Foods from different countries and cultures
- Organic farming and foods
- Sustainable foods
- Food Miles
- Fair Trade foods
- Function of Ingredients

A range of cooking techniques and methods will be taught, including:

- becoming familiar with the cooking area;
- learning the safe use of a knife;
- using basic kitchen equipment;
- using the cooker safely (grill, hob, oven);
- preparing a range of fresh ingredients, e.g. peeling, grating;
- weighing and measuring ingredients.

WELLBEING

Subject	Subject Leader
Wellbeing	Mrs K. Turner

HEALTH AND WELLBEING

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity
4. mental and emotional health and wellbeing.
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

RELATIONSHIPS

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse and other violence and online encounters
4. about the concept of consent in a variety of contexts
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

LIVING IN THE WIDER WORLD

1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Assessment:

There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts:

Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships; 1.5 Diversity

Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding

P.E.

Subject P.E.	**Subject Leader** Mr D. Johnson
The programme of study is as follows: **Term 1** - Rugby skills and Basketball **Term 2** – Table Tennis and Gymnastics **Term 3** - Athletics and Cricket	
In September two lessons are spent doing fitness and skills tests - Sit ups (Muscular Endurance); Standing Broad jump (Power); Alternate ball toss (Coordination); T-Test (agility); 20m Sprint (speed); the 12 minute Cooper run (cardiovascular endurance); Basketball throw test; Football dribble test and a rugby passing test. These tests are completed yearly to track progress and improvement in fitness levels.	

GAMES

Subject Games	**Subject Leader** Mr D. Johnson
The programme of study is as follows: **Term 1 -** Rugby **Term 2** - Rugby / Football / Badminton / Table Tennis **Summer Term** - Athletics / Cricket / Rounders / Softball / Tennis / Table Tennis	
There are several house events during the year - Rugby, Football, Table Tennis, Sports Day and Cricket as well as House cross country. Yr7 also compete in the Assault course during games to try and win the Manor Trophy. There are also a number of extra-curricular clubs run outside of PE and games lessons	

DESIGN TECHNOLOGY

Subject Design & Technology	**Head of Department** Mr S. Weston
We believe that Design Technology should be an enjoyable experience for all pupils. Our aim is to encourage pupils to foster an independent and discerning approach to their D&T project work, thus raising their self-esteem, self-discipline and their awareness of the impact of technology on their lives. **Learning:** ● To develop creativity using a range of communication and making skills that are central to designing and making.	

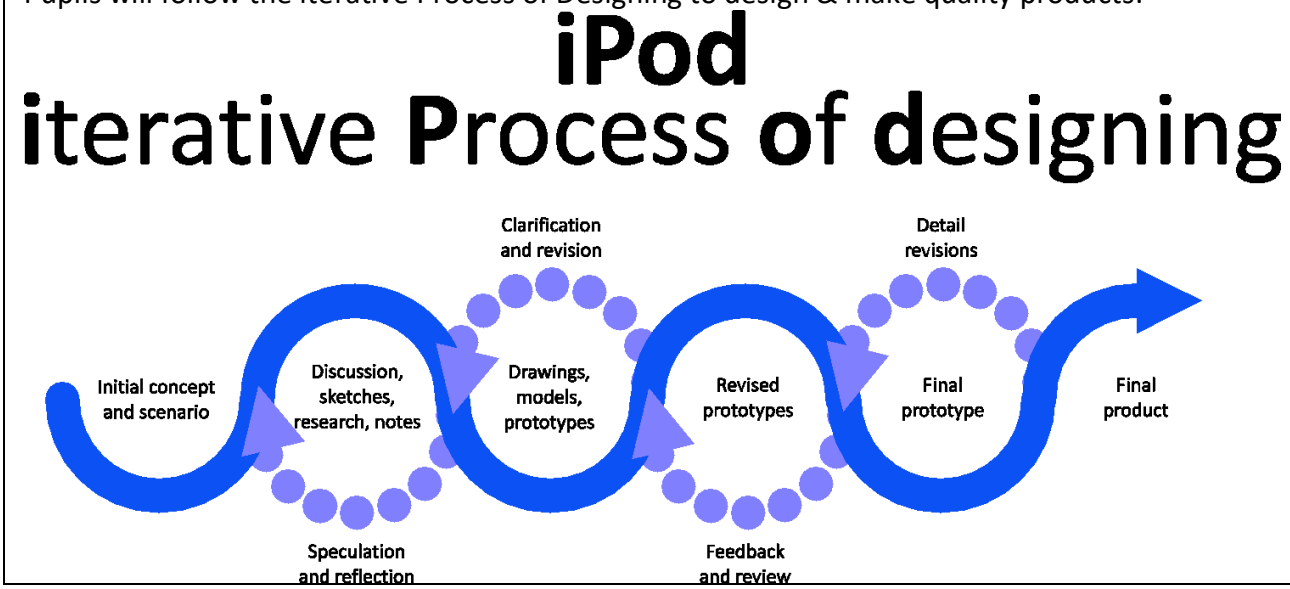
- To be able to tackle increasingly complex tasks, where a proper balance is maintained between open ended capability tasks and structured resource tasks, working individually and collaboratively.
- To foster learning that is guided by discovery. Pupils will be encouraged to research, experiment and find things out for themselves - bearing in mind safety requirements at all times.
- As the pupils progress through the school they should be given more and more freedom to express themselves. In the senior school the pupils should be able to clearly identify a need for their product, i.e. identify their own problems, develop ideas, and independently produce a solution.

Teaching:

- To deliver Design and Technology in the National Curriculum for KS3 and KS4 pupils and to help each pupil to achieve as high a level as possible at each key stage.
- To foster awareness, understanding, and expertise in areas of creative thinking, that can be expressed and developed through Designing and Making.
- To promote an autonomous approach through the development of enquiry, initiative, resourcefulness, discrimination and application.
- To teach pupils to recognise and practice the necessary safety requirements when involved in all D&T activities.
- To provide an enjoyable experience up to the end of KS4, that encourages pupils to develop and continue their Design and Technology studies through to AS and A2 levels.
- To provide effective and efficient teaching to cover the wealth of knowledge and educational experience in a five year course.
- To make available to all students, over a Key Stage, the full range of contexts and materials described in the National Curriculum.

Assessment:

Pupils will follow the iterative Process of Designing to design & make quality products:



Year 7 Scheme of Work main contents:

Ultimate Kitchen Bin

What is Design & Technology?
Introduction to The Design Process
The work of existing designers
Creativity & presentation skills
Group work

Colour Changing Nightlight

Introduction to electronics
Workshop Safety, Woodwork

Techknowledge

Using CAD & CAM
3D modelling systems