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**MAYFIELD GRAMMAR SCHOOL**  
**GRAVESEND**

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**YEAR 7**

**CURRICULUM**



**2020 – 2021**

## **Introduction**

This booklet is designed to provide information about the curriculum that your daughter will be studying during Year 7. The information is ordered alphabetically within each Curriculum Area and your daughter will be studying all of the subjects covered, with the exception that she will only be taking two of the foreign languages described or Mandarin (subject to success in the selection process). The curriculum fulfils National Curriculum guidelines and initially your daughter will be working to ensure consolidation of the attainment she achieved at her primary school.

Across the curriculum, a variety of teaching and learning strategies will be employed so that all students are provided with the opportunities to be fully motivated and stretched according to their aptitude and ability. Increased attention is paid to the development of learning skills across all subjects. Regular and varied assessment tasks will be set.

**Assessment for Learning (AfL)** is an initiative designed to improve the quality of feedback to students to enable them to make the next steps for improvement. All subjects, in accordance with this initiative, will use the following approaches to assessment:

- Most written work will be marked with comments that identify targets for improvement. These targets will be signalled with the symbol “T” in a circle. Students are expected to record these targets and use them when planning their next piece of work.
- Additionally, questions will be frequently asked in class using the “No Hands Up” rule. This is designed to ensure that all students participate in class discussion. Occasionally teaching staff will use volunteers to answer questions, depending on the purpose of the activity.
- Peer and self-assessment is a key characteristic of Assessment for Learning. In practice this means that students will be increasingly asked to assess their own or other people’s work using the relevant assessment criteria. Becoming more familiar with assessment criteria increases students’ understanding of how to improve their own work.

Your daughter will be expected to monitor her own progress and attendance, not only through systems in place in the subjects, but also through using her Student Diary and Planner effectively. She will know and have recorded the target grades that she is expected to achieve by the end of her Lower School phase, across all her subjects. You will be able to monitor her progress towards these targets by following marking, feedback and your daughter’s response in her class work books. We will publish progress and effort grades at four Academic Review points. Student targets and progress grades will be reported using GCSE grades 9-1. She will also be monitoring the citizenship learning opportunities she experiences.

In addition to their academic studies all students will have regular Personal, Social and Health Education lessons. Included in these lessons is e-safety and online behaviour, resilience, FGM and implementing the government’s Prevent strategy, drugs and alcohol awareness and coping with anxiety. Your daughter’s Form Tutor and Mr Gordon, Learning Leader for Year 7, will liaise with you directly if there are any concerns.

I hope you find the enclosed information useful. Please do not hesitate to contact me if you have any queries resulting from it.

C Kemp  
**Deputy Headteacher**

## **Fundamental British Values and Citizenship**

Citizenship is a statutory subject and is delivered through all subjects in the curriculum. It enables students to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities. We consider how democracy works in the UK, the nature of rules and law and how courts work. The programme of study allows us to build on what we already do as a school and to develop a curriculum relevant to our students.

## **Careers Education**

We place a strong emphasis on Careers Education and on students developing employability skills. We hold the Investors in Careers Award which means we have a comprehensive Careers Education programme that is responsive to student need and includes Work Place Learning and Enterprise education from Years 7 to 13.

In Year 7:

- Students will study a wide range of subjects that will give them a good educational foundation for accessing the full range of careers.
- Gain awareness of the research methods and resources available relating to Careers.
- Negotiate and interrogate research packages and websites using the school network to extract information on careers.
- Gain independent advice and guidance to inform and support student choice from GCSE and beyond.

Careers Education is delivered through the PSHE programme and is also embedded in subject delivery. Off timetable days and extra-curricular events enable students to experience Enterprise and Work Related Learning, some of this is run in-house and some through specialist organisations that come in to school.

## **Learning to Learn**

This course introduces students to a wide range of thinking skills, learning strategies and revision techniques to enable them to access our curriculum effectively. It is delivered through a series of enrichment days which support their learning journey in Years 7 and 8. We will help each student develop her resilience, build up effective systems and good learning habits to enable them to be an effective learner.

## Creative Arts

### Art & Design

Subject Leader: Miss V Turner

The Year 7 Art and Design course focuses on developing a foundation of practical skills whilst encouraging students to be creative in exploring visual ideas. Students begin by drawing from direct observation then experience a range of materials and techniques centred largely around various still life projects. A balanced programme of art, craft and design activities will include work in two and three dimensions and on a variety of scales. An exploration of the work of artists will complement developing ideas. Students will begin to analyse images critically using specialist vocabulary which will inform their own practical work. The focus in the first half of the year is on still life. Students will build a repertoire of drawing skills whilst exploring the formal elements line, shape, tone and form. Students are introduced to sculpture in the form of a ceramics workshop in the latter half of the year.

### Design and Technology

Subject Leader: Mrs C Johnston

In Year 7 and 8 our aim is to produce creative autonomous designers with the will and insight to want to change and modify our environment for the better. This is taught through exciting units of work that give students the opportunity to explore a range of techniques and processes within Food Technology, Textiles and Product Design. In all areas there is a strong emphasis on the design process which includes:

- Generation, development and communication of ideas
- Creative response and problem solving of briefs and tasks
- Applying knowledge and understanding of materials and processes
- Reflection and evaluation of own designing

By the end of Year 7, students will have created a range of products within all three strands of the subjects. Students are developing a range of skills and will have used appropriate materials and equipment to create successful products. There is a strong emphasis on practical skills and these link to the GCSEs that we offer within the subject area.

Students understand the importance of health, hygiene and safety in all areas of Design Technology and how this underpins their experiences throughout their learning. Students learn about the different social, moral and cultural issues that they need to be aware of as a designer and how to make design inclusive and meet the user's needs.

Food- Students explore health, hygiene and safety of food production in a commercial and domestic setting. Learning knife skills to prepare fruit, students explore the topic of healthy eating and design and make dishes to exemplify a healthy diet for teenagers. Students learn about the science of enzymic browning and how to prevent it and apply this knowledge across a number of dishes in Lower School.

Textiles- Students research the festival of the Day of the Dead to inspire and design a hand embroidered skull ornament that contains a textiles circuit to create light up eyes. The project looks at research and testing and how these areas of the design process underpin the foundation of a successful final product.

Product Design- Students research biomimicry and learn how nature has and continues to help designers use nature's innovation to solve human problems. Inspired by nature students design and test to create a garden wind spinner that meets user's needs. Learning about CAD/CAM, students are able to digitally make and explain the benefits of the process, as well as the hand techniques used to create and join aluminium.

## Music

Subject Leader: Miss H Sayers

Students receive one Music lesson a week. They are engaged in a variety of activities including listening to a range of music and developing their aural skills, learning musical theory including reading and understanding basic conventional notation and interpreting graphic scores. These activities lead to more advanced theory, which in turn, will enable them to understand the music they listen to at a more advanced level. In class, the students participate in some practical activities centred around the use of body percussion. They carry out e-learning tasks related to their musical knowledge as part of their homework tasks.

### Aspects of Learning within Music

**Performing** – a measure of how a student controls an instrument or voice including accuracy of pitch and rhythm. At the present time, this is restricted to use of body percussion.

**Composing** – a measure of how well a student is able to combine the musical elements to create a coherent piece of music, using body percussion.

**Listening and Appraising** – a measure of how well a student is able to aurally identify sounds heard and musical concepts that feature within pieces of music

**Evaluating** – a measure of how well a student is able to evaluate the success of a piece of music.

## Physical Education

Subject Leader: Miss L McCormack

The Physical Education curriculum at MGSG has been designed to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

### In Year 7 students will have the opportunity to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games whilst taking part in basketball, cricket, football, netball, rounders and tag-rugby.
- Develop their technique and improve their performance in other competitive sports whilst taking part in multi-skills, athletics, trampolining and gymnastics.
- Perform dances using advanced dance techniques within a range of dance styles.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances and demonstrate improvement to achieve their personal best.
- Have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs.

Students' theoretical knowledge is assessed through teacher questioning during lessons. Teacher, pupil and self-assessments are all a focal part of the students learning in physical education, this occurs throughout the year.

Students take part in a number of Inter House competitions during Year 7.

## **English**

Faculty Leader: Mrs M Weston

The Year 7 course continues to build on the Literacy Framework established in the primary school. The course continues the study of English Language and Literature and begins to equip the students with the skills required at GCSE. The course is organised into several units of work: People's Lives, The Spoken Word, The Modern Novel, and an introduction to literary heritage works from Shakespeare and Chaucer. Each unit contains assessments in the three Attainment Targets: "Speaking and Listening", "Reading" and "Writing", and all written work is assessed for technical accuracy in spelling, grammar, punctuation and presentation.

Students learn to write analytical and imaginative essays based on the literature they read, and in language work they are introduced to the techniques of discursive, descriptive, factual and creative writing. Particular stress is also placed on the teaching of grammar, punctuation, spelling and vocabulary skills. Oral work covers a wide range of activities from collaborative group discussion to drama. Students are encouraged to develop their reading skills through structured lessons in the Learning Resources Centre and a wider reading programme called the 'Reading Challenge' in which students can earn merits and certificates as they work towards the bronze, silver and gold awards. They also take part in sponsored reading as part of "Readathon" as well as being encouraged to enter a variety of writing competitions. Written assessments are retained within a student's portfolio, along with a record of oral assessments, personal profiles and reading logs. Students also keep a record of their own targets in speaking and listening, reading and writing.

## **Drama**

The Year 7 Drama course focuses on introducing students to a variety of dramatic skills through different units including:

### **Introduction to Drama:**

Initially students begin exploring movement and vocal skills to create character through improvisation. This unit encourages students to develop confidence in performance. The students also learn about the history of drama.

### **Ways of Devising:**

Devising allows students to respond to a stimulus, for example; a picture, poem or object and develop their own original performance work through rehearsal. Students consider narrative structure, dramatic devices, performance style and staging types when developing their work.

### **Texts in Practice:**

Texts in Practice allows students to, interpret texts, create and communicate meaning and realise artistic intention through the study of a play text. Students consider the roles of designers in performance and how they communicate meaning to an audience through their design element.

The introduction to drama in Year 8 begins to equip students with the skills required at GCSE. Throughout the course students learn to collaborate with others, think analytically and evaluate effectively. Students develop their knowledge and understanding of drama and theatre terminology including stage positioning, stage configurations and dramatic devices.

## Humanities

Faculty Leader: Ms K Burke

## Geography

Subject Leader: Mr T Orr

Our aim within the Geography Department is for students to acquire the key skills and content knowledge that will allow them to confidently engage with the processes and issues that shape the world around them.

Key areas that will be developed and assessed include:

- **Places and people** – understanding the characteristics of people and place and the interactions between the human and physical environments.
- **Geographical writing** – developing the ability to write focused responses from descriptions through to evaluative longer answers.
- **Geographical fieldwork** – the ability to plan, carry out and reflect on collecting primary and secondary data to help investigate geographic issues.
- **Map work and graphical skill** – improve both students locational knowledge and ability to interpret map based information and other graphical representations of data.
- **Numerical and statistical skill** – develop students ability to accurately manipulate and interpret data to make sense of the world around them.

Aspects of all these areas feature within each academic year. An overview of the content areas covered in the curriculum for each year group follows below:

During the academic year, many topics covering both human and physical strands of Geography are studied. As a department we have tried to ensure that students are taught a broad range of interesting geographical topics, with an emphasis placed on developing each pupil's skill set.

As an introduction students focus on improving their overall understanding of geography as a subject with a strong focus on developing map skills. Students will then discover about natural resources and importance of fossil fuels. Students then cover an introduction to economic geography and globalisation which showcases some of the most dynamic parts of human geography. Other topics covered in Year 7 include understanding about river systems and management, and finally weather and climate change.

A range of skills are introduced and developed throughout including the ability to interpret and understand Ordnance Survey maps and the attributes required to collect and analyse written, photographic, graphical and statistical information. During the year, regular but varied assessment are carried out with a focus on learning content and skills.

## History

Subject Leader: Mr W Valentine

The History course is designed to provide students with an overview of change over time, looked at through considering change and continuity in how people lived, what they believed and how

they were governed. In Year 7 students will explore these questions by looking at the history of Britain and its interactions with the wider world between 1066 and 1485. Students will, through a study of history as a discipline, will develop the knowledge and skills to judge:

- The reasons for the Norman invasion of England and its impact.
- To evaluate change and continuity in the strength of Britain’s monarchs as compared with the church while evaluating primary and secondary evidence.
- To look at the significance of the Black Death and further explore the nature of historical significance by considering what the Crusades reveal about the Medieval world.
- To consider what it means to explore diversity in history by looking at similarities and differences between the women who ruled England in the Middle Ages.
- To explore the causes and consequences of the Wars of the Roses.

The skills assessed throughout the Key Stage Three curriculum are:

- (i) Ability to select, organise and use historical knowledge.
- (ii) Ability to analyse and explain historical events, changes and issues.
- (iii) Ability to use historical sources and understand interpretations of the past.
- (iv) Ability to make judgements on historical significance.
- (v) Ability to make judgements on the nature and scope of change in the past.

**Religious Education**

Subject Leader: Ms K Burke

The Religious Education course in Year 7 will follow the guidelines from the Kent Agreed Syllabus. The focus is on developing skills which include reflection, empathy, analysis and questioning. Progress will be judged against these skills.

The content of the course will focus on the world’s major religions including, Buddhism, Christianity, Islam and Sikhism. We explore four key questions;

Does the biblical living mean obeying the whole Bible?	What is so radical about Jesus?	Does religion help people to be good?	How can people express the spiritual through the arts?
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We use a variety of learning methods including drama, projects, practical assignments and written work including essays and poems. We hope to broaden our students’ horizons and experiences in as many ways as is practical in the time available including DVDs and film clips, trips and creative work. We also handle artefacts, advice is given about respect and on any dangers involved, if that is applicable.

There are two attainment targets in Religious Education: Learning about Religion and Learning from Religion. Students will be regularly assessed against these targets and will be encouraged to develop their literacy skills as well.

**Mathematics, Computing & Economics**

Faculty Leader: Mr S A Windle

**Mathematics**

Subject Leader: Mr S A Windle

The Year 7 course continues to build on the Numeracy Framework established in the primary schools. Mathematics is taught using the Year 7-9 Collins New Maths Frameworking Book 3 as

the main textbooks. We aim to ensure that arithmetic skills are secure, there is a sound understanding of basic geometric principles, algebraic techniques are extended and statistical techniques are developed.

The course includes written tests that will be set throughout the year in addition to the end of year examination. Functional Mathematics forms an integral part of our students' learning. Homework tasks will be set to practise the skills taught and enhance understanding. Tasks will vary and may include completing written questions, carrying out research or completing tasks set on the MyMaths, MathsWatch, Dr. Frost etc. websites.

Students remain in their form groups during Year 7.

All students have the opportunity to participate in the Junior Mathematics Challenge held in April of Year 7.

**Using and Applying Standard Techniques** – a measure of how well a pupil can understand and apply procedures in mathematics ranging from routine to multi-step procedures.

**Reasoning, Interpreting and Communicating Mathematically** – a measure of how well a pupil can demonstrate and communicate her reasoning when solving mathematical puzzles and problems which become increasingly difficult.

**Solving Problems within Mathematics and in Other Contexts** – a measure of how well a pupil can solve mathematical and non-mathematical problems, which increase in complexity.

## Computing

Subject Leader: Mr S Grewal

In Year 7, students are introduced to the school network and they learn how to manage their own area. They develop their knowledge of computing by writing simple coding solutions. They learn how to explore the World Wide Web safely and they are taught to acknowledge the sources of information and to develop an understanding of the issues of copyright.

Through a range of user-oriented projects they develop their computing skills. These include the use of spreadsheet and databases to develop their knowledge of applications software as well creating their own programs using Scratch, a graphical programming language.

Students also develop their understanding of computing skills through the use of Flowol software to practise flow diagrams. This helps them to design computer programs and they are introduced to the binary number system to give them an appreciation of how computers function.

In addition to this students complete a computing project to give them an opportunity to work independently to practise their new Computing skills.

## Modern Foreign Languages

Director of Languages: Mr J Lobo

At Mayfield Grammar School, we teach French, German and Spanish from Year 7 through to Year 13 and also Mandarin Chinese in Years 7 - 10 as part of the Mandarin Excellence Programme. We also offer an enrichment course in Mandarin in the 6<sup>th</sup> form.

Throughout Year 7 – 9 we aim to teach our students a variety of topics and structures to prepare them for GCSE examinations. Especially the following skills are important and follow the requirements of the National Curriculum:

- **listening:** this skill allows students to interpret the spoken word of the foreign language, delivered at increasing speed and complexity
- **dictation:** this skill allows students to practise their listening comprehension by transcribing the spoken word to train and test their understanding of phonetics
- **reading:** this skill allows students to interpret the written word of the foreign language from authentic, semi-authentic and non-authentic resources
- **speaking:** this skill allows students to practise their ability to communicate in the foreign language, including an increasing range of vocabulary and using different tenses to refer to past, current and future events and in increasing detail and with increasing spontaneity
- **writing:** this skill allows student to practise the areas as the speaking skill, but in written form and with attention to accuracy
- **translation:** this skill relies on the students' knowledge of vocabulary and grammar and their reading comprehension by practising the ability to translate from and into the foreign language

In all Modern Foreign Languages, our aim is for the students to develop a large vocabulary which they are able to use in different contexts and situations. We of course teach grammar systematically in order to allow the students to use the vocabulary they acquire correctly in different structures.

In all Modern Foreign Languages, we make use of the course books, CDs, online media and worksheets and we vary the teaching methods so that students can work in pairs, groups and individually.

Aside from this, we also teach students about the cultures of the countries where the languages that they study are spoken, with an aim to make the students not only able to communicate but also interested in different cultures, their traditions and ways to view the world. Together with topics about citizenship (e. g. healthy living), our students develop a better understanding of the global community we are all part of.

## French

Subject Leader: Mrs M Lennon

The course is based on the text book Allez 1, which comprises topics such as basic greetings, self-description, opinions and tastes, school, family and friends, animals and describing your area. All topics include an emphasis on France but also the French-speaking countries around the world, in order to foster students' interest for all those different cultures as well as to increase their awareness of the wider communities where French is spoken.

## German

Subject Leader: Mr J Lobo

The course is based on the text book Stimmt! For Year 7 with topics such as family, leisure and school. All topics are now studied with an additional focus on the culture and society of German-speaking countries. Course books used in subsequent years are Stimmt! 2 for Year 8 and Stimmt! 3 for Year 9.

## Mandarin Chinese

Subject Leader: Ms C Yang

The course is based on the textbook Jìn Bù 1 with topics such as family, hobbies, school, and food and drink. In Term 1 students will receive taster lessons which then allow them to express

interests in joining the Mandarin Excellence Programme (MEP) in Term 2. The MEP programme is an intensive course based on four hours of lessons per week with an expectation of independent study and practice. Students therefore make accelerated progress and gain proficiency in listening and responding to spoken Chinese, as well as in both reading and writing Chinese characters. The course may include intensive learning days in cooperation with our Mandarin Excellence Programme partner schools, providing learners with the opportunity to increase their cultural and linguistic knowledge and awareness.

## Spanish

Subject Leader: Mrs T Pina

The course is based on the text book Zoom1. The main aim in Year 7 is to introduce key classroom vocabulary, familiarity with Spanish spelling patterns, an emphasis on oral work, basic notions of masculine and feminine and encourage participation in the lesson. We also cover the colours, animals, the classroom and subjects and the family. The present tense is introduced and we discover how to incorporate basic opinion towards the end of the year.

Our overall goal in Years 7 – 9 is to lay very good foundations for our students which can then be consolidated and expanded during their GCSE studies, both of which is achieved by a good commitment to learning and practising the vocabulary, grammar and skills that we work on in lessons.

## Science

Faculty Leader: Miss E Yeong

This course covers all of the key aspects related to Science learning. It follows a series of topics that are broadly based on the three key areas of Biology, Chemistry and Physics. These include Particles and Reactions, Life Processes – Cells and Reproduction, Energy, Electricity and Magnetism, Interdependence and Earth Science. In addition, we work on scientific skills such as:

- **Scientific attitudes:** looking at objectivity, scientific methods and risks
- **Experimental skills and investigations:** Asking questions, making predictions, planning and carrying out experiments and evaluating those experiments.
- **Analysis and evaluation:** Applying mathematical concepts to scientific situations, taking and analyzing data and identifying new questions to ask from this data.
- **Measurement:** Using standard units, using simple equations and looking at statistical techniques.

A range of teaching and learning techniques are used. Each topic includes activities that are assessed against assessment criteria and students are set clear targets to help them understand how they can improve. Tests are set at the end of each unit or topic section.