Hampton College

Year 7 Curriculum
2024-25

The Hampton College Way

Our core beliefs, key actions and shared responsibilities

Progress

All students and staff work together to ensure positive outcomes. Staff greet students at the door of the classroom, helping to ensure calm, orderly corridors.

Partnership

Student progress is at the heart of our teaching and learning. Good learning behaviours, including punctuality and high attendance are celebrated, whilst poor learning behaviours are challenged.

Pride

We treat our environment with respect and value our place at the heart of the community.

Hampton College staff will:	Hampton College students will:
Celebrate positive behaviour and challenge behaviour that falls short of our expectations.	Work in partnership with staff and other students, behaving safely ad considerately.
Supervise corridors at lesson changeovers and teach engaging lessons that will inspire	Complete all work set to the best possible standard, making as much progress as possible.
Relate learning and behaviour conversations to “the Three Ps”	Take pride in our environment, appearance, work and reputation in the community.

HAMPTON COLLEGE

Key Stage 3 guide on Assessment for Parents

Understanding Assessment at Hampton College: A Guide for Parents of Key Stage 3 Students

We value your partnership in your child's education. This guide explains how we assess students at Hampton College to help you understand your child's progress in Key Stage 3.

Why is assessment important?

Assessment helps us understand what your child knows and can do, identify their strengths and areas for improvement, and support their academic growth.

Key Principles of Assessment at Hampton College

We believe that effective assessment:

- **Supports Learning:** It provides ongoing feedback to students and teachers, helping to identify areas of strength and areas for improvement.
- **Is Fair and Consistent:** It uses clear criteria and consistent methods to ensure all students are assessed fairly.
- **Is Age-Appropriate:** It considers the developmental stage of each student and sets realistic expectations.
- **Promotes Growth:** It encourages students to strive for continuous improvement and reach their full potential.
- **Involves Collaboration:** It fosters open communication between students, teachers, and parents.

These principles guide our assessment practices and ensure that assessment is a valuable tool for supporting student learning and development.

Working Together

By understanding our assessment methods, you can play an active role in supporting your child's learning journey. We encourage you to discuss your child's progress with their teachers and to contact us if you have any questions.

We believe that by working together, we can help your child reach their full potential.

Types of Assessment

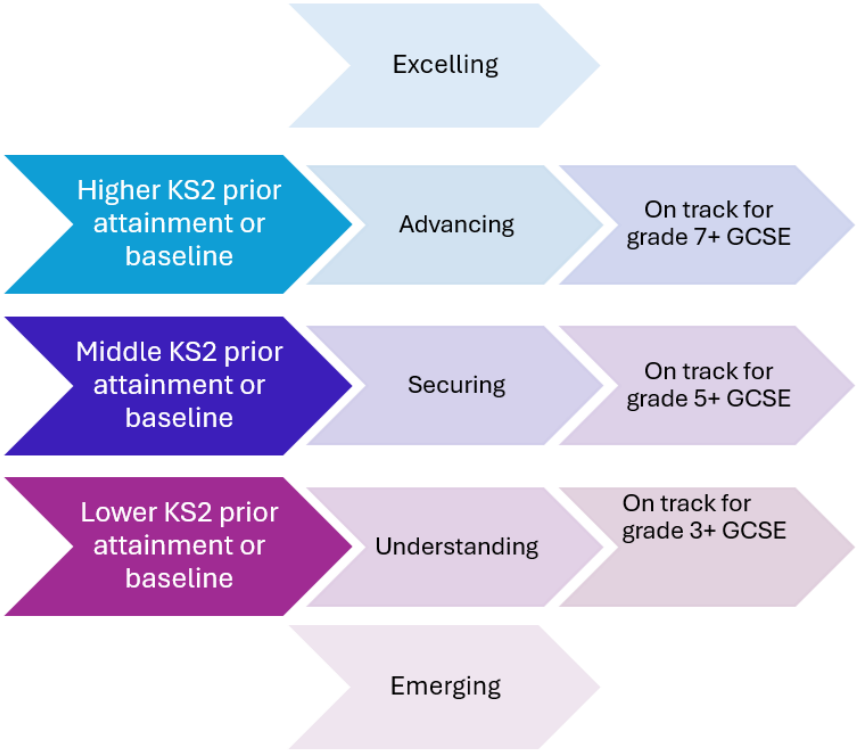
We use two main types of assessment:

- **Formative Assessment:** This ongoing assessment happens throughout the learning process. It helps teachers adjust their teaching and provides feedback to students to help them improve. Examples include quizzes, class discussions, homework, and teacher feedback.
    - **How you can help:** Encourage your child to talk about their learning and the feedback they receive. Help them set goals and create a positive learning environment at home.

- **Summative Assessment:** This assessment measures your child's overall achievement at the end of a unit, term, or year. It gives a snapshot of their learning and progress. Examples include end-of-unit tests, projects, and exams.
    - **How you can help:** Support your child in creating a study schedule, provide access to study materials, and offer encouragement during more intensive assessment periods.

Our New Approach to Assessment

We've recently updated our assessment system in Key Stage 3. Instead of number grades, we now use word descriptors to provide more detailed feedback on your child's progress. This new system aligns with Key Stage 2 assessments and creates a clear pathway to Key Stage 4.



Growing with Each Year: How We Challenge Students

While the assessment descriptors remain consistent throughout Key Stage 3, the level of challenge increases each year. This means a "Securing" level in Year 7 represents a different level of achievement than "Securing" in Year 8 or Year 9.

Here's how the challenge grows:

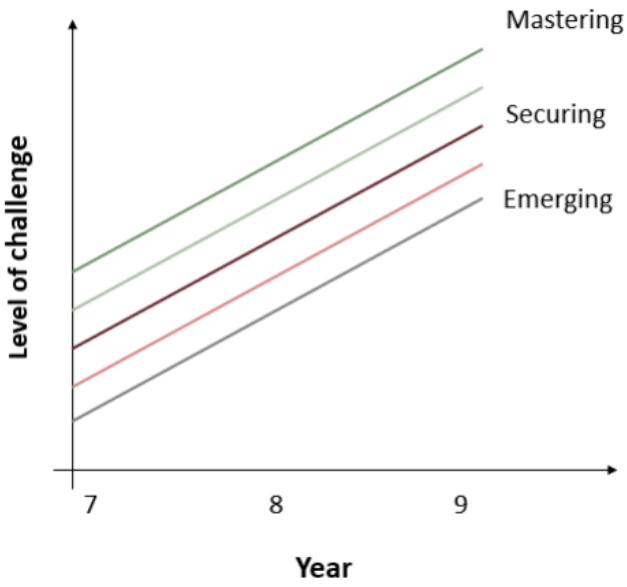
- **Curriculum Depth:** As students' progress, they learn more complex material and develop a deeper understanding of subjects.
- **Skill Development:** Students build upon existing skills and learn new, more advanced skills. They are expected to apply these skills in increasingly complex ways.
- **Assessment Style:** Assessments become more challenging, with different types of questions, higher expectations for answers, and more detailed marking criteria.

- **Knowledge Breadth:** The range of knowledge assessed expands each year, reflecting the growing curriculum content.

What does this mean for your child?

Essentially, your child is expected to continuously learn and grow throughout Key Stage 3. Maintaining the same descriptor across years shows consistent progress and development in line with age-related expectations.

This approach ensures that students are consistently challenged and supported to reach their full potential.



Year 7 Home Learning

Importance of Home Learning at Hampton College

Why We Set Home Learning

Home learning is an essential part of the educational process at Hampton College. It reinforces classroom learning, helps students develop independent study skills, and allows them to explore subjects in greater depth. By completing home learning, students can consolidate their understanding, practice new skills, and prepare for upcoming lessons.

Why It Should Be Completed

Completing home learning is crucial for academic success. It ensures that students stay on track with their studies, helps them manage their time effectively, and fosters a sense of responsibility. Regular completion of home learning can lead to better performance in assessments and a deeper understanding of the curriculum.

How Parents/Carers Can Support

Parents and carers play a vital role in supporting their child's home learning. Here are some ways parents can help:

- **Create a Study Environment:** Provide a quiet, well-lit space for your child to work.
- **Establish a Routine:** Encourage a regular study schedule to build good habits.
- **Monitor Progress:** Check Bromcom regularly to stay informed about assigned tasks and deadlines.
- **Offer Encouragement:** Praise your child's efforts and achievements to motivate them.

Logging and Positive Reinforcement

All home learning tasks are set on Bromcom for students and parents to see. This may, in some cases, direct students to an offline source for completion. Positive logs will be given to students who consistently complete their home learning, recognising their hard work and dedication. Conversely, logs for 'no home learning' will also be recorded on Bromcom to track and address any issues promptly. This system helps maintain accountability and encourages students to stay engaged with their studies.

English, Maths and Science

Subject	Key Stage	Frequency and Length	Method	Feedback
English	KS3	A minimum of 30 minutes	Teams	Rubric on Teams and written feedback where necessary on return of work
Maths	KS3	A minimum of 1 hour	Sparx	Sparx – self marking
Science	KS3	A minimum of 30 minutes	Hard copy worksheets	Peer/ self-assessment In lesson follow up

Year 7 Curriculum

Art

Art plays an important role at Hampton College. Our main aim as a department is to develop creativity and imagination, innovation originality ingenuity, vision and inspiration; to build on and extend their knowledge and experiences of materials, processes and practices.

Autumn	Spring	Summer
Still life drawing Skills: Observational drawing of forms.	Mythological creatures modelling: Sculpture ideas construction methods and materials.	Cubist painting: Explore Cubism as a genre, composition development review and reflection.

How will my child be assessed?

Verbal feedback is used on-going during all lessons in response to visual work to aid understanding and development

Formal assessment of progress is made towards the end of each project and students are given a assessment criteria banding.

Evaluating quality of outcomes.

- Level of understanding - when using materials and applying knowledge of art.
- Attitudes - how students intelligently use and apply materials.

What homework can I expect

Home learning is set in Art at Key Stage 3 to support and establish understanding and skills learnt in the classroom and is directly linked to the topic studied.

How can I support my child

Looking at the achievements in their sketchbook and aiding them to support their confidence in drawing and Artist research.

Who do I talk to if my child is struggling?

Please speak to your class teacher or your tutor.

Computer Science and ICT

Within computer science we believe in delivering a well-rounded curriculum, which incorporates information technology skills to develop informed digital citizens. Students receive one lesson a week where they will delve into topics that are core such as computer basics through to looking ahead and developing knowledge of artificial intelligence.

What students will experience in year 7.

Autumn	Spring	Summer
During the first term we set up the foundations of using computers safely and appropriately for personal and business use including formal communication methods, using cloud tools and online safety. This is split over two units of work: Unit 1 - Computer Basics Unit 2 – E-Safety	During the second term students learn how to present information to audiences and how to use presentations professionally. This then moves into computer science understanding by building knowledge of computer hardware and programming concepts. This will be covered in the following units of work: Unit 3 – Presenting Information Unit 4 – Computer Hardware	Over this term students will be given the opportunity to develop their computational thinking skills and within this learn how to program and plan solutions to problems. This will be completed throughout the following units: Unit 5 – Algorithms Unit 6 – Game Maker

How will my child be assessed?

Students will be assessed through a combination of in class practical work and end of unit tests. Students will also be assessed with an end of year written test.

What homework can I expect

Students are asked to complete the Inspiring Digital Enterprise Award (iDEA) Bronze certificate over year 7 with the aim of one badge per week looking at a range of different topics within the wider world of work and computing.

How can I support my child

The school uses programs and platforms that are freely available to students or available to download for free and used on a computer at home. We encourage students to review lessons using the available in class assignments and presentations made available in Microsoft Teams.

Who do I talk to if my child is struggling?

Should you have any concerns you can contact either:

Mr Willetts Head of Computer Science and ICT at awilletts@hamptoncollege.org.uk

Mr Jackson Teacher of Computer Science and ICT at mjackson@hamptoncollege.org.uk

Design Technology

The Core Curriculum

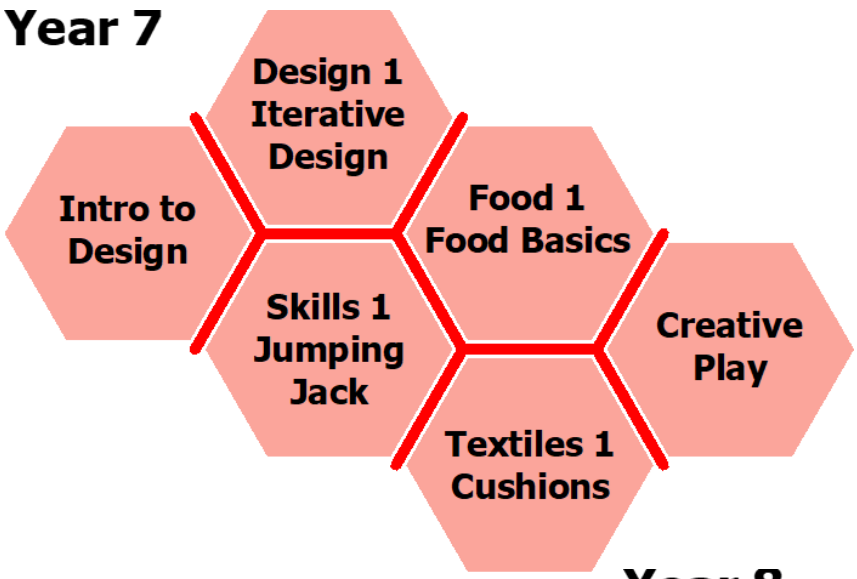
In KS3 students will have the following Design Technology lessons:

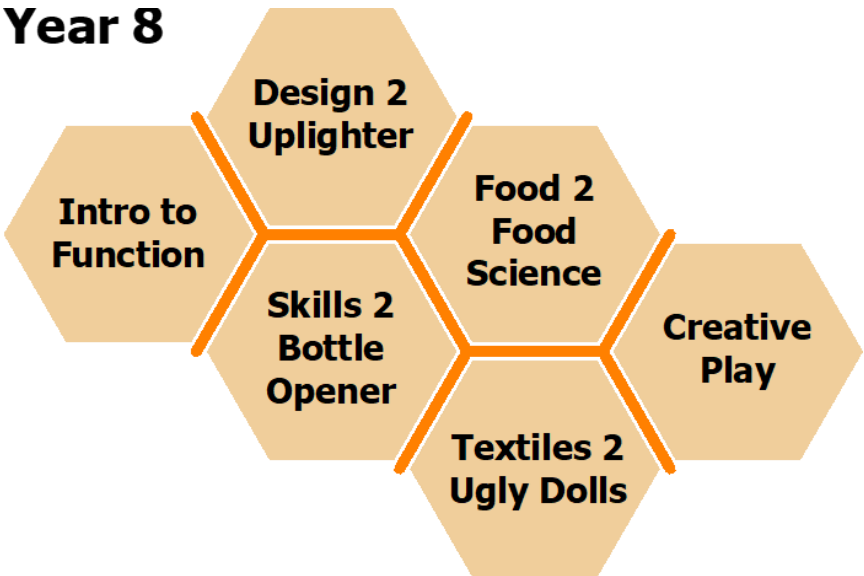
Year 7 students have 3hrs of Design Technology lessons per fortnight

Year 8 students have 3hrs of Design Technology lessons per fortnight

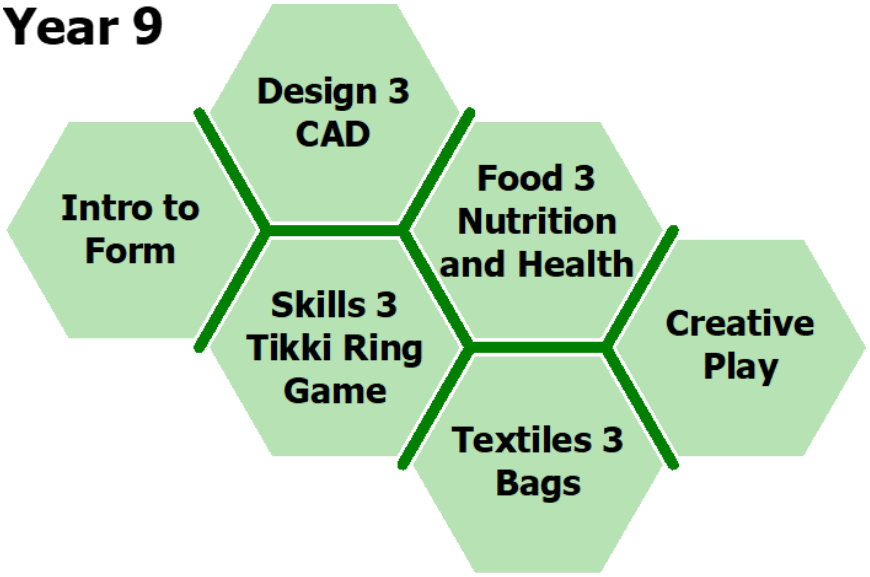
Year 9 students have 4hrs of Design Technology lessons per fortnight

The curriculum is designed to deliver a broad range of high-quality Design Technology activities and experiences with the aim of students producing high quality outcomes they can take home and be proud of. Each year is structured to include an introductory unit, a rotation through four specialised units and a final outro unit. The introductory unit focus on core Design Technology skills that build as students progress through KS3. In year 7 students focus on what design is, what the design process is and how to design. In year 8 students focus on Function and Function lead Design. In year 8 students focus on Form and Form lead Design which includes exploring 3d forms through 3D paper modelling. Each year in their rotation there is a Design Skills based unit, a Making Skills based unit, a Textiles based design and make unit and a Food Preparation and Nutrition unit. In the final outro students will apply the skills they have been learning and developing in a more playful manner typically through a design challenge.





Year 9



As they progress through KS3 students will develop their designing and making skills learning how to use a variety of tools and equipment and working with a wide range of different materials. This includes woods, metals, plastics and fabrics along with 2D and 3D CAD (Computer Aided Design) and CAM (Computer Aided Manufacture). In Food students build their skills across KS3 by cooking a range of increasing difficult recipes that require a progressive skill level in a range of techniques.

Assessment

In Design Technology we have broken assessment into four strands these are Exploring, Creating, Making and Evaluating with different units focusing more on certain strands depending on the nature of the unit and the work being undertaken. Students are also assessed on the quality of their written, visual and verbal communication skills. Each unit will have an end of unit test to assess learning and prepare for the end of year test which will test students understanding of what they have covered and their design skills.

Drama

The Core Curriculum for All (1 hour per week)

The Core Curriculum

Drama is integral to a child's journey through school and beyond. Whilst it helps build and nurture confidence through the exploration of theatre skills we also strongly encourage respect, teamwork, communication and leadership in all our lessons, all of which can be applied across any subject within the school and the wider world. Through exploring a range of script extracts and devising theatre from a range of stimuli we encourage students to explore and question social and historical contexts as well as develop empathy and understanding of a range of characters from different walks of life. We aim to develop our students to be empathetic, respectful, reflective and creative learners and this underpins all we do in the department.

We also strive to provide many opportunities to get involved in Drama beyond the classroom through our clubs, workshops and theatre trips.

All students in year 7 will take part in a one hour lesson of Drama once a week. We have designed a curriculum that encourages student to explore a range of skills as performers and designers when accessing script and devising their own original performances from given stimuli.

Autumn	In the autumn term it is all about exploring the basics of playing a character and using the stage space in Drama. **Script** Baseline assessment Exploring skills in approaching, interpreting and performing a script **Key Skills** Exploration of characterisation, use of stage space and conventions
Spring	In the spring term students will develop the ability to analyse and evaluate theatrical elements to identify how effects are created on stage for designers and performers as well as explore traditional Shakespearian techniques. **Live Theatre** Analysing and evaluating performance and design skills seen in a piece of digital theatre. **Shakespeare** Exploring techniques to interpret and communicate Shakespearean text
Summer	During the Summer term we continue to explore theatre techniques to create original theatre performances and put all our skills that we have developed and honed through the year into practice. Here students will have more creative freedom to devise their own original theatre working collaboratively with their peers. **Storytelling** Ensemble performance exploring conventions, exaggerated characterisation, movement and staging **Improvisation from stimulus** Working in groups to create an original piece of Drama in response to a stimulus

Across the whole of Key Stage 3 and beyond

Students will continue to build upon and consolidate the learning of skills and techniques explored in previous years, being challenged to apply to different scripts and thought-provoking stimuli. Students knowledge of influential theatre practitioners will also build and their devised work will demonstrate more thought, consideration and creativity through the developed skills acquired.

How will my child be assessed?

- **Verbal feedback is used extensively in lessons**
- **Video recordings are made in class** – Each scheme of work concludes with a performance of their work of which is recorded for self and peer assessment.
- **A formal assessment of progress is made towards the end of each scheme of work** and students are given a 'step' alongside targets.
- Students **reflect on their progress** (what's going well, what needs to be improved) at least once per project and this is recorded on their self-evaluation worksheets which are marked and feedback is provided.

What homework can I expect

We aim to set at least one piece of homework in Drama at Key Stage 3 for each scheme of work. At the end of each scheme of work students will be given a list of spellings of the key terms used to then be tested on in lesson. Homework tasks may also be to learn lines from a scripted extract of which they will perform or it may be to bring in an item of costume or prop to support their character. We also offer and strongly encourage students to get involved in our extra-curricular activities that support and enhance our curriculum.

How can I support my child

Keeping up to date with what your child is learning in class is the best possible way to support their learning. Your child's drama teacher can be contacted via the classes Teams channel too.

Extra Curricular opportunities

We have our very successful and highly anticipated annual school musical which is open to all year groups including year7. Rehearsals are twice a week from September to February half term and although it is a huge commitment, it is immensely fun and our students come back each year to be apart of the wonderful journey all over again.

Lunch time clubs also take part in the Drama studio including Just Dance and Karaoke, a brilliant way for students to meet new people, make friends and have some fun downtime at lunch.

We have drama clubs that run also, creating work to perform within the Creative Arts annual Winter and Summer showcases.

English

At Hampton College we offer students a wide range of opportunities to develop and improve their writing and analytical skills. Through non-fiction texts, literature texts and our creative/persuasive/narrative writing units, students are encouraged to consider, reflect and improve on their previous work and begin their journey of becoming well-rounded students of English.

In year 7, students have 7 hours dedicated to English across a fortnight. One of these lessons is used for their 'Cultural Capital' lesson; a lesson which is unique to our school and has the central aim of improving their vocabulary and knowledge through non-fiction texts. These texts link to the unit they are studying in their normal lessons.

Autumn	Spring	Summer
1a: Autobiographical writing based on analysis of Roald Dahl's Boy. 1b: Novel reading and close analysis of language.	2a: Non-Fiction writing based on analysis of non-fiction sources. 2b: Creative writing using gothic conventions.	3a: Introduction and analysis of a Shakespearean play. 3b: End of year exam. Reading for pleasure. Intervention.

How will my child be assessed?

All students are assessed using the school's marking criteria focused on word descriptors: Emerging, Developing, Securing, Advancing, Excelling. The skills needed to be displayed for each descriptor are determined using our department's reading and writing targets. Students will familiarise themselves with these targets during each scheme of learning through peer, self, and teacher feedback. During lessons, students will respond to their unique feedback which ultimately helps with improvement. The writing targets remain the same throughout KS3 and into KS4. The reading targets are modified dependent on the scheme of learning objectives (e.g. language focus, structural focus, etc) but largely remain the same. These are also transferable targets from KS3 into KS4. This is to ensure a clear flight plan for students to enable them to understand how each scheme of learning, assessment, and step links to their future learning.

What homework can I expect?

All students' home learning is accessible on Teams and this is where students are expected to complete it. Editable PowerPoint slides are provided on Teams to enable easy access to the home learning. All students are given home learning on a weekly basis that supports and caters to their scheme of learning in lesson time. Class teachers are able to respond to any queries posted on Teams and will mark/ keep track of all student home learning on this platform. As per school policy, we also log all home learning on Bromcom/ MyChildAtSchool – this is to enable parents to monitor and support their child's home learning on a weekly basis.

How can I support my child?

Parents, carers and guardians can support students by encouraging the regular reading of fiction and non-fiction texts. This could take the form of newspapers, blogs, online articles, subtitles, etc. Exposing young minds to a variety of texts promotes positive educational outcomes across all subjects and fosters further success into adult life. Further to this, reading also helps stimulate the imagination whilst increasing their cultural capital. Additionally, to support our schemes of learning, parents and guardians can monitor and support weekly home learning via Teams and MyChildAtHome. If questions should arrive, please contact the class teachers who are happy to answer all queries you may have.

Who do I talk to if my child is struggling?

In the first instance, please contact the student's class teacher. The class teacher can then adapt the classroom, plans or support to suit the needs of a student. The class teacher can also support all home learning questions. If the class teacher feels that a student needs further support, they may contact the SENCo for further advice. Should you need to speak to the KS3 co-ordinator/ second in department, please contact: EBrown@hamptoncollege.org.uk (maternity leave: September 2024 – July 2025) or LHill@hamptoncollege.org.uk (during Miss E Brown's maternity leave). Should you have whole department queries or questions relating to KS4/ KS5, please contact the Director of English: VRiotto@hamptoncollege.org.uk.

Geography

Aims

The overarching aim for Geography at Hampton College is to encourage students to be inquisitive about the world around them, by equipping pupils with the skills and knowledge to be able to make decisions about the world around us. We aim:

- To inspire awe, wonder and curiosity in the world by investigating fantastic places and features
- To highlight a variety of physical and human environments and how change can impact them
- To develop students enquiry skills in Geography
- To help students to understand and demonstrate the use of basic map skills
- To enable students to evaluate positive and negative view points, and to make a judgment
- To understand how some issues may have an impact on the wider world
- To understand what being sustainable is, and how making sustainable choices can be difficult.

Autumn	Spring	Summer
Passport to the World An introduction to Geography at Hampton College including key skills, map skills and exploring a variety of different human and physical landscapes. **Fantastic Places** A series of lessons that investigates some of the World's most fascinating locations.	**Geology & Coasts** An introduction to Geology and an investigation into how physical processes change the coastal landscape. **Settlement** Students study how settlements grow over time (with a focus on Peterborough) and study the challenges of living in megacities.	**Migration** Following on from settlement, students explore the reasons why people move from one place to another, using case studies as an example. **Tourism** Students investigate the growth of tourism, and how it can have both negative and positive impacts around the world.

How will my child be assessed?

- Students will sit regular, short formative assessments that are incorporated into lessons and longer summative assessments throughout the year. Feedback is provided in class verbally and written, personalised comments allow students to gain an understanding on what theie next steps are to success.
- Formative assessments include a range of short question and answer style, while others require a longer written response, following a structured approach. Graphical and maths skills are also assessed.
- Year 7 will also participate in Decision Making Exercises (DMEs) where students have to make a geographical decision based on evidence and explain why they have made their choices.

What homework can I expect?

Students are set homework approximately once a fortnight – this may be a revision task, a task that is preparing them for a future lesson, or may be one that supports learning done in class.

How can I support my child?

Encouraging students to take an interest in the world around them – taking an interest in the news will help to support their widen knowledge and understanding of issues affecting people around the world. The BBC bitesize website has an excellent Key Stage 3 section for Geography which covers much of what we will do in class.

Checking on Bromcom for homework to ensure deadlines are met.

Who do I talk to if my child is struggling?

All lessons have been planned accordingly to ensure a range of tasks are available for each learner in the classroom. Feedback in lessons from their classroom teacher will help support students and intervene where needed.

Please contact either your child's Geography teacher, or Mrs Warner (Head of Geography) if you have any concerns or queries.

History

Autumn	Spring	Summer
Introduction to History and Britain in 1066 Why did William win the Battle of Hastings? How was England affected by the Norman Conquest?	Why was religion in Medieval England important? What the most significant event in 14th century England?	How did the Tudor monarchs change England? Depth study on the reign of Elizabeth I

How will my child be assessed?

- All students are assessed using formal in-class assessments. Students will be assessed on their knowledge and use of historical skills such as causation, using historical sources and change and continuity. Students will familiarise themselves with these targets during each scheme of learning through peer, self, and teacher feedback.
- Assessments help students develop the skills over the course of years 7-9. These skills are then developed further by students who chose to study it at GCSE.
- This is to ensure a clear flight plan for students to enable them to understand how each scheme of learning, assessment, and assessment links to their future learning.
- Different assessments will focus on different historical skills as well as knowledge; causation, change and continuity and significance.

What homework can I expect

- All students are given home learning on a weekly basis that supports and caters to their scheme of learning in lesson time.
- As per school policy, we also provide a copy of students' home learning via Bromcom/ MyChildAtSchool – this is to enable parents to monitor and support their child's home learning on a weekly basis.

How can I support my child

- Parents, carers and guardians can support students by encouraging discussion of what is being taught in class. Knowledge of events and individuals is needed so that students can develop their skills in explaining change, using sources from the time, evaluating interpretations written by historians and differing views about the past. Discussing events in the news can really help students develop their ability to see links between the present day and the past.
- Additionally, to support our schemes of learning, parents and guardians can monitor and support weekly home learning MyChildAtHome and often Teams
- If questions should arrive, please contact the class teachers who are happy to answer all queries you may have.

Who do I talk to if my child is struggling?

- In the first instance, please contact the student's class teacher. The class teacher can then adapt the classroom, plans or support to suit the needs of a student.
- The class teacher can also support all home learning questions. If the class teacher feels that a student needs further support, they may contact the SENCo for further advice.
- Should you need to speak to the Head of Department please contact Miss Knowles eknowles@hamptoncollege.org.uk

Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Algebraic Thinking**						**Place Value and Proportion**					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	**Applications of Number**						**Directed Number**			**Fractional Thinking**		
	Solving problems with addition & subtraction		Solving problems with multiplication and division			Fractions & percentages of amounts	Four operations with directed number			Addition and subtraction of fractions		
Summer	**Lines and Angles**						**Reasoning with Number**					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	

How will my child be assessed?

At the end of each of the 15 topic blocks, there will be a 20 mark formative assessment.

Towards the end of each full term, their will be a 60 mark assessment which will include topics from the whole term.

What homework can I expect?

Students will be set tasks on Sparxmaths regularly each week, inline with the work being completed in class. Students are encouraged to use this platform independently and complete more than the set work as this can greatly increase a students rate of progress in Maths over time.

Students may also access the WhiteRoseMaths website for learning videos for every learning step matched to our scheme of learning.

How can I support my child?

Discuss what they have been doing in class recently, and ask to see their exercise book.

Check that your child has completed the set homework each week and encourage them to complete extra tasks where possible.

If they have an assessment coming up, then watch the WhiteRoseMaths videos with them.

Who do I talk to if my child is struggling?

Initially contact their class teacher for guidance. This is usually best achieved via email.

Alternatively contact Mrs Hope (Second in Department, in charge of KS3 Maths) or Mr Barham (Director of Mathematics)

The Core Curriculum

The overarching aim of the German curriculum at Hampton College is to develop the breadth and depth of pupils' competence in listening, speaking, reading and writing based on a sound foundation of core grammar, high-frequency vocabulary and phonetic awareness. The German curriculum aims to:

- promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, students being able to express and develop ideas
- develop the confidence of students to speak coherently and confidently, with increasingly accurate pronunciation and intonation
- practice the use and manipulation a variety of key grammatical structure and patterns accurately across a range of tense
- expose students to the acquisition of a wide range of vocabulary to enable them to write creatively to express their own ideas and opinions, writing clearly, accurately, and coherently
- encourage the practice of reading to enable students to understand and comprehend original and adapted materials from a range of different sources, and to read literary texts in the language to stimulate ideas and develop creative expression
- enable students to apply their knowledge of linguistic structures and vocabulary to provide accurate translations of short, suitable material both into the target language, and from the target language to English
- listen to a variety of forms of spoken language to obtain information and respond appropriately
- develop a phonological awareness to enable them to transcribe words and short sentences that they hear with increasing accuracy

In addition to developing character through encouraging the resilience and independence demanded of learning a modern foreign language, we also aim for pupils to develop the concept of being a global citizen through exposure to the cultures of Germany and German-speaking countries.

Above all else, we strive for students to enjoy their language learning at Hampton College.

Autumn	Spring	Summer
• Greeting people and introducing myself • Introducing to Foreign Language Spelling Bee and using the German alphabet • Numbers to 31 and months of the year (stating age and birthdays) • Describing oneself and others (physical build & personality, friends) • Saying what people have (hair and eyes, colours family, pets) and have not (negative)	• Talking about a school day (24-hour clock, timetable) • Giving and understanding opinions on subjects • Describing my school uniform • Talking about school rules • Talking about my daily routine (12-hour clock, reflexive verbs) • Describing what oneself and others do after school with opinion	• Describing where one and others live (location, house) • Describing a house and a room in the house (furniture and prepositions) • Describing what places there are and are not in a town, and what you are able to do there • Giving and understanding directions to places in a town • Describing my ideal house and town

Assessment:

Assessment is ongoing during lessons with continual checking of learning ad understanding, often item-by-item in presentation and input practice tasks. In addition, there will be weekly home-learning vocabulary tests. Summative assessment will take place over the course of the academic year and students will also sit an end of year assessment. Students will be assessed over the four skill areas of listening, speaking, reading and writing and will be awarded a ‘grade’ descriptor which will be reported in 3 grade cards each year.

Home Learning:

Home learning will focus predominantly upon pre-learning, and subsequently revisiting, vocabulary covered in lessons. Students have been instructed to join their respective Quizlet class upon which vocabulary sets for learning are posted. Home learning completion will be determined by students attaining the pass mark in their weekly vocabulary test. Please encourage your child to complete their vocabulary home learning using Quizlet and test them on it ahead of their class vocabulary test. If you have a knowledge of German we encourage you to speak to your child in German.

Music

In Music students will study a wide range of both genres and instruments. The majority of learning is practical and students will be encouraged to play and compose their own music including developing their music technology skills. Below is a brief outline of the KEY STAGE 3 Music curriculum:

Year 7

In Year 7 students will study a variety of topics including:

- Vocalise/Songwriting
- Graphic scores
- Ukuleles
- Keyboard skills

Students will have the opportunity to experience playing several different instruments throughout Year 7 as well developing their performance ability more generally and their singing skills. Students will be encouraged to listen to a variety of music and compose in various styles too.

The Music Department also runs weekly lunchtime and after-school rehearsals of several groups including Orchestra, Hampton Voices and a Music Theory Group. Many students also book practice rooms to run their own rehearsals during lunchtimes.

PD

Autumn	Spring	Summer
Strand A: New school, Hygiene, Diet, Exercise, Immunisation. Strand C: Year 7 Council Strand C: Political Parties, Manifestos, Elections, Strand A: Operation Smokestorm	Strand B: Puberty Strand A: Autism, Dyslexia, Epilepsy, Diabetes Strand B: Internet Footprint, Cyber space, Cyber Bullying	Strand B: Friendships, Relationships and Abuse Strand B: Illegal Drugs Strand C: Communication methods

There are three strands to the PD curriculum

Strand A – Health and Wellbeing where we tackle topics relative to everyday Health issues and students wellbeing. These topics cover Personal Safety, Drugs & Alcohol, Addiction, Mental Health, Puberty and changes to the body, Body Image and Self Esteem, Independence through teenage years and The impact of gangs on society and issues arising from this.

Strand B – Living in the Wider World covers issues such as Politics, Finance & Decision Making, Debt, Digital Literacy & Online Safety, Basic First Aid, Employability Skills in preparing for the workplace, Careers, Option selection and Readiness for work.

Strand C – Relationships and Sexual Education (RSE) which covers the following areas Diversity, Prejudice and bullying, Families, Conflict Resolution, Discrimination in Society, Self Worth, Friendships, Consent, STI's, Contraception, Gender Identity, Sexual orientation and Sexting

What homework can I expect

- All students are given home learning on a weekly basis that supports and caters to their scheme of learning in lesson time.
- As per school policy, we also provide a copy of students' home learning via Bromcom/ MyChildAtSchool – this is to enable parents to monitor and support their child's home learning on a weekly basis.

How can I support my child

- Parents, carers and guardians can support students by encouraging discussion of what is being taught in class. PD often leads to conversations at home as the events are wide ranging and relevant to the world in which we all live.
- Additionally, to support our schemes of learning, parents and guardians can monitor and support weekly home learning using MyChildAtHome
- If questions should arrive, please contact the class teachers who are happy to answer all queries you may have.

Who do I talk to if my child is struggling?

- In the first instance, please contact the student's class teacher. The class teacher can then adapt the classroom, plans or support to suit the needs of a student.
- The class teacher can also support all home learning questions. If the class teacher feels that a student needs further support, they may contact the SENCo for further advice.
- Should you need to speak to the Head of Department please contact Miss Knowles eknowles@hamptoncollege.org.uk

The Core Curriculum

At Hampton College we will offer all students a 'broad' and 'balanced' Physical Education experience throughout Key Stage 3 and Key Stage 4, in line with the guiding principles of curriculum design, as set out in the new Physical Education National Curriculum (September 2014).

The Curriculum is designed to deliver high-quality physical education that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health, fitness and mental wellbeing. Opportunities will be provided to compete in sport and other activities, build character and help to embed values such as fairness and respect.

The National Curriculum for Physical Education will be designed and delivered at Hampton College 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

All students in year 7 will take part in two hours of 'Core' PE per week and the curriculum this year will be designed around a set of key principles linked to increasing Physical Activity levels, providing opportunities to develop and apply skills in a range of Sports activities, socialization through teamwork and leadership in the areas taught, as well as having fun to build self –esteem!

All students in year 7 will follow a broad curriculum to learn new skills, develop and embed existing skills and then apply them in modified games and competition and eventually, fully competitive scenarios:

Students will begin term 1 with a unit of baseline testing involving lessons that include the use 'Multi Skills' tasks and 'Athletic' activities to re-visit work covered in Year 5 and 6, evaluate progress in relation to Year 7 assessment criteriaand provide a baseline assessment for reporting and monitoring purposes.

As the year progresses students will develop skills and knowledge in individual and team sports / activities, learning how to apply them in modified games and competitions, evaluate their performance to improve on previous best scores and to take on different roles within the lesson as part of developing leadership.

In addition to the baseline unit, all students will study a range of individual and team games and activities; including sports and physical activities such as football, rugby (touch), netball, cricket, rounders, table tennis, tennis or short tennis, gymnastics, athletics dance and health-based activities.

All students in Year 7 will work towards attaining a leadership award, which will be monitored by the class teacher and will allow students to take on different roles in the lesson, such as umpire, coach,

scorer, and analyzer. To bring a more competitive element to PE lessons all students will take part in a number of inter-house competitions and whole school competitions such as cross country, table tennis, rowing, dodgeball and some mixed athletics and games during our annual Sports Day.

Students will be expected to wear full PE kit (Navy blue shorts or leggings, a blue/white Hampton college T Shirt, white ankle / trainer socks or blue football socks and when required a Hampton College Hooded top. In addition, suitable footwear for the activity being undertaken.

Across the whole of Key Stage 3 pupils will build on and embed the physical development and skills learned in Key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (striking and fielding games, such as cricket, rounders and softball; net games such as tennis, table tennis and short tennis; and invasion games such as rugby, netball, football, basketball and handball).
- Develop their technique and improve their performance in other competitive sports (multi sports, virtual athletics, athletics, gymnastics, trampolining, cross country, indoor rowing and cycling).
- Perform dances using advanced dance techniques in a range of dance styles and forms (girls only).
- 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 (through team games, problem solving or activities such as orienteering and mountain biking.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best (record and logged in pupil performance portfolios).
- Take part in competitive sports and activities outside school through community links or sports clubs (exit routes through lunch time clubs, workshops, coaching sessions, leadership opportunities, school teams and community school / club links).

Assessment:

To monitor progress in core PE students will still be assessed through development and application of key skills and knowledge in a series of practical tasks, including isolated and modified practice and fully competitive scenarios. In addition to this, teacher observation of attitude to learning, resilience, teamwork and leadership will also be considered. Each area of activity will be scored out of 25 and the total score for the 4 best areas, will lead to a 'grade' descriptor (Emerging, Developing, Securing, Advanced, Excellence) which is reported in 3 grade cards each year.

Extra-Curricular opportunities:

Throughout the academic year the PE department will offer a full range of extra –curricular activities and opportunities for year 7 to get involved in, on both a recreational and competitive basis at lunch and after school. This includes ‘turn up and play sessions for fun, coaching workshops, practices and fixtures for the school teams who play against other schools within the district and county, fitness sessions such as rowing, boxercise and jogging and further opportunities to get involved in sports leadership.

In addition to the above, all Year 7 Students are given the opportunity to participate in an outdoor and adventurous or sports residential in our annual enrichment week, that would allow them to study the principles associated with identifying and solving problems to overcome challenges of an adventurous nature or further consolidate their skills and knowledge in a range of sports. Any decision on the type of trip that would be offered is made in late September/early October of each academic year.

RE

Aim

The aim of Religious Education at Hampton College is to provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It aims to develop students' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. Furthermore, it offers opportunities for personal reflection and spiritual development and enhances awareness and understanding of religions and world views, beliefs and teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.

Autumn	Spring	Summer
Rites of Passage and Judaism	Festivals and the Life of Jesus	Jerusalem and Hinduism

How will my child be assessed?

Each RE topic will culminate with an in-class assessment. These are designed to assess both knowledge and skills and will include a range of short and longer answer questions where students are given the opportunity to demonstrate their understanding of the topic and evaluate and compare different beliefs and world views with the possibility of making links between different units of work.

As well as this, there will be ongoing formative assessment throughout each unit of work which will allow teachers to ascertain levels of understanding and facilitate progress within each lesson.

At the end of the year, students will sit an end of year exam which will incorporate a variety of questions from across the topics studied. This gives students further the opportunity to demonstrate the knowledge and skills that have been built over the course of Year 7 and begin to analyse different beliefs and world views.

What homework can I expect

A variety of different homework will be set throughout Year 7. Some of these may be creative tasks, allowing students to demonstrate their thoughts in an artistic and imaginative way. Home learning will often incorporate and emphasise key words in order to assist students in becoming more familiar with specific terminology that may be new or unfamiliar to them. All Homelearning is logged on Bromcom

How can I support my child

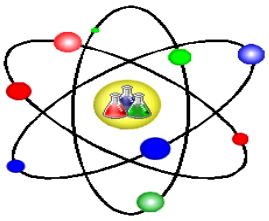
Encouraging and promoting conversations about the world, why it is like it is and different perspectives and possible answers to some of life's ultimate questions are helpful ways to support students in their learning of RE. Being aware of, considering and understanding views that are potentially different to their own is a key element of Religious Education at Hampton College.

Who do I talk to if my child is struggling?

In the first instance, the classroom teacher should be first port of call should you have any questions at all about your child's progress or understanding in the subject.

Science

Our aim is to provide an **engaging** and **diverse** course to develop every student's scientific **interest** and **knowledge** through Key Stage 3, GCSE and A-Level Science studies.



Our Science Course:

The Key Stage 3 science curriculum has been specially developed to give the best possible progression into GCSE, then into A-Level. Students in Year 7 science will study **18 short units** during the year.

These units range from cells, to chemical reactions, to energy and electricity. There is an equal divide of Biology, Chemistry and Physics for every student.

The units are specifically designed to be short and develop the key concepts required for success in future studies. We value practical work and use it wherever possible to enhance the learning within lessons. Our aim is to increase your child's confidence, teamwork, initiative, and most importantly – their **curiosity** and **enthusiasm**.

Thinking ahead…

Once your child has progressed through Key Stage 3, they will be starting their GCSE course. We offer different GCSE courses to suit **all** our students, ensuring they **achieve** to the best of their ability. During Year 9, science staff will be more than happy to advise on the best option for your child.

We currently offer:

- AQA Combined Science (Trilogy) (2 GCSE's)
- AQA Separate Sciences (3 GCSE's)

Assessments

Each unit will contain a piece of formative assessment. These may be in many formats including practical work, display work or open book summary tasks. After three units are completed, there will be a written assessment covering all of the content taught.

In addition to this there will be an end of year assessment in the Summer term.

Science KS3 topics

Year 7	Year 8	Year 9
Energy Transfers	Wave Properties	Evolution
Cells	Variation	Earth Resources
Particle Model	Earth Structure	Pressure
Current	Wave Effects	Climate
Separating substances	Breathing	
Interdependence	Elements	
Voltage and Resistance	Sound	
Magnetism	Heating and Cooling	
Acids and Alkalis	Digestion	
Gravity	Light	
Human Reproduction	Respiration	
Metals and Non-metals	Periodic Table	
Universe	Electromagnets	
Movement	Photosynthesis	
Contact forces	Types of Reaction	
Speed	Energy costs	
Plant Reproduction	Inheritance	
Work	Chemical energy	

Year 9 is noticeably shorter, this is due to us planning to start the delivery of GCSE content around January of that academic year.

Useful links:

- ✓ Bbc bitesize KS3 Science
- ✓ Educake (quiz used for home learning) – students have a log in provided by their teacher
- ✓ Seneca learning – students sign up for this independently