Eden Boys’ School, Birmingham

Year 7 Curriculum Guidance

2017 - 2018

September 2017

Nurturing today’s young people, Inspiring tomorrow’s leaders.
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Foreword

Welcome to the year 7 Curriculum Booklet. I hope this will give the parents and students an insight of what we offer at Eden Boys’, Birmingham. Our aim is to provide your son with strong foundations in year 7 and develop them throughout his years at the school so he leaves this school ready to tackle any challenge.

We offer a broad and balanced curriculum to holistically develop your son’s skills providing him with endless opportunities in his future.

Please take time to read the Curriculum Booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. The year 7 Curriculum Booklet also consists of a subject’s outline, its long term plan and the assessments it offers.

Students are assessed on a regular basis and are given feedback with the opportunity to make corrections and reflect on their performance. We encourage our students to make the most of what the school has to offer including participating in enrichment activities and volunteering for school events. We carefully track and monitor the progress of children against the National Curriculum Levels. This data is included in each pupil’s Report Card and discussed at Parents Evening.

If you have concerns about your son in a particular area, it is important that you contact the school.

I look forward to watch your son develop as he becomes an increasingly confident, knowledgeable and accomplished young person. May I take this opportunity to wish the students every success at Key Stage 3 at Eden Boys.

I hope you find the details here helpful. Please get in touch with the teachers and Director of Learning if you would like any further information.

Your son’s progress and well-being are always our top priority.

Mrs A Ravat
Principal of Eden Boys’, Birmingham.
Curriculum Staffing

**Senior Leadership Team**
Mrs A Ravat  Principal
Mr A Patel  Vice Principal
Mr S Islam  Assistant Principal
Mr J Pierce  Assistant Principal

**Pastoral**
Mr U Masood  Head of Year 7

**Access and Inclusion Faculty**
Mrs M Kapadi  Director of Learning: SENCo
Mrs C Elia  Higher Level Teaching Assistant

**Communications Faculty**
Mrs L Ashworth  Director of Learning: Communications
Miss H Morris  English Teacher
Mr D Darby  English Teacher
Mrs E Khan  English Teacher
Mrs C Nsiri  Arabic Teacher
Miss M Mushtaq  French Teacher

**Mathematics Faculty**
Mrs P Jones  Director of Learning: Mathematics
Mr S Ubah  Mathematics Teacher
Miss M Mohamoud  Mathematics Teacher
Miss S Javaid  Mathematics Teacher

**Science Faculty**
Ms N Fox  Director of Learning: Science
Miss A Islam  Science Teacher
Mr T Khan  Science Teacher

**Humanities Faculty**
Miss K Matthewman  Head of RE and PSHE
Miss A Bishop  Geography Teacher
Mr B Ravat  History Teacher
Miss S Jabeen  RE Teacher

**Computer Science Faculty**
Mr J Heras  Computer Science Teacher

**Expressive Arts Faculty**
Mr T Rowell  Art Teacher

**PE Faculty**
Mr T Ditta  PE Teacher
**Course outline**
Students will be undertaking in-house spelling programmes to build upon their vocabulary repertoire and will also continue with grammar and punctuation work to build their literacy skills. In addition to this, they will also be exposed to exam style questions from year 7 onwards to equip them with the skills and knowledge required for the new curriculum.

Year 7 have begun reading and analysing an autobiographical novel entitled ‘Chinese Cinderella’- the story of an unwanted daughter. They will be expected to write creative and evaluative responses to texts like this. Pupils will also be studying literary heritage poetry from a different age, Shakespearean plays and analysing various non-fiction texts in order to prepare and fully equip them with the language skills essential for the new curriculum.

**Long Term Plan**
Throughout Year 7 pupils will be taught the following topics:

- **Autumn Term**
  - Creativity: Autobiographical writing.
  - Competence: High Quality Works - Post 19th Century through Creative Writing.

- **Spring Term**
  - Creativity: Analysis of contemporary Non-Fiction Media Texts. The focus will be on broadsheet newspapers and Writing to Persuade.

- **Summer Term**

**Assessment**
Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving spelling tests and homework tasks.

**How can you support your child?**
- Ensure your son is completing all English homework set to the best of his ability.
- Remind and check that your son has a book to read during form times at school every day. This book should stretch and challenge your son to ensure he improves his vocabulary and reading skills.
- Encourage your son to read at home by visiting your local library.
- Engage in conversations about what your child has learnt in English to support their communication.
- Help your child to improve his SPAG by investing in SPAG revision guides and worksheets from BBC Bitesize for him to complete. Use ‘Look, Cover, Write and Check’ to practise words on a weekly basis.
- Purchase a notebook for your child to record new words on - he should be learning 5 imaginative words each week.

**Useful websites**
At Eden Boys’ Birmingham we endeavour to nurture those who take ownership of their own learning as this enables them to aspire to achieve educational excellence. Pupils should always be researching the social and historical context of authors, poets and writers that are being studied to support their learning. The following websites will be useful:
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) and [www.sparknotes.com](http://www.sparknotes.com)
**Course outline**
In KS3, the focus for students is the acquisition of skills, mathematical fluency, mathematical reasoning and problem solving. There will be a focus on more formal and sophisticated thinking by students in response to a wider variety of problems. Key words and phrases used in the new curriculum are ‘mastery, ‘fluency’ and ‘reasoning’. Content is now grouped under 6 areas: Number, Algebra, Ratio, Proportion & Rates of Change, Geometry and Measures, Probability and Statistics.

**Long Term Plan**
Year 7 are following Pearson Maths for KS3, a course based on the new GCSE curriculum where pupils will complete a KS3 programme in 2 years. We will cover all the topics listed above in great detail and in accordance to the national programme of study. Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- Number.
- Areas, volumes, plans and elevation.
- Interpreting and representing data.
- Algebra.

**Spring Term**
- Rate of Change.
- Ratio & Proportion.
- Fractions, Decimals & Percentages.

**Summer Term**
- Construction.
- Angles and geometrical reasoning.
- Sequences.
- Drawing and interpreting graphs.

**Assessment**
Students will be assessed once every half term. Assessment will cover topics that they learnt up to that point in the year. For example if the assessment is in term half term five, the topics will include everything they have learnt from September up to term five. However at times the teacher may give pupils a short end of chapter assessment in addition to the half term assessment.

**How can you support your child?**
Please ensure that he is completing his maths homework to a high standard . Please make sure your son is confident calculating sums mentally. Please encourage your son to use the ‘mymaths’ website and ‘Corbett maths videos’ for revision as well as for completing homework tasks. Please ask your son to explain new mathematical concepts that he has learnt.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. This means that pupils need to spend time outside school going over topics they have covered in maths lessons and need to ensure that they revise consistently throughout the year. Before their assessments, pupils will be given a list of topics that they will be examined on. It is their responsibility to ensure that they cover all of these topics in great depth which will involve independent research above and beyond their classwork and homework.
- https://www.mymaths.co.uk/
- https://corbettmaths.com/contents/
- http://nrich.maths.org/frontpage
**Course outline**
The course is divided into several modules covering all aspects of the National Curriculum, which include Biology, Chemistry, Physics and working scientifically. Pupils will follow the new edition of ‘Exploring Science: Working Scientifically’ which is a comprehensive programme for the new curriculum providing the best preparation for our Pupils for the new GCSE right from the start of Year 7. The Key Stage 3 course is designed to build upon their primary school experience.

In year 7, pupils develop basic scientific skills from KS2. Pupils will study aspects of biology from learning about human biology to environmental science, chemistry learning about atoms to the particle model and physics from electricity to sound.

**Long Term Plan**
Throughout Year 7 pupils will be taught the following topics:

<table>
<thead>
<tr>
<th>Term</th>
<th>Topics</th>
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</table>
| **Autumn Term** | HSW: What is science?  
                | 7G: The particle Model.  
                | 7I: Energy.  
                | 7A: Cells.  
                | 7F: Acids and Alkalis. |
| **Spring Term** | 7J: Current Electricity.  
                | 7B: Sexual reproduction in animals.  
                | 7E: Mixtures and Separation.  
                | 7H: Atoms, Elements and Molecules. |
| **Summer Term** | 7C: Muscles and bones.  
                | 7K: Forces.  
                | 7L: Sound.  
                | 7D: Ecosystems. |

**Assessment**
Pupils will be assessed twice every half term; this includes a formal end of unit test, which focuses on the unit of work covered and a skills assessment which range from planning an investigation, obtaining and recording results and analysing data.

**How can you support your child?**
Parents can encourage their children to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena. Foster children’s creative and critical thinking, problem solving, and resourcefulness through authentic tasks such as cooking, doing household chores, gardening, repairing a bike or other household object, planning a trip, and other everyday activities.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in Science lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons. Website that are useful for independent work:

- BBC Bitesize KS3 Science.
Course outline
The study of Geography at key stage 3 stimulates an interest in and a sense of wonder about the world. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils’ own experiences to investigate places at all scales, from the personal to the global.

Students in year 7 will develop their map skills with a focus on Ordinance survey maps. They will develop knowledge of their Global, National and Local area by using & reading maps. They will also learn to design and produce their own maps to scale.

The aim of this module is to introduce students to the huge variation in geography that exists within the complex continent of Africa. Lesson seek to cover the diverse physical landscape of the continent, education in Ghana, and Ultimately, students will learn that improving people’s lives in a continent that is often perceived to be a ‘hopeless case’ is dependent on a range of physical and human factors both within the individual countries, across the continent and on an international scale.

Long Term Plan
Throughout Year 7 pupils will be taught the following topics:

Autumn Term
- Locational knowledge.
- Place knowledge.
- Human and physical geography.

Spring Term
- Locational knowledge.
- Cultural understanding and diversity.

Summer Term
- Environmental interaction.
- Human and physical geography.
- Cultural understanding and diversity.
- Interdependence.
- Environmental interaction and sustainable development.

Assessment
Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.

Useful websites
At Eden Boys’ Birmingham we endeavour to nurture those who take ownership of their own learning as this enables them to aspire to achieve educational excellence. The following website is useful for independent learning:
- BBC Bitesize KS3 Geography.
### Course outline

Important abilities and qualities of mind are acquired through the study of History. These are particularly valuable for students and are readily transferable to many occupations and careers. At Eden Boys’ School, we aim to help develop and hone key skills like analysis and evaluation at Key Stage 3.

History at Key Stage 3 distinguishes itself from other humanities and social science subjects in the curriculum because it consciously analyses the victories and failures of human beings in the past in a systematic and detailed way. It also encourages students to ask pertinent questions about the ramifications of key historical events in the world we live in today. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.

Students will investigate historical periods to demonstrate their understanding of chronology and historical evidence. They will examine the Middle Ages including key events like the Battle of Hastings. They will examine how William was able to keep control of England, the Medieval Church, Medieval society the Tudors and Civil War. The key concepts they will focus on will be Chronological understanding, Cause and Consequence, Significance, Continuity and change and Historical enquiry.

### Long Term Plan

**Throughout Year 7 pupils will be taught the following topics:**

**Autumn Term**
- What is History?
- Medieval State.
- Why was William able to establish control in England?

**Spring Term**
- Medieval Religion and conflict.
- The Tudors.

**Summer Term**
- How have interpretations of Cromwell changed over time?

### Assessment

Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

### How can you support your child?

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Look out for History in the news and bring in newspaper articles.

### Useful websites

Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.

- [http://www.bbc.co.uk/education](http://www.bbc.co.uk/education)
**Course outline**
Students will learn about the major world religions and their beliefs and practices. Students will find out about what ‘belief’ is and what it means to some people to have religious beliefs. They will also examine the way in which religions believe the world started.

Death is said to be the only certainty in life. Students will explore different beliefs and ideas about death. Can belief in life after death affect the way we live our lives?

Students will explore different sources of authority and the qualities that leaders should have. Students will also explore what different religions believe about God and why some people choose not to believe in God.

**Long Term Plan**
Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- What is Belief? Understanding different beliefs.
- How did it all begin?

**Spring Term**
What do people believe about God?

**Summer Term**
- By what authority?
- What happens when we die?

**Assessment**
Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

**How can you support your child?**
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Use a revision guidelines to consolidate learning.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils will also be given two projects to complete throughout the year.
- BBC Bitesize KS3 Religious Education.
**Course outline**
As most students will be starting Year 7 with a very minimal knowledge of skills and techniques in art, the basics will need to be covered by all in order to create a level platform. There will be a repetitive nature to reflection, via group discussions and independent study, in order for critical evaluation to take place. A method of “trial and error” will be used throughout the year with students gaining a deeper understand to the need for failure within the arts, in order to advance their abilities further.


**Long Term Plan**
Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- Creativity: To understand the application of basic artistic technique and understanding “What is Art?” in relation to modern cultural references.

**Spring Term**
- Creativity: To recognise the features of colour and tone within art, concluding results in a professional manner.

**Summer Term**
- Creativity: To differentiate the complexity of everyday nature within art.
- Creativity: To analyse the distinguishing features of collage and its professional practise.

**Assessment**
Half termly assessment for each unit based on:
- Generation of ideas.
- Level of practice from students.
- Reflection/ evaluation.
- Independent study and initiative taken by students.
- Finalisation of skills and techniques.

**How can you support your child?**
Failure is crucial in art and this must come from not only the school environment but from parents at home. In order for students to become better skilled in relevant techniques, they must be willing to make mistakes in order to evaluate their ability and therefore enhance their skills in the process. Positive reinforcement will also help students, as a lack of confidence can often hide a natural talent. Art is not simply about what you can or can’t do, it teaches cognitive thinking and can help enhance learner’s ability to question and interrogate. This must therefore be reiterated by parents at all times.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons. Website that are useful for independent work:
- http://www.bbc.co.uk/education/subjects/z6f3cdm
- http://www.tate.org.uk/art
- http://arhistoryresources.net/ARTHLinks.html
- http://www.artcyclopedia.com/
- http://www.artchive.com/
Course outline
At Eden Boys’ School, Birmingham, our students have the opportunity in Year 7, to explore two languages, French and Arabic. Students will have the opportunity to give personal information about themselves (name, age, physical descriptions, family, hair & eyes colour and adjectives), alphabet, pencil case items, birthdays, colours, school, subjects, time, daily routine, hobbies, and opinions.

Why are languages important?
The importance of language is becoming very important in all aspects and interactions in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Communication drives our lives and broadens our horizons. To appreciate other cultures and traditions, it is vital to study language, as it is the portal to other cultures and people.

Long Term Plan
Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- C’est parti! (Let’s go).
- En famille (My family).

**Spring Term**
- Chez moi (Home).
- Comme d’habitude (As usual).

**Summer Term**
- Une journée (A Day).
- Comment tu t’amuse? (Hobbies).

Assessment
Half-termly assessment will be carried out in reading and translating a paragraph (as in the new curriculum, translation plays a major role). Students will also be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.

How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Get the student to practise speaking French in Arabic at home.

Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.

The students can go onto the internet, to practice what they have learnt in class. There are a variety of internet sites for example:
- BBC Bitesize French: http://www.bbc.co.uk/education/subjects/zgdqxn
- What to learn: http://www.what2learn.com/home/examgames/french/
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<td>At Eden Boys’ School, Birmingham, our students have the opportunity in Year 7, to explore two languages, French and Arabic. There is an Arabic enrichment programme after school every Monday. Students will have the opportunity to give personal information about themselves (name, age, physical descriptions, family, hair &amp; eyes colour and adjectives), alphabet, pencil case items, birthdays, colours, school, subjects, time, daily routine, hobbies, and opinions.</td>
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</tr>
<tr>
<td>Autumn Term</td>
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<tr>
<td>- Describing objects.</td>
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<td>- Personal details of oneself.</td>
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<tr>
<td>Spring Term</td>
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<tr>
<td>- Describing the home.</td>
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<td>- Describing school life.</td>
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<td>Summer Term</td>
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<tr>
<td>- Questioning and reasoning.</td>
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<td>- Hobbies and Interest.</td>
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<td>• Read around topics you are studying in school by taking out books from the library.</td>
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<tr>
<td>• Discuss topics we are studying with family and friends.</td>
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<tr>
<td>• Get the student to practise speaking in Arabic at home.</td>
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<tr>
<td>• My Arabic Website: <a href="http://myarabicwebsite.com/studentlearningwebsites.html">http://myarabicwebsite.com/studentlearningwebsites.html</a></td>
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</table>
## Course outline
Critically evaluate and apply information technology (including new or unfamiliar technologies) confidently, responsibly, collaboratively and effectively to solve problems and work creatively.
Understand the fundamental principles of computer science, including algorithms, data representation, and communication protocols.
Learn to see problems in computational terms, and have repeated practical experience of writing computer programs in order to solve them.
Develop awareness of the individual and societal opportunities, challenges and risks raised by digital technology.

Students will cover the necessary basic knowledge to use computers safely, effectively and responsibly. Students begin by looking at file management and security. Then they will focus on the basic principles of computer architecture and use of binary. In the spring term the students will cover the principles of producing control and monitoring solutions using a flowchart-based interface (Flowol). They will develop their programming skills by focussing on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs.

### Long Term Plan
Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- E- Safety.
- Computer programming.

**Spring Term**
- Control systems.
- Spreadsheet modelling.

**Summer Term**
- Data Handling – using a database system.
- Understanding computer systems.

### Assessment
- Half termly assessment for each unit based on: Practical demonstration of IT capability using specific software – teacher observation.
- Pupils will sit an end-of-unit test and create a digital portfolio with link to key evidence required for the unit.
- Independent study unit as part of the homework task.

### How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Make sure your son completes his homework.

### Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.
- www.teach-ict.com
- BBC Bitesize Computer Science KS3
## Course outline
The Aims of the PSHE programme are to encourage pupils to:
- Respect fundamental British values
- Learn about themselves as growing and changing individuals
- Develop a sense of wellbeing and self esteem
- Understand and manage a wide range of relationships
- Develop mutual respect and support
- Think about issues and make informed opinions
- Be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Understand the responsibility of citizenship
- Recognise the need to contribute to society
- Develop self-knowledge, awareness and confidence

In Year 7 students will cover the following topics: living in a multicultural society, what makes a good citizen, Charities, wellbeing and healthy lifestyles.

## Long Term Plan
Throughout Year 7 pupils will be taught the following topics:

### Autumn Term
- Life in Modern Britain part 1.
- Life in Modern Britain part 2.

### Spring Term
- Life in Modern Britain part 3.
- Rights and Responsibilities part 1.

### Summer Term
- Rights and Responsibilities part 2.

## Assessment
Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving homework tasks and knowledge covered in class.

## How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Look out for relevant information on the news.
- Ensure students complete set homework.

## Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.
### Course outline
PE and sport play an important part in the life of all students at Eden Boys’. Being physically fit and healthy are just as important as being academically focussed. A healthy body serves a healthy mind. At Eden Boys’ our aim is to provide every student with the opportunity to experience as many different sports and activities possible, in order to foster a love of exercise and adopt a healthy lifestyle. Equally important is the concept of completion and competing.

Year 7 and 8 students currently follow the same sports/PE curriculum that involves a range of different sports such as Football, Basketball, Health Related Fitness, Gymnastics, Cricket, Volleyball, Badminton, Table Tennis, Hockey, Athletics and Tennis. These sports aim to deliver a global sports experience and students should see them as opportunities to develop individual skills.

### Why is PE/Sport Important
As mentioned previously, health and fitness are equally important to us at Eden as well as academic excellence. Sports and PE are important for developing leadership, communication, and team-working skills. Furthermore, sports and PE open the doors to many opportunities outside of school.

### Long Term Plan
Throughout Year 7 pupils will be taught the following topics:

**Autumn Term**
- Football, Basketball, Badminton, Volleyball.

**Spring Term**
- Athletics, Handball, Table Tennis, Hockey.

**Summer Term**
- Gymnastics and Movement.
- Striking and Fielding.
- Health Related Fitness.

### Assessment
Students are assessed at the end of each sport scheme of work. They are assessed based on GCSE 1-9 criteria which includes physical competence, replication of skills and ability to outwit opponents. Students’ grades are shared with them via the PE notice board.

### How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Practise sports at home with family and friends.

### Useful websites
Students should look to practice the skills they develop in PE/Sports lessons outside of school. The Sports enrichment programme offers a range of after school sports where all students are welcome based on enthusiasm and not aptitude.
Nurturing today’s young people, Inspiring tomorrow’s leaders.