



**Year 7  
Curriculum  
Outline**

**A Guide for  
Parents and Pupils**

**2016-2017**

## INTRODUCTION : YEAR 7

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We are very aware of the huge efforts that all parents and carers make in supporting their children to realise their potential in all facets of school life. The aim of this booklet is to help you in encouraging your child's learning. The booklet contains an outline of the curriculum in each of the subject areas that your child is studying during this academic year.

For each area the information is presented in the following sequence:

- 1 Course content
- 2 Assessment procedures
- 3 Homework policy
- 4 Marking policy
- 5 Text books/resources used during the course. Other recommended texts if applicable.
- 6 Specialist equipment/materials required if applicable.

In addition the following information is relevant to all subject areas:

**Homework** – Homeworks are expected to take approximately 45 minutes.

- Homework is set once a week in Competence Curriculum, English, Mathematics and Science.
- Homework is set once a fortnight in Art, Classics, Design and Technology, Geography, History and Religious Studies.
- A half homework is set once a week in French.
- Homeworks in ICT and Music are set on an occasional basis.

**Assessments** – Assessment grades in all subjects are sent home each term. Grades awarded are based upon attainment and effort. Internal examinations take place in all subjects during the summer term. A full written report is sent home annually.

**Marking** – Marking in all subjects will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made. Peer and self-assessment is also encouraged to help students reflect on their progress.

**Parents Consultation Evenings** - In October you have the opportunity to discuss the progress of your child with his/her group tutor. In May, you can consult with individual subject teachers. If you wish to discuss progress at any other times, further contact with teachers is welcomed.

### How to help your child?

- 1 Show a keen interest in and appreciation of the work being done.
- 2 Use the information provided in this booklet to discuss the work being undertaken.
- 3 Encourage your child to take more responsibility for his/her own learning: to complete homework punctually and prepare thoroughly for examinations/assessments.
- 4 Try to provide the materials/resources at home which will support learning.
- 5 Monitor homework/assessment grades to ensure good progress is being made.
- 6 Contact the school if you feel progress is unsatisfactory or if you need further advice to enhance your child's progress.

**Tom O'Brien**  
**Deputy Headteacher**

**November 2016**

## Course Content/Skills

The Art course takes the form of a number of units which cover the knowledge, skills and understanding outlined in the National Curriculum. Year 7 begins with an introduction to core skills.

### Examples of topics:

- **Drawing Skills:** Students learn to develop their drawing skills using a range of media, improving observation and using sketchbooks creatively.
- **All about Colour:** Using paint and mixed media, students develop colour awareness and knowledge.

## Assessment Procedures

Students are encouraged to self-assess and peer-assess during lessons. The work is also assessed by the teacher and a grade is given on the basis of the student's attainment for classwork and homework.

## Homework

All Year 7 pupils are set one homework per fortnight. Each homework should take approximately 45 minutes to complete. Homework within art can be fairly varied and can involve collecting materials and images, researching an artist or observational drawing and must be completed in their homework books unless otherwise stated.

## Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comments will suggest how work can be improved as well as a positive comment on success. These are written at the back of the sketchbooks.

## Equipment

A 2B pencil is useful for classwork and homework, as is a good quality eraser and a glue stick. Pupils will need plain drawing paper available at home in order to complete their homework tasks. Coloured pencils or paint are optional.

**Course Content/Skills**

In Year 7 we introduce students to the Classical world by studying the oldest of the two civilisations, the Greeks. The course consists of 3 modules, each one lasting roughly a term.

**Module One** introduces the myths and legends of Greece, and concentrates on the story of Theseus and the Minotaur with a view to understanding how a legend can grow from fact. In order to do this we also study the Minoans of Crete - the earliest civilisation in Europe.

**Module Two** moves on to the Fifth Century BC, a time when all the major achievements of Greek culture were made. We will look at several different aspects of life, including religion, architecture, the theatre etc. We will also study two more stories - Perseus & Medusa and Jason & the Golden Fleece.

**Module Three** will take perhaps the greatest story of all, that of the Trojan War, and again attempt to examine what is fact and what is fiction.

**Assessment Procedures**

Each module is continually assessed by marking of classwork and homework, and includes a short end of module test. There is also an end of year exam in the summer term. The final report grades are based on both examination and coursework marks.

**Course Content/Skills**

The competence curriculum helps students to develop personal learning and thinking skills to help them through their studies across the school and prepare them for a modern, fast changing world. Students develop these skills through group work, undertaking different challenges as they learn to work with others. This programme encompasses the key ideas behind the KS3 national curriculum.

Underpinning this work is the opportunity for students to take part in spiritual reflection as they consider how they are developing as a person and how they respond to some of the challenges and problems they have to work through.

The projects vary in length up to a maximum of four weeks. Groups are selected randomly and change at the start of each module so students get the opportunity to work with different people across the tutor group.

**Assessment Procedures**

Both the students and staff will be looking to see how the students are developing their personal learning and thinking skills. These include their ability to:

- Be creative (both artistically and conceptually)
- Manage themselves (meet deadlines or deal with setbacks)
- Learn independently (be resourceful)
- Participate effectively (in teams, for example)
- Reflect on their learning and how they have learnt.

Students will receive written feedback on their work which will give an indication of possible improvements and an effort grade where appropriate.

Students and staff will use review sheets to assess the students' progress. These include graphs for students to show pictorially where they feel their abilities lie at any given point in time.

Students will be required to present their ideas at the end of each module and will receive feedback on their work as a group.

**Homework**

Students will receive one homework a fortnight which is intended to last 45 minutes. On occasions this work will be set by the teacher. However, on other occasions, each group may decide and agree the homework each team member is to undertake in order to ensure the groups targets are met ready for their presentations. Where students are setting their own homework this may last longer than one hour as directed by themselves.

**Product Design – Materials & Skills**

Students consider the importance of focusing on specific target markets, when creating products. They design and make a series of different products, using wood, plastics and a variety of skills and techniques.

**Focus:**

- Designing for a target market.
- Using tools and equipment safely and skilfully.
- Project planning and quality control.
- Making a high quality outcome.

**Assessment: Investigation; Generating Ideas; Making; Evaluating.**

**Product Design– Electronic Mood light**

Students realise the importance of accuracy when making a product. They design & make an electronic multi coloured mood light.

**Focus:**

- Presentation skills – rendering, isometric drawing and CAD.
- Accuracy when using tools and equipment.
- Basic electronics input.
- Project planning and quality control.
- Shaping and finishing materials.
- Evaluating, throughout the design and make process.

**Assessment: Investigation; Generating Ideas; Making; Evaluating.**

**Product Design – A product of their choice using laminating.**

Students follow the complete design process by selecting their own design brief, investigate existing products, produce a range of design ideas, manufacture the product and evaluate and market the final design.

**Focus**

- Analysing existing products.
- Developing advanced hand and CAD presentation techniques.
- Creating 2D & 3D designs.
- Modelling techniques
- Social, moral & environmental issues.
- Follow the complete design process

**Assessment: Investigation; Generating Ideas; Making; Evaluating.**

**Course Content/Skills**

The aims of the Drama curriculum in Year 7 is to introduce and develop students' ability to:

- Use a range of drama techniques to explore and devise dramas for different purpose
- To increase ability to work independently using a range of strategies, mediums and elements
- To use real life situations to develop Drama skills
- To develop knowledge of key Drama techniques
- Use forms and techniques to explore key emotions and issues related to the theme of gender from both a historical and contemporary perspective
- To develop skills, understanding and confidence through comedy
- To develop evaluation and analysis of their own performance, and of their peers

**Autumn**

Introduction to Drama Strategies and Techniques

The Stranger- Devised Performance

**Spring**

Social Networking- Developing TIE Performance

The Jabberwocky- Developing performance from stimulus

**Summer**

Trestle Mask Work

Ernie's Incredible Illucination's- Scripted Performance

Stage Combat Skills

**Assessment Procedures**

Students' practical and written work is assessed half termly. The Assessment Objective are;

Making

Performing

Responding

**Homework**

Will involve a combination of additional rehearsals, line learning and attending extra-curricular activities

**Marking Policy**

Marking will be carried out in accordance with the whole school's assessment policy. Written comment will suggest how work can be improved as well as a positive comment on success and not there yet independent development comments. These comments are written on students' yellow assessment sheets and their rubrics sheets.

**Course Content/Skills**

The English course is divided into modules, based on the National Curriculum and developing skills in the three core areas of Speaking and Listening, Reading and Writing.

The main focus of each module is listed below, together with a list of planned assessment tasks. Please note that the order of these tasks may vary according to the teaching group and that teachers may, on occasions, adopt different tasks while assessing the same skills.

**AUTUMN TERM****Victorian London**

Empathetic writing – narrative/descriptive focus

Interim test - Nouns – inc. collective, abstract, proper, common; verbs; adjectives; apostrophes for possession and omission; sentences; spelling of y/ie plurals

Literature essay, based on Victorian lit.

Read 'A Christmas Carol'

Interim test - Adverbs; spelling inc. homophones.

**SPRING TERM 1****Legendland**

Persuasive leaflet based on theme park/museum idea – focus on persuasive writing

Interim test - Linguistic terminology and concepts learnt in Legendland unit; spelling.

**SPRING TERM 2****Poetry**

Writing own poetry, performing poetry, acquiring poetic terminology

Interim test - literary and linguistic terminology learnt in poetry unit; spelling.

**SUMMER TERM 1**

**Novel** – eg. Noah Barleywater, Wonder, Millions

Literature essay/textual analysis

Interim test - Speech punctuation; revision of capital letters for proper nouns; spelling

**SUMMER TERM 2**

**Shakespeare play** – eg 'Tempest' or 'Twelfth Night'

Drama/performance-based study, leading to modern adaptation of scene; script-writing

END OF YEAR EXAM – Writing for different purposes

**ASSESSMENT**

At least one main piece of work per half-term will be awarded an attainment grade and an effort grade. Further formative marking will also take place by the teacher and through self- and peer-assessment. In line with whole school procedures, attainment will be reported on a regular basis.

## **HOMEWORK**

Pupils in Year 7 are set English homework once per week. This may be written work, learning spellings, preparatory reading or research.

In addition to formally set homework, it is expected that pupils should be reading **at least ten books for pleasure during the course of the academic year**. For some pupils, parents and other relatives will need to play an active role in reading to and with pupils until they gain the confidence to undertake this independently. Reading for **at least twenty minutes** each night before bed is recommended. Reading lists will be distributed containing recommendations from teacher and fellow pupils. The librarian will also be able to suggest books during Reading Hub lessons.

## **Course Content/Skills**

Year 7 study French all year and Spanish and German for half of the year. We cover the following topics:

Introducing yourself

Numbers

Pets

Phonics

Daily life

Clothes

Food

Sports

The alphabet

Likes and dislikes

Time

The course includes the development of vocabulary and grammatical structures such as use of verbs, in the present and future tenses, adjectives and prepositions.

In Year 8 students choose which language(s) they would like to continue learning. This language will be studied until GCSE.

## **Assessment Procedures**

Regular testing takes place. On an informal level this may include a short vocabulary test, a conversation about a particular topic or as the year goes on writing from memory. Following the completion of a particular topic, a test may be given on the different Attainment Targets [ATs]: AT1 - Listening, AT2 - Speaking, AT3 - Reading and AT4 - Writing. The tests provide information on the pupils' progress so far, and shows them what they need to do to make further progress.

## **Homework**

Learning a Modern Foreign Language successfully requires disciplined self-study skills. Set homework may include a reading or writing exercise, or the preparation of a piece of spoken language. The thorough learning of vocabulary and grammatical structures is essential on a regular basis for progress to be made. A half homework is set once a week.

## **Marking Policy**

The marking policy is in line with the whole-school marking policy. Students are awarded an attainment and effort grade for their work.

## **Equipment**

Pupils are encouraged to have their own bi-lingual dictionary, eg Collins Pocket Dictionary. Alternatively, they can use an online dictionary such as [wordreference.com](http://wordreference.com). The use of online translators is discouraged.

The Internet is an invaluable tool for Languages learning. Suggested sites:

[www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.mômes.net](http://www.mômes.net)

[www.quizlet.com](http://www.quizlet.com)

[www.linguascope.com](http://www.linguascope.com)

**Course Content:**

The Geography course consists of the following topics:-

Term 1: Geographical Skills

- How do I conduct an enquiry?

Term 2: Exploring the UK

Term 3: Tectonics – Earthquakes and Volcanos

The teaching offers opportunities to stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface. The course is designed to foster pupils' sense of wonder at the beauty of the world around them. It also helps pupils to develop an informed concern about the quality of the environment and the future of the human habitat and therefore enhance pupils' sense of responsibility for the care of the earth and its people

**Resources:**

The text books Horizons are supported by electronic resources 'Just Click'. In addition we use a wide range of resources, Key Geography, Geog 1, 2 and 3, OS maps, atlases, internet, newspapers, TV and pupils' own experiences.

**Assessment Procedures:**

Each unit of work is assessed by either a decision making exercise, mapping task, photographic interpretation or geographical enquiry. For example, in the Autumn term (Making Connections) after they have completed an environmental investigation of the school grounds, the pupils' written presentation is graded.

**Homework:**

Homework is set according to the work being completed in class. One half of the term pupils will have the Choices booklet. Here there will be six or eight pieces of homework from which they will make a choice. These are graded from easy to difficult. The homework will be written in their planners in the appropriate sections as will deadlines.

The tasks set are varied and will include some of the following, the presentation of a research assignment; a practical exercise; written task; using data and ICT. For the other half term the homework will take the form of an investigation or research assignment. Again there are choices in the content and presentation.

**Marking Policy:**

Classwork and homework are marked in line with whole-school policy. Grades are awarded at various stages throughout the course.

**Incentives:**

The department uses a variety of incentives. Department merit stamps, stickers and certificates, which are monitored to provide recognition of effort and achievement. We will keep you in touch with exceptional performance by writing home.

## **Course Content**

The Computing course follows standards from the National Curriculum for Key Stage 3. It is about developing skills and knowledge to enable Key Stage 3 pupils to use computing securely, creatively and independently. The aim is also to ensure pupils are confident enough to keep their skills up to date and are able to generalise from their computing experiences.

Year 7 pupils have two lessons a fortnight for computing. The units of work are:

- Scratch
- Kodu
- All About Me
- Using Computers Safely and Effectively
- Internet Safety
- Flowol and Algorithms

## **Assessment Procedures**

Key assessment focuses to be met over Key Stage 3 are:

- planning, developing and evaluating
- handling data, sequencing and modelling and algorithms
- finding, using and communicating information

Criteria to meet these focus areas are given to the pupils in the form of a WILF list, which is used for self, peer and teacher assessment. Pupils are expected to evaluate their progress and show awareness of areas of success and improvement. They are given thresholds for pieces of work and complete a verbal feedback sheet for tracking purposes.

## **Resources**

In Year 7 computing lessons we use The Microsoft package, Flowol, Kodu and Scratch.

Pupils also have the opportunity to use their computer skills in a number of subjects across the curriculum. The computer suite in room 4 is available for pupils to use for research or the production of school work, during lunch time and after school.

### **Course Content/Skills**

In Year 7, pupils consider two study units. They are Medieval Realms and the Making of the United Kingdom. The topics covered are outlined below:

- Term 1**    What is History?  
              What killed Tollund Man?  
              What were the causes and consequences of the Norman Conquest?  
              ‘The main reason William won the Battle of Hastings was because of his Tactics. ‘How far do you agree with this statement?’  
              What was life like in medieval times?
- Term 2**    Why was there a murder in Canterbury Cathedral?  
              Who was responsible for the Murder of Thomas Becket?  
              What were the causes, symptoms, preventions and cures of the Black Death?  
              Why were the peasants revolting?
- Term 3**    How did the Tudors come to power?  
              Who killed the princes in the Tower?  
              Who was the most successful Tudor monarch?  
              Was Elizabeth the greatest Tudor monarch?

### **Assessment Procedures**

Pupils are assessed on their classwork and homework completed throughout the year. The end-of-year examination will test work done throughout the year.

### **Homework**

All Year 7 pupils are set one homework per fortnight. The homework tasks are varied and are designed to develop historical skills and to complement the work done in class. The homeworks are usually handed in as a project and all homeworks are collected towards the end of half-term.

### **Marking Policy**

Marking will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made

### **Text Books**

The History Department uses a variety of textbooks. The main books are Medieval Realms by Simkin and Medieval Realms by Mason. British History 1066-1900 by Robson (ISBN 0.19.917) covers many topics in Years 7 and 8. Some homeworks require research into particular topics and it is therefore recommended that pupils have access to reference material. There are some good reference computer programs available to add to work done for classwork and homework.

Historical novels related to topics studies in Year 7:

Astercone by P Lively                    (Black Death in a Cotswold Village in the 14th Century)

The Peace Child by A Phillips        (Two hostile families at the time of the Peasants' Revolt)

**Course Content/Skills**

The Year 7 scheme closely follows the National Numeracy Strategy Medium Term Plans and the National Curriculum. The course consists of the following modules:

**Autumn Term**

Algebra 1:	Sequences and functions
Number 1:	Place value, integers, calculations and calculator methods
Shape, Space and Measures 1:	Area and perimeter
Problem-solving 1:	Handshakes investigation
Number 2:	Fractions, decimals and percentages
Handling Data 1:	Collect, organize and interpret data
Algebra 2:	Constructing and solving equations

**Spring Term**

Shape, Space and Measures 2:	Geometrical reasoning; lines, angles and shapes
Handling Data 2:	Probability
Number 3:	Rounding; order of operations; measures
Algebra 3:	Multiples, factors and primes; functions
Shape, Space and Measures 3:	Geometrical reasoning; 2D and 3D shape; constructions
Number 4:	Ratio and proportion

**Summer Term**

Algebra 4	Constructing and transforming expressions; solving equations
Shape, Space and Measures 4:	Transformations and symmetry
Number 5:	Number facts; fractions, decimals and percentages
Algebra 5:	Sequences, equations and graphs of linear functions
Shape, Space and Measures 5:	Properties, triangles, quadrilaterals and angles

There is a core section, which all pupils cover to a depth appropriate to their ability. Additional sections are covered to give supplementary practice or extended challenges. Using and applying activities, games and ICT are used throughout the course to develop mathematical thinking. Mental and pencil and paper calculations are practiced throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

**Assessment Procedures**

Tests are completed every half-term. Investigative tasks are undertaken for using and applying mathematics. The final end of year grades are based on the tests, the investigative tasks and an end of year exam.

**Homework**

All students are set one homework per week. Homework should take approximately 45 minutes to complete. Homework will be based on a set of problems, an investigative task, revision or a piece of research

**Marking Policy**

All tests and investigational work are given a grade. Some homework may be also be graded. Teachers make constructive comments about pupils' work. These comments refer to the standard of the work, areas of success and points for improvement, effort and presentation.

**Textbooks**

Maths Frameworking published by Collins.

Other activities and software will be used throughout the course. A list of useful Internet sites is available from the Mathematics Department.

**Equipment**

A scientific calculator, compasses, protractor, set square and ruler are required. A calculator can be purchased from the Mathematics Department.

**Course Content/Skills**

The Music is organised in the following units:

**UNIT ONE: THE LANGUAGE OF MUSIC**

- Rhythm
- Pitch
- The Elements of Music
- Compositional techniques
- Singing techniques
- Performing techniques
- Keyboard skills

**UNIT TWO: PROGRAMME MUSIC**

- Composing skills
- Dynamics
- Reading Music skills
- Singing techniques
- Keyboard skills
- Composing to a brief
- Instruments of the Orchestra and the Conductor

**UNIT THREE: TONALITY AND HARMONY**

- Major
- Minor
- Pentatonic and chromatic scales
- Adding chords to a melody using 'Sibelius'
- Singing techniques
- Keyboard skills

Most of the tasks are practically based. Good practical behaviour skills are expected at all times. Presentation of work is very important. Communication skills are extremely important as much of the work is pair or group work.

**Assessment Procedures**

Assessments are made throughout the course during work in progress and at the end of each unit. Pupils often evaluate their own and each other's work as part of the learning process.

**Homework**

Pupils are given homework on an occasional basis.

**Marking**

Work is marked in accordance with the whole school's assessment policy.

**Instrumental Lessons**

Additional instrumental lessons are available in school at an extra cost. Pupils interested in receiving instrumental tuition should discuss the matter with their Music teacher.

**Course Content/Skills**

All pupils have five lessons per fortnight.

Pupils will participate in the following range of activities:

Games - rugby, football, hockey, netball, cricket, rounders, wicketball, ball skills

Gymnastics

Athletics

Dance

Health related exercise

Two activities are studied each half-term.

**Kit**

**PE KIT:** It is important that all pupils are equipped with appropriate kit.

GIRLS		BOYS	
Outdoors & Winter Games	White polo shirt Maroon rugby shirt (optional) Black shorts Maroon socks Shin pads Boots Maroon sweatshirt and dark tracksuit bottoms may be worn in cold weather. Black long sleeved under-layer Mouth guard	Outdoors & Winter Games	Maroon rugby shirt Black shorts Maroon football socks Shin pads Boots (eg astro type/studs) Maroon sweatshirt and dark tracksuit bottoms may be worn in cold weather. Mouth guard
Indoors & Summer	White polo shirt Black shorts White sports socks Clean training shoes with non-marking soles <b>(bare feet - gymnastics and dance)</b>	Indoors & Summer	White T-shirt Black shorts White sports socks Clean training shoes with non-marking soles <b>(bare feet - gymnastics and dance)</b>

**Jewellery**

In the interests of safety, no items of jewellery including ear studs, are to be worn during PE activities. Pupils are responsible for securing valuables in their lockers.

**Extra-curricular Activities**

A comprehensive range of after school activities is organised. These take the form of clubs, house competitions and team practices. Matches are played at district and county levels. Details of all activities are displayed on the PE notice boards around the school and in tutor rooms.

**Assessment Procedures**

Pupils are assessed in terms of their planning, performing and evaluating for each activity, with the end of year grade reflecting work over the year.

**Course Content**

The Year 7 Religious Education course is based on the requirements of the Catholic Directory and is set around the Roman Catholic course 'The Way, The Truth and The Light'. At the start of the year the students examine the theme of 'Belonging' and then study the theme of 'God's Call'. In the next term students study the Bible and then study leadership. Throughout the year students will be introduced to other faiths as well as other Christian denominations. This course will continue into Years 8 and 9.

As part of our Education for Personal Relationships Programme Year 7 students explore the idea of falling in love and think about friendship and love. Lessons are taken from the 'where I am' collection of resources in association with the Catholic Archdiocese of Birmingham.

**Skills**

As well as being taught the fundamental skills of education, there are three specific skills in Religious Education that students will be taught. These skills are: knowledge, understanding and evaluation. In future years students will develop these skills into looking at religious beliefs and actions. Students are encouraged to "learn about" in order to "learn from".

**Assessment Procedures**

Students will be tested at the end of each module of study. In addition students will be required to produce work that will be assessed as part of monitoring their progress. Often this will be through homework or short projects. Assessment will be when students complete sections or are ready for the assessment. Homework tasks will count towards interim reporting during the year.

**Homework**

One unit of homework is set for each unit of work. Students are expected to manage their time and complete the equivalent of 50 minutes per week. The work is usually written though it may be revision in preparation for a test or research for coursework. Students are encouraged to use ICT where appropriate and print work out at home or in school in advance of handing it in.

**Marking Policy**

All work is marked according to grades, which can be seen on the mark feedback sheet. At times students are expected to make a self-assessment of their work prior to it being marked by a teacher.

**Textbooks and Resources**

Students use a wide range of resources which will be supplemented by online resources. We ask that all students have access to a text of the Bible for use at home (Catholic versions such as the 'Good News Bible', 'Jerusalem Bible' or 'NRSV' are all suitable).

**Course Content/Skills**

The course consists of the modules listed below:-

- Investigating Science
- Separating Mixtures
- Variety of Life
- Forces
- Acids and Alkalis
- Growing up
- Magnetism and Electricity

Each module lasts 3-4 weeks and is practically based. During the course students will undertake practical investigations. These are important activities which require special effort in planning and reporting. Good laboratory practice is expected from all students at all times. Presentation of work is very important. Rulers and pencils should be used for all diagrams and tables.

**Assessment Procedures**

Each module includes a graded written or practical assessment, along with a revision lesson and a short end-of-module test. Students are expected to revise at home for tests. Teachers and students record all module test scores. The final end-of-year grades are based upon the average module test score and summer examination.

**Homework**

All Year 7 students are set two homeworks per fortnight. Most homework will be a written piece of work but may also be a revision exercise or a piece of research.

**Marking Policy**

Marking will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made. Self-assessment and peer-assessment will also be used.

**Text Books**

A useful reference book throughout Key Stage 3 (Years 7-9) is: "Key Stage 3 Science - The Revision Guide" - P Gannon: currently available from the Science Department, price £2.50 or The Science Co-ordination Group, Kirkby-in-Furness, Cumbria LA177WZ

It is also recommended that students have access to a variety of reference texts at home or through the school/public library.

For those pupils who have access to PCs, the use of the internet may be of benefit.

**Equipment**

Protractors and calculators are useful items.