

## Year 7 curriculum summary

This booklet is a curriculum summary for Year 7 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly.

Mr P Clear  
Deputy Head - Academic

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## CURRICULUM ORGANISATION

At Clifton College Preparatory School, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is also a wide range of sport, activities and extra-curricular clubs in which our children can participate.

Please find below a weekly allocation of lessons per subject:

Lessons Allocations – Year 7							
English	6	Geography	2	DT	2	PSHE	1
Maths	6	History	2	IT	2	PE	2
Science	5	Religious Studies	1	Art	2	Drama	1
Language A	3	Language B	3	Music	1	Games	10

When allocating children to classes, consideration is given to previous academic achievement and in certain cases, social dynamics. At the end of Year 6 children are placed in new forms on the basis of recommendations made by all teachers using grades, modular assessment and end of year exams. In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children's achievements.

We have a system of Praise Points to reward your child for outstanding work, effort and conduct. The Praise Points accumulate to result in bronze, silver and gold awards over the year.

In Year 7 the children are expected to complete about an hour of prep most days of the week (a prep timetable is provided). This will consist of two, or three subject-related thirty minute preps, and in addition we would recommend that children read on a daily basis.

Please find below our calendar for reporting to parents at the Preparatory School for Year 7.

	Michaelmas Term			Lent Term			Summer Term
	First Half of Term	Half Term	End of Term	First Half of Term	After Half Term	End of Term	End of Term
<b>Year 7</b>	Informal Parent Information Evening	Grades in <b>Examinable</b> Subjects with pastoral settling in Comments	End of Term Written Report with grades	Formal Parent Evening	Boarder Report (Non-Attendees)	Grades in <b>all</b> Subjects <i>(Including House, Games, Music and Tutor Comments)</i>	End of Year Full written Report with grades

## **ENGLISH**

***Head of Department: Mrs S Swallow***

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories, poetry; ability to use the School Library and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is integrated into the curriculum. Crucial to our aims is a coherent purpose and method which ensures continuity between years and Key Stages and keeps the teachers confident of their role in the process of progression and hence in their ability to communicate a series of basic skills and strategies to the children. The principles of formative assessment are vital in helping the children and teachers evaluate and monitor the progress of teaching and learning. We continue to focus closely on essential writing techniques including paragraph structure and sentence development.

Years 7 and 8 are the first two years of Key Stage 3 which finishes after the first year (Year 9) in their next school. Pupils consolidate the skills learned and practised during Key Stage 2 as they begin working towards Key Stage 3 of the National Curriculum, gaining an awareness of the techniques needed at GCSE. We begin to extend expectations as well as increase independent learning and research. The material used and the reading books recommended begin to reflect growing maturity, in both the content covered and the sophistication of the writing style used.

A wide range of oral, reading and writing tasks are undertaken to develop effective speaking and listening skills, accurate and fluent reading and the ability to write appropriately for a wide range of purposes. Encouragement and monitoring of private reading is a priority, and pupils have weekly library lessons as well as author visits during the year.

Progress is assessed regularly by interim reports and by formal assessments mid-year and at the end of the year. A variety of support resources is available, including literacy workbooks.

## **MATHEMATICS**

**Head of Department: Mrs Waters**

The Curriculum of the Mathematics Department is largely based on the White Rose schemes of learning. The goal is for students to truly understand mathematical concepts rather than just memorising procedures. Parents can explore these schemes and access helpful resources by visiting the White Rose website at [whiteroseeducation.com](http://whiteroseeducation.com), specifically under the Parents & Pupils tab. In the Upper Prep School (Years 7-8) the main online resource used is Sparx Maths, which pupils continue to use in the Upper School. In addition to this, other material will be used to support learning. In particular, top sets, who are preparing for the Scholarship Exam will have more exam specific texts.

Throughout the system, emphasis will be placed on the skills of numeracy, and the use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques. The use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

### ***Overview of the topics covered in Year 7***

Autumn	Algebra Sequences	Algebra Algebraic notation and substitution	Algebra Expressions and equations	Number Place value, ordering and rounding	Number Four operations	Statistics Averages and range	Number Rounding and estimation
Spring	Statistics Graphing data	Number Fractions, decimals and percentages	Number Directed number	Number Fractions and percentages of amounts	Geometry and measures Perimeter and area		
Summer	Number Speed, distance and time	Number Properties of number	Number Add and subtract fractions	Geometry and measures Angles and polygons			

## **SCIENCE**

***Head of Department: Mrs P Quinn***

The principal focus of science teaching in Year 7 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils will begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They will be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils will begin to understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils will learn how to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They will begin to evaluate their results and identify further questions arising from them.

Pupils have five lessons per week (two double and one single lesson) plus prep. They will follow the OUP “Activate” course, which feeds directly into the AQA GCSE courses taught by the Upper School. The course is supported by the *Kerboodle* online platform, and pupils will also use other digital learning aids such as Seneca and Educake. In class pupils work in traditional class books, studying individual, sequential topics from their course.

Pupils will be examined separately in the individual sciences: Biology, Chemistry, and Physics, with three distinct examinations undertaken. Continuous assessment will take place throughout the academic year, with formal examinations in January and June.

### **The topics are as follows:**

Autumn Term - Cells, Particles, Elements, Energy and Electricity

Spring Term - Forces, Acids and Alkalis,

Summer Term - Reproduction, Plants and Organisation

## **COMPUTING**

**Head of Department: Mrs J Hambley**

The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the potential pitfalls of the Digital World that they live in, and any consequences that may entail, and finally the support systems in place, should they ever need it. We have several CEOP ambassadors at Clifton and there is an E-Safety Officer available for you or your child to talk to, if you have any concerns or want to seek advice. There are a range of articles and assemblies/workshops to help keep you and your child informed of good practice whilst online.

It is essential children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts. Concepts and skills are overlapped and developed each year, in order to develop the continuity and progression of their understanding. One third of the curriculum is devoted to teaching pupils how to read, debug and write their own code in order to create programmes, applications and games.

### **Hardware and Software**

Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer. In addition, all pupils in Year 7, will have their own Chromebook, issued via Easy4U, which will be set up after the first few weeks of term.

### **Computing at Clifton 2025**

Overview of Topic Areas



Term	Year 4	Year 5	Year 6	Year 7	Year 8	VEX Robotics Competition
1	Google Gurus	Netiquette Ninjas	Scratch Gamers	Google Masters	Programming with Python	VEX IQ Competition Activity and Competing Against Other Schools
2	Cyber Explorers	Scratch Soundwaves	Spreadsheet Wizards	Digital Citizens	Animation Architects	
3	Scratch Storytellers	Microbit Makers	Presentation and Graphics	Typography Titans	Scratch Creative Coders	
4	Design Dynamio	Animation Artists	Robotics Rockstars	Programming with Python	AI & Machine Learning	
5	Robotics Rookies Vex aim	3D Design	Programming with Python - Turtle	VEX IQ Robotics	Graphic Design with Images	
6	Desktop Design	Data Detectives	Minecraft Makers	Website Design	3D Design	
All	Behaviour Online/Internet Safety and Touch Typing are taught throughout the year					

## **FRENCH**

**Head of Department: Mrs H Higham**

### **Introduction**

The aim is to provide a solid base and promote a lasting interest in French, which will be a useful and marketable tool for our pupils in the future. Pupils have three lessons of French and one prep per week.

We use the course **Studio 1** in Year 7. This focuses equally on the skills (listening, speaking, reading, writing and grammar). The differentiated material in Studio is used according to the ability of pupils.

Beginners are given assistance through lunchtime or after school catch-up sessions.

### **Assessments**

#### **End of module tests**

These test the four skills and are given systematically at the end of each Module. All pupils are assessed on a core and more able pupils are challenged with an extension part of the test.

#### **School examinations**

Year 7 pupils will have an oral examination, a listening exam, and a reading & grammar and writing paper in the Summer Term.

#### **Self-assessment**

Pupils are encouraged to identify their own strengths as well as gaps in their knowledge by completing self-assessment sheets at the end of each module. We hope this will help pupils to focus their efforts more effectively when they revise at home.

### **Linguistic objectives**

#### **Studio 1**

##### *Module 4: Ma zone*

Talking about your town/village and what there is in the town, using “il y a/ il n’y a pas de”. Understanding and giving directions and using the polite form. Talking about where you go using “aller à”. Inviting someone to go somewhere using “vouloir” + infinitive and saying what you can do in town with “on peut” + infinitive. Researching facts about France.

##### *Module 5: 3...2...1...Partez!*

Talking about going on holiday, countries and activities. Talking about getting ready using reflexive verbs. Ordering drinks and snacks whilst on holiday. Using the near future to talk about holidays to come. Using the conditional to talk about your dream holidays.

#### **Studio 2-Set 1 and Set 2 may start**

##### *Module 1: T’es branché(e)?*

Talking about television programmes and films, talking about reading and using the internet, talking about what you did yesterday evening.

**Grammar**

Revision of 'er', 'ir', 're' verbs and irregular verbs (avoir, être, aller, faire) and reflexive verbs in the present tense. Introduction of the near future tense and the perfect tense (all sets). Il y a/il n'y a pas de. à + definite articles. Definite article after aimer. Question words. Vouloir and pouvoir + infinitive. The conditional tense with Je voudrais + infinitive. Asking questions in the perfect tense.

**Beyond the Classroom**

Pupils in Year 7 and 8 have the opportunity to go on a French trip, which runs every other year. We stay in the grounds of a château, having fun on the assault courses and learning archery with French instructors. The location is perfect for exploring Brittany and Normandy.

We also like to have a Language day where the students ask for typical French, Spanish or German food in the relevant language.



## **SPANISH**

**Head of Department: Mrs H Higham**

### **Introduction**

At the Prep School we aim to give pupils an enjoyable introduction to Spanish. We prepare pupils for our end of year examinations and provide sound foundations for those wishing to study it for a GCSE at the Upper School. Nonetheless, Spanish also has obvious uses outside the classroom, not only for foreign travel but as a language that is increasingly used in international commerce.

### **Linguistic objectives**

We follow **Mira 1 Express**. It is a new KS3 course which follows the most recent Curriculum guidelines. While it encourages a communicative approach, it also follows a clear grammatical progression. The topics that we will study in Year 7 are as follows:

#### *Módulo 1: Vamos*

The Spanish-speaking world, classroom language and school objects, greetings, ages, birthdays, alphabet, numbers, dates.

#### *Módulo 2: En el instituto*

Talking about school subjects and your timetable, days of the week, saying what you do in lessons, talking about your teachers, giving opinions and reasons, talking about snacks at school.

#### *Módulo 3: Mi familia*

Talking about your family and pets, describing people and animals.

#### *La Comida: En el café*

After the summer exams, we focus on the topic of food and drink.

### **Grammar**

This is integrated into the teaching of the topics above. We aim for children to grasp a good understanding of the following:

- Definite and indefinite articles and an awareness of the importance of gender
- Irregular verbs and regular verbs in the present tense
- Agreements of adjectives and an understanding of word order
- Question forms and negatives

### **Use of ICT**

We have 'Mira 1 Express', a software package which follows our course book. This offers pupils the opportunity to complete a wide range of tasks. We also use the computers for word processing, oral presentations (using Powerpoint) and we access relevant websites, especially "linguascope", which can be accessed from home.

#### *Studying Spanish in Spain*

Pupils in Year 7 and 8 have the opportunity to go on a Spanish trip, which runs every other year.

We go to Girona and Barcelona for a Full Immersion Experience. We have native speakers to bake, create and enjoy sporting activities with the pupils before the big trips to la Sagrada Familia, Parc Guell and Monjuic.

### **Self-assessment**

Pupils are encouraged to 'self-assess' at the end of each unit. They work through a check list of the skills they should have acquired in the module and they test each other informally in pairs. All Year 7 pupils sit a formal examination in the Summer Term to assess overall progress during the year.

### **Assessment**

Assessment is an integral part of our course. We test pupils at the end of each module. We aim to balance assessment across the four skills, so your child will experience tests for listening, speaking, reading and writing over the course of a term. In addition, we have regular 'mini- tests' to encourage children to learn vocabulary and verbs on a regular basis.

## **GERMAN**

***Head of Department: Mrs H Higham***

We use the course called **Echo(textbook) and Stimmt (online)**. It has a range of very user-friendly online materials resources. We also use **linguascope** for French, Spanish and German. German is an obvious choice for pupils who are logical and it has often proved appealing to pupils who have a keen interest in German history. We instil a passion for all things German by learning about the culture, art and architecture, music, politics, history and we have some German baking sessions too.

Pupils working for the scholarship exam are given a somewhat extended experience, leading to greater familiarity with authentic materials to prepare them for their written exam, oral requirements being well covered by the technique of our course book. There are three lessons and one written prep of 30 minutes per week as well as being expected to revise vocabulary and grammar regularly.

### **Linguistic objectives**

#### *Kapitel 1: Hallo!*

Greetings, introducing yourself, numbers, ages, birthdays, dates, the German alphabet, classroom language, saying where you live.

#### *Kapitel 2: Die Schule*

School subjects, opinions, the timetable and telling the time. Talking about what you eat and drink and what you wear at school and learning about German school life.

#### *Kapitel 3: Familie und Freunde*

Talking about your family and pets, describing people's appearance and personality.

### **Assessment**

The course is provided with its own regular assessment procedure at the end of each module, where pupils are also encouraged to feed back their own views on their progress. These module tests involve assessments in listening, speaking, reading and writing and enable the teacher to assess the pupils' progress each half term.

Formal "mock" exams take place in January for Year 8, with an end of year exam in June to allow Transfer to the Upper School or other Independent Schools via Common Entrance. Children who are deemed capable of taking the extended paper for the Scholarship exam to the Upper School sit the Extension Paper. Year 7s also have an exam in June testing the 4 skills.

### **Development**

As a most important European language, German still ranks highly alongside French, Spanish at the Prep. We work in close co-operation with the Upper School where ex-Pre pupils gain very impressive results both at GCSE and A Level.

### **Beyond the Classroom**

Pupils have the opportunity to go to Cologne for a full immersion language experience, learning how to navigate climbing walls and assault courses, whilst also learning about Germany's culture, enjoying cruising on the river Rhine and climbing up the famous Gothic-style Cologne Cathedral.

## **HISTORY**

***Head of Humanities: Mrs R Grubb***

History in the Prep School is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an enquiry and perception that will be applicable in many other areas and subjects as well.

We also emphasise a ‘hands on’ approach – using artefacts, where possible, bringing in History workshops or taking field trips to sites of historical importance. As a department, though, we are not always looking backwards. Indeed, we are willing participants of technology wherever we can, using ICT skills, multimedia resource teaching and the like.

The history which the children learn here, and the spirit of enquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

### **Year 7**

#### **Term 1:**

An introduction to KS3 History using and interpreting sources; Who/when The Tudors; Battle of Bosworth and the reign of Henry Tudor (problems and solutions/Pretenders/final years); Henry VIII’s life/reign and the factors behind his political and religious decisions (plus sources); The European Reformation and England’s break with Rome (and the Dissolution of Monasteries); Henry VIII’s marriages; overview of Henry VIII.

#### **Term 2:**

Religious seesaw during reigns of Edward/Mary; Elizabeth I’s reign (sources/structured account including religious and political problems, options and strategy (including the Elizabethan Settlement), Mary Queen of Scots and the Armada/the succession issue).

#### **Term 3:**

The Early Stuarts; James I (Gunpowder Plot and suspension of Parliament); Charles I: cases, course and aftermath of English Civil Wars (sources/reasons for outbreak/causes of Parliamentary victory/trial and execution of Charles I/disagreements about how the country should be governed).

## **GEOGRAPHY**

***Head of Humanities: Mrs R Grubb***

The Geography department at Clifton College Preparatory School is fuelled by an enquiry based approach to learning with a focus on securing key skills. We use creative and practical geographies to generate breadth and depth of knowledge within pupils' learning. This entails an analysis of spaces and places around the globe. Fieldwork is a strong component of the Geography department at Clifton Prep and draws on investigative skills to produce maximum understanding of the processes at work on the earth. The curriculum is ever evolving in line with the dynamic nature of the earth.

Geography helps us to make sense of the fast changing world in which we live. Through Geography we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity, purpose coupled with awe and wonder at the world we live in. Through this, we make links between physical and human aspects of the subject.

We will endeavour to do the following:

- Enjoy the study of the world and local area whilst developing a sense of place.
- Investigate processes that shape our world in physical and human spheres.
- Investigate patterns in our world in both physical and human landscapes.
- Investigate environmental perceptions and stewardship that seeks sustainable futures.
- Encourage pupils to locate places around the world and to develop understanding of how maps work and what they represent.
- Encourage pupils to use a variety of resources to develop their geographical knowledge including field sketches, photographs, plans and maps.

### **Year 7**

#### **Term 1:**

Natural Hazards: tsunamis formation and impacts, volcanoes formation and impacts, including relevant case studies. An introduction to Italy; a country study thread to hang on all our topics.

#### **Term 2:**

Population: population of the UK and Italy, influencing factors on population, population data and population around the world.

#### **Term 3:**

Weather and Climate: causes of weather, weather around the UK and Italy, extreme weather and climate change.

## **CLASSICS**

***Head of Department: Dr G Tahin***

### **Introduction**

Latin, the language of the ancient Romans and the basis for most languages spoken in the western world today, is a stimulating, valuable and highly-regarded subject. The study of Latin is not merely for the purpose of learning other languages; it is a subject of great value in its own right.

### **Course aims**

The clear and logical nature of Latin trains the mind and develops essential skills in logic, precise cognition, and persuasive expression. The main aim of the textbooks is to give students the skills they need to move on to reading unadapted Latin. It also offers a unique window into the ancient world, allowing pupils to learn about the history, mythology, and culture that shaped the modern world and to explore some of the most profound questions about civilisation. The curriculum also introduces pupils to online Latin learning tools through access to the *Suburani* companion website and the Classitalia website developed by the Department's Mr McNally.

### **Course curriculum**

Using the *Suburani* coursebook, our pupils gain a solid grounding in the language and its structure. They start with fundamental concepts like word order, and how to use different cases and verb forms. The course in Year 8 cover Chapters 6-10 of the *Suburani* textbook.

**Language:** 1st, 2nd and 3rd declension nouns; the present tense of regular verbs and sum, plus infinitives and imperatives; 1st/2nd declension adjectives; prepositions; possum, volo & nolo; superlatives; verbs taking the dative.

**Civilisation:** We explore topics like public festivals, the Forum Romanum, chariot-racing, Roman religion, and the realities of slavery. Mythological stories are woven throughout the course to provide additional context and interest.

### **Extra-curricular**

Outside the classroom, we lay on plenty to enrich the pupils' learning, including day-trips to the Roman legionary fort at Caerleon (where they visit the amphitheatre, baths and barracks, with the opportunity to dress up as a gladiator or legionary!), to the recently renovated Museum at Corinium (i.e. Cirencester), and to the remarkable Roman villa at Chedworth. Every other year we run an overseas trip to Pompeii and the Bay of Naples. We also have a Greek language and mythology club for those interested in expanding their classical horizons.

## **ART**

***Head of Department: Mrs A Kipling***

### **Year 7**

In Year 7 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art.

Central to the department's aims are the development of broad skills. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work

### **Generate Ideas**

Record responses through direct experience, memory and imagination in sketchbooks, journals and other media as a basis for gathering and exploring ideas. Use source material, select and modify imagery in order to develop ideas or themes for independent work.

### **Making**

Exploring and experimenting with a range of materials, tools and techniques in order to realise their intentions. To increase their proficiency in the handling of different materials.

### **Evaluating**

To analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work.

### **Knowledge**

To learn about the history of Art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

Work in Year 7 is mainly based upon observation and recording from first hand experience. Drawing from observation begins to develop accuracy, sensitivity and refinement. Students are encouraged to work with growing confidence in a range of media.

The Development of ideas and quality of outcome is continually stressed at this stage and pupils showing outstanding talent will have their abilities stretched by entry into the Clifton College Art Scholarship process in Year 8.

### **Extension Learning**

Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists.

Talented pupils are stretched by entry into the schools Art Scholarship process which starts at the end of Year 7 and continues through to Year 8. Scholarship assessment is based upon practical tests, interviews and a submission of a portfolio of work.



Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

## **DESIGN AND TECHNOLOGY**

***Head of Department: Mr S Webb***

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the school

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

### **Year 7**

During this year the pupils are expected to develop their design style and start to become more self-sufficient in seeking material for the design process. They will also be expected to produce solutions with more depth and better clarity of graphics. Projects will become more ambitious and may take more than one term to complete.

#### **Project 1**

The pupils will work in teams to produce a substantial Architectural project. The presentation will take the form of a design proposal and an enclosure for a zoo animal and within the enclosure there will be a mechanical device. Control technology will be used for more advanced projects.

#### **Project 2**

We will spend term 3 developing our drawing skills.

Year 7 also have the opportunity to become involved in Vex Robotics; a fantastic project in which we design, make and race a robot.

## **MUSIC**

***Head of Department: Mr J Edgell***

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments, with over 200 music lessons taking place every week. There are many groups and ensembles: Orchestra, Swing Band, Brass Group, Flute & Clarinet Groups, String ensembles, Pop Groups, Guitar Groups and music theory classes. The Chapel Choir is a major focal point and there is also a Junior Choir.

There are also numerous opportunities for performance at special events and in concerts.

In the classroom, all pupils learn about the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key Stage 3.

### **Year 7**

- Revision of all musical elements.
- Develop knowledge of using electronic keyboards and introduction of GarageBand software as a composition /arranging tool;
- A brief history of Music throughout the Ages from Medieval to Modern.
- A study of Pachelbel's Canon, seeing how its basic chord sequence is the basis of so many other popular pieces of music, and some simple composition of our own around it.
- Revision of primary chords I, IV and V and the introduction of chords II, III and VI to enhance composition chord sequences, using reference to 'pop' songs.

## **RELIGIOUS STUDIES**

***Head of Humanities: Mrs R Grubb***

Pupils receive Religious Studies throughout the school. The subject is a valuable component of the spiritual, moral, cultural and academic life of the school. As a Christian-founded school, there is a particular emphasis on the beliefs and practices of Christianity. Islam and Judaism are also studied, as well as major world religions and alternative world views.

Religious Studies develops a child's core knowledge and deeper understanding of the role of religion and ethics in the contemporary world in which we live. It extends their natural curiosity and broadens their understanding, aiding them to be confident enough to develop their own beliefs and values, while respecting the cultural and religious differences of others, thus preparing them for life in modern society.

At Key Stage 3 (Years 7-8) pupils receive one lesson per week. The themes explored include beliefs, celebrations, origins, founders, sacred texts, worship and ethics.

### **Year 7**

This year marks the beginning of a thematic approach to religion and belief. The themes explored include atheism, religious clothing and identity, the theory of evolution, creation stories, forgiveness and beliefs about life after death. Higher thinking skills, questioning, discussion and debate are encouraged. Their studies follow these themes:

#### **Term 1: World views and beliefs**

- i. World views: Theism, Atheism and Humanism.
- ii. Creation stories from around the world and Darwin's theory of evolution

#### **Term 2: Identity and gender**

- i. Religious clothing and identity - The burka and turban
- ii. Does God have a gender? The Goddess and inclusive language

#### **Term 3: Forgiveness and the afterlife**

- i. Forgiveness and reconciliation
- ii. Afterlives; Heaven, Hell and Reincarnation

## **PHYSICAL EDUCATION**

***Director of Sport: Louise Catchpole***

### **Aims and objectives**

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

### **We aim**

- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential.
- To develop each individual's personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength.
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators.
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation.
- To teach that there is a place for fun and competition.
- To experience individual, partner and group participation in both competitive and cooperative situations.
- To encourage cooperation, teamwork, planning and decision-making.
- To appreciate the importance of valuing the contributions of others whatever their level of ability.
- To learn to evaluate and comment on performance.
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene.

### **Time allocation**

- Year 7 have one double period of Physical Education per week.

### **Staffing**

All teachers in the department are specialist trained.

### **Year 7 Course content**

Michaelmas Term and Lent Term	Summer Term
Swimming, Games Skills, Strength and Conditioning	Athletics

### **Swimming**

The children learn and work on:

- Fitness training
- Life saving
- Water polo
- Rookie Life Guard

### **Games skills**

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

Invasion Games e.g. Basketball

Net/Wall Games e.g. Tennis, Badminton

Striking/Fielding Games e.g. Cricket, Softball or Rounders

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving, striking and travelling with a ball and in understanding the strategies linked to playing games.

### **Athletics**

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.

## **GAMES**

***Director of Sport: Louise Catchpole***

### **Rationale**

Games at Clifton College has a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Monday, Wednesday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children's natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

### **Staffing**

We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

### **Time allocation**

All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

### **Major Sports**

Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and Cricket or Tennis in the Summer Term.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and Cricket, in the Summer Term.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Swimming, Triathlon, Equestrian, Archery and Skiing.

## **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)**

***Head of Department: Mrs M Byas***

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum. This is indeed very important, as the foundation subject, Citizenship, puts further demands on an already busy schedule. Careers guidance, whilst not statutory in Year 7, is addressed during our individual tutor lessons as this enables smaller groups to have more specific guidance. We also aim to invite in professionals, from many areas of work life, to talk to the pupils throughout the year. Careers discussions also often arise in the different lessons across the curriculum, by the individual teachers as part of the development and learning in each subject.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

We aim to cover the following from the PSHE Association Framework incorporating:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Relationships**

### **Michaelmas Term**

Living in the Wider World: Learning skills,

Relationships: Bullying, abuse and discrimination (values, resilience and surviving peer pressure), Forming and maintaining respectful relationships (disability)

### **Lent Term**

Living in the Wider World: Media literacy and digital resilience (Prevent - contact).

Relationships: Bullying, abuse and discrimination (racism, stereotypes, prejudice and discrimination), Positive relationships (tackling homophobic language).

### **Summer Term**

Living in the Wider World: How is Britain governed?

Health and Wellbeing: Puberty and sexual health (including sexting and consent), Healthy lifestyles (staying healthy - the importance of sleep, exercise on physical and mental health, balanced diets, body image, and the risks of smoking and vaping).

Relationships: relationship values, forming and maintaining respectful relationships.



## **LEARNING SUPPORT**

***Head of Department: Mrs A Gowdy***

### **Learning Support**

The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

Support comes in many bespoke forms. Pupils may receive one-on-one lessons focusing on maths, literacy or revision skills.

Group lessons are also provided focusing on areas such as reading comprehension, reading skills, phonics, spelling and maths skills

The department also provides training, support and information to the wider staff body with regards to how they can differentiate, enhance and develop the educational experiences of the pupils they work with or teach.

Pupils that may benefit from intervention can be referred by parents, teachers or by self-referral. They will then be assessed on-site by one of our specialist teachers or can be referred to outside agency professionals. We have a full-time Educational Psychologist working in school and also a speech and language therapist who visits pupils weekly and works closely with their teachers and Learning Support staff.

Communication with parents and carers is vital to the development of a pupil's learning profile and the department welcomes parent and carer input. Parents are encouraged to come in to meet with the Head of Learning Support and discuss individual needs and interventions as well as meeting with 1:1 teachers through regular meetings, emails and telephone conversations.

## **ACTIVITIES**

***Head of Department: Mrs Hambley***

There are a wealth of groups and activities that take place during the week, with something for everyone, whether that be based in the Arts, Music, Culture, Sport, Support, Academic or just good old-fashioned family board games. The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. Children are free to pick the activity that they enjoy and we encourage them to do at least one activity a week.

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix. Upper Pre Pupils also have an **Enrichment Programme** that runs every Saturday morning, which includes a different set of activities that all pupils take part in, on a rotational basis, alongside workshops and visiting speakers. Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!