Year 7, 8 & 9 Curriculum Information Presentation

Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
  - All subject areas have a rich and exciting curriculum.
  - A school curriculum that is relevant to our locality and provides students with the knowledge and skills needed for this ever-changing world.
  - A curriculum that allows students to successfully reach the next stage of their education.

- A curriculum for all learners
  - Year 7,8 and 9 are largely taught in mixed ability classes.
  - The curriculum may be adapted for some students to ensure it is appropriate.

- Curriculum planning
  - Students complete Key Stage 3 from years 7-9.
  - They study the full range of subjects in the national curriculum.

Settle College's Curriculum Model

The numbers in brackets reflect the number of lessons per fortnight for that subject.

Year 7 & Year 8	Year 9
English (8)	English (8)
Maths (8)	Maths (8)
Science (6)	Science (7)
PE (4)	PE (4)
Geography (3)	Geography (4)
History (3)	History (4)
French (3)	French (3) OR Spanish (3)
Spanish (3)	
RS (2)	RS (2)
Computing (2)	Computing (2)
DT (2)	DT (2)
Art (2)	Art (2)
Drama (2)	Drama (2)
Music (2)	Music (2)
PSHCE (extended form time)	PSHCE (extended form time)

Settle College's Curriculum Intent

- Departmental curriculum intent
  - Describes what the department intends for students to learn in each subject area.
  - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.

History

Overall curriculum intent for year 7: To gain an understanding of the key themes, individuals and events in British History from before 1066 to the early 1600s.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the events of 1066 and the impact of the Norman Conquest	To explore aspects of everyday life in Medieval Britain.	The Black Death and its impact. Who had power in the Middle Ages? What made a successful King?	To explore the reigns of different Tudor monarchs and the challenges they faced.	To explore key aspects of Elizabethan England.
Content mapping	Iron Age and Roman Britain. Anglo-Saxon England. 1066: Who should be King? The Battle of Stamford Bridge.	The Battle of Hastings – key events. Why did William win the Battle of Hastings? The impact of the Norman Conquest	The importance of religion. Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. The Peasants' Revolt. The Wars of the Roses.	What challenges did Henry VII faced and how did he deal with them? Henry VIII – was he a successful monarch? Catholics versus Protestants. The reigns of Edward VI and Mary I.	Elizabeth I and marriage. Elizabeth I and religion. Mary, Queen of Scots. The Spanish Armada. Life in Elizabethan England.
Key skills developed	Similarity/difference	Causation Significance Continuity/change	Similarity/difference	Consequence	Change Source skills - inference	Continuity/change Causation

The English curriculum

To focus on the individual to begin the journey to decode texts, being inspired by others to become the best that they can be.

Year 7

- *Key question:* What does it mean to be heroic?
- Ancient heroes, focusing on Greek myths
- Classical fiction: The Odyssey
- Shakespearean women, with extracts from The Merchant of Venice
- Victorian heroes, with non-fiction extracts from 19th century texts based on notable Victorian heroes
- Literary detectives, with extracts from nineteenth to twenty-first century literary texts
- Modern heroes in today's society, with non-fiction text studies of modern, real-life heroes

Subject leader: Ms Rowland (E.Rowland@settlecollege.n-yorks.sch.uk)

The English curriculum

Developing students' ability to empathise with others' experiences in a text; transactional writing for purpose and audience, sharing their own perspectives.

Year 8

- *Key question:* How do the lives of others differ from our own?
- Dystopian fiction: exploring the individual experience and power structures within society through both fiction and non-fiction texts
- Nineteenth century fiction: Great Expectations, including the child hero and individual struggles with internal conflict and conflict with society
- Shakespeare (Macbeth) and war poetry: exploring internal conflict through Shakespeare and poetry

Subject leader: Ms Rowland (E.Rowland@settlecollege.n-yorks.sch.uk)

The English curriculum

To continue to broaden students' experiences of the world through the study of literature, as they encounter the inconsistencies in different cultures.

Year 9

- *Key question:* How and why can our interpretation of what is moral differ between individuals and societies?
- Morality within fiction – Twenty first century literature (Long Way Down)
- How do journalists shape the world? – representation and bias in modern and historical media
- Challenging stereotypes and exploring molarity – contemporary play Noughts and Crosses to explore racism through an alternative lens
- Morality through history – an introduction to Romanticism through poetry
- Morality and the individual – persuasive speeches and transactional writing
- Identity poetry from the Eduqas poetry anthology

Subject leader: Ms Rowland (E.Rowland@settlecollege.n-yorks.sch.uk)

The maths curriculum

Develop students' number and shape work from Key Stage 2, whilst introducing more complex algebraic concepts

Year 7

- Algebraic thinking: the use of algebraic notation, equality and equivalence
- Place value and application of number: place value, problem solving linked to shapes' perimeters and areas
- Directed number: operation and equations with directed number, multiples, factors and sequences
- Fractional thinking: addition and subtraction of fractions, fraction, decimal and percentage equivalence
- Lines and angles: constructing, measuring, geometric notation and developing geometric reasoning
- Reasoning with number: to include sets and probability, powers and roots, and prime number factorisation

Subject leader: Mrs Worthington (K.Worthington@settlecollege.n-yorks.sch.uk)

The maths curriculum

To develop a deeper understanding of numerical methods and shape work, as well as gaining knowledge in algebraic concepts and algebraic manipulation skills.

Year 8

- Sequences: recognising types of sequences and rules for these
- Number: structure of our place-value system and rounding numbers, standard form
- Fractions: multiplying and dividing fractions
- Probability: theoretical and experimental probabilities
- Proportion and ratios, including comparing different ratios
- Coordinates, including identifying relationships and constructions
- Data: interpreting and representing data
- Algebra: solving equations
- Shape: angles at a point, on a straight line or on parallel lines, as well as angles in polygons. Circles, including calculating area and circumference.

Subject leader: Mrs Worthington (K.Worthington@settlecollege.n-yorks.sch.uk)

The maths curriculum

To develop a deeper understanding of numerical methods and shape work, as well as gaining knowledge in algebraic concepts and algebraic manipulation skills.

Year 9

- Algebra: expanding brackets and rearranging equations
- Graphs: interpreting graphs and modelling different situations, including scatter graphs to represent the relationship between two variables. Linear and quadratic functions, including how linear graphs can solve simultaneous equations.
- Shape: calculating volumes and surface areas, as well as geometric shapes that are used in standard constructions. Pythagoras and trigonometry.
- Transformations: describing rotations
- Ratio and proportion: scaling up and down using ratios, including enlargement
- Compound measures: including converting between different units

Subject leader: Mrs Worthington (K.Worthington@settlecollege.n-yorks.sch.uk)

The science curriculum

To introduce the fundamental ideas about science, upon which the rest of the science curriculum will build.

Year 7

- Introduction to science
- Biology: cells, structure and function of body systems and reproduction
- Chemistry: particles, elements, atoms & compounds and acids and alkalis
- Physics: forces and sound

Subject leader: Mrs Horton (R.Horton@settlecollege.n-yorks.sch.uk)

The science curriculum

To develop, deepen and broaden understanding of scientific principles and ideas

Year 8

- Biology: health and lifestyle and ecosystem processes
- Chemistry: Earth, separation techniques and the periodic table
- Physics: space, electricity and magnetism, and energy

Year 9

- Biology: new technology and detection in biology and health and disease
- Chemistry: new technology and detection in chemistry and air and water
- Physics: motion and pressure, new technology and detection in physics and energy

Subject leader: Mrs Horton (R.Horton@settlecollege.n-yorks.sch.uk)

Assessments and reporting

- Mastery assessment structure, with levels of mastering, securing, developing and emerging.

- Feedback will be both written and verbal.

- Progress reviews are sent on a termly basis and contain:
  - Levels for specific formal assessments
  - Overall level for the subject
  - Attitude to learning scores for inside and outside the classroom

Supporting your child at home

- The aim of homework is to extend students' learning beyond the school day, to give opportunities to practise what they have been taught, to further their knowledge and to begin to develop independent study skills.
  - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.

- Home learning will be recorded on Arbor.

A school focus on student drive

Creating a culture where every student is motivated, engaged and takes responsibility for their learning.

Current actions in school:

- Reinforcing consistent routines at the start and end of lessons
- Embedding retrieval practice and 'do now' activities
- Developing the 'independent silent learning mode' during lessons
- Providing clear expectations around behaviour, organisation, punctuality and uniform
- Strengthening opportunities for students to reflect on and review their learning
- Promoting high levels of engagement through praise and recognition of positive learning behaviours

A school focus on student drive

Creating a culture where every student is motivated, engaged and takes responsibility for their learning.

Supporting your child at home:

- Reinforce expectations around attendance, punctuality, equipment and uniform
- Talk to your child about what they have learnt in school and encouraging them to explain their thinking
- Encourage regular independent study habits
- Provide a quiet space and routine for homework and revision
- Promote resilience by encouraging effort and perseverance when work becomes challenging
- Celebrate positive learning habits and improvements, not just attainment outcomes

Developing students' literacy

Developing students' literacy skills to enable them to share their voice and access opportunities in the future.

Current actions in school:

- Explicitly teaching the literacy skills that students need for success in each subject
- Ensuring that all staff are aware of students' reading ability and any areas where they may require additional support
- Introducing more targeted support sessions for those that find reading challenging

Supporting your child at home:

- Continue to encourage your child to read at home, talking to them about what it is that they are reading

Key staff

- Mrs Coulson – learning manager

A.Coulson@settlecollege.n-yorks.sch.uk

- Mrs Craig – SENCo

R.Craig@settlecollege.n-yorks.sch.uk

- Mrs Isherwood – attendance officer

J.Isherwood@settlecollege.n-yorks.sch.uk

- For any pastoral concerns, please email:

KS3HOY@settlecollege.n-yorks.sch.uk

Key dates

- Tuesday 15th December – progress review 1 is issued
- Thursday 14th January – options evening for year 9
- Thursday 21st January – year 9 parents' evening
- Thursday 4th February – year 7 parents' evening
- Thursday 25th February – year 8 parents' evening
- Tuesday 16th March – progress review 2 is issued
- Tuesday 13th July – progress review 3 is issued

Thank you for listening