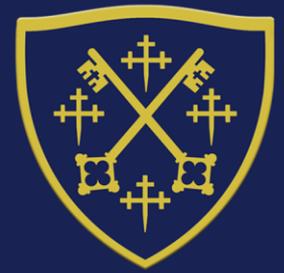


Bishop Stopford School

faith | justice | responsibility | truth | compassion

Headteacher: Miss Jill Silverthorne MA



Curriculum Outline

Year 7 2025 – 2026



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Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is ambitious, academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Parents

We believe the strong partnership built between school and home is a major reason for students' success at Bishop Stopford. This Curriculum Booklet is a key document to help you to support your child in his/her first year. It explains what Year 7 will be like in terms of lessons and other activities. We want students, of course, to learn far more than what is listed in this booklet: social skills, positive attitudes and other qualities are as important as developing subject knowledge. The wide range of extra-curricular activities complements the timetable in developing these qualities.

| Designated Curriculum | Number of lessons per fortnight (Lessons are 1 hour long) | Organisation |
|---|--|--------------------------------------|
| Art & Design | 2 | mixed ability |
| Computer Science | 2 | mixed ability |
| Design Technology* | 5 | mixed ability |
| Drama* | | |
| English | 6 | mixed ability |
| Foundation Learning | 1 | mixed ability |
| Geography | 3 | mixed ability |
| GRIT | 1 | mixed ability |
| History | 3 | mixed ability |
| Library | 1 | mixed ability |
| Mathematics | 6 | setting from early in the first term |
| Modern Languages | 5 | mixed ability |
| Music | 2 | mixed ability |
| Personal, Social, Health & Economic Education | 1 | mixed ability |
| Physical Education | 4 | mixed ability |
| Religious Education | 2 | mixed ability |
| Science | 6 | mixed ability |
| Tutorial | 1 | mixed ability |
| STEM Days | 1 x 1 day | mixed |

(Tutor groups consist of approximately 27 students)

*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will also have one separate Drama lesson per fortnight.

In the autumn term, students are set end of year targets, using the Bishop Stopford Assessment system.

We will be pleased to respond to any concerns you may have about life in Year 7. Building on the good foundations laid at primary school, we look forward to making the year happy, successful and fulfilling.

Miss J Silverthorne
Headteacher

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

Minimum entitlement (what every student will receive)

| | How long should homework take? | Typical tasks |
|------------------------------|---------------------------------------|--|
| Key Stage 3 (Years 7,8,9) | Approximately 2.5 hours per week | Creative or research-based tasks Reading Revision and preparation for assessments Consolidation of knowledge Use of digital platforms for any of the above |

Key Information

- Homework will be set on **EduLink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
 - 1) The school library is open at lunchtimes and students can complete homework there.
 - 2) There is an after-school Homework Club, available every day.
 - 3) To allow students time to settle into school, homework will not be set in the first four weeks of term.

Who can I contact at school to discuss homework?

- Your child’s form tutor
- Your child’s Head of Year (Ms Patrick)
- Your child’s Key Stage Lead (Mr Stevenson)

Year 7 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 7. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Year 7 Curriculum Mapping

| | Art | Computer Science | Design | Drama | Foundation Learning | English | Geography | History |
|----------------------------|---------------------------------------|---------------------------------------|--------------------------------|---------------------|---------------------|-------------------------------|------------------------------------|---------------------------------------|
| Art | | | | | | Disciplinary Vocabulary | Landscape | |
| Computer Science | Using Media | | | | Digital Literacy | | Networks | Development of Technology |
| Design/Food | Drawing styles | | | | | | Raw material extraction (woods) | |
| Drama | Design of Greek Masks | | Construction of Greek Masks | | | Darkwood Manor article | The Argonauts – journey & survival | Theatre and culture in Ancient Greece |
| Foundation Learning | | Power Point, Mail Merge, Spreadsheets | | | | Bedrock – academic vocabulary | Bedrock – academic vocabulary | Bedrock – academic vocabulary |
| English | Visual representation linked to texts | Digital literacy | | Characterisation | | | Exploring other worlds | Scientific discovery - Frankenstein |
| Geography | | | Sustainable Settlements | | | Flooding Report | | |
| History | | | | | | Anglo-Saxon/ Vikings words | | |
| Maths | | | Ratio and Proportion (Recipes) | | | Maths vocabulary | Maps, scales and Bearings | Pythagoras |
| MFL | | | Technology Unit | Role play scenarios | | | Study Town and Local Area | Festivals and their history |
| Music | | | | | | | Music of Africa (Bungoma) | |
| PSHE | | Digital safety | Healthy Eating | | | Topic Vocabulary | Multi-Cultural Britain | |
| PE | | | | | | Disciplinary Literacy | | |
| RE | Islamic Calligraphy | | | | | Interpreting religious texts | World Religions | History of Christianity |
| Science | | | | | | | | |

Subject where the topic is taught

The diagram below identifies the key opportunities for cross-curricular study in Year 7. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

| | Maths | MFL | Music | PSHE | PE | RE | Science |
|----------------------------|--|----------------|-----------------|------------------------|--------------------|------------------------------------|--|
| Art | Tessellation Symmetry | Fauvism | Composition | | | | |
| Computer Science | Computational Thinking | | Cultural Issues | Digital Safety | | | Modelling Data |
| Design/Food | Area and circles | Culinary Terms | | | | | Bacterial Growth |
| Drama | | | Greek Chorus | Community | | Metaphors | |
| Foundation Learning | Formulas and functions in Spreadsheets | | | | | | Formulas & functions in spreadsheets |
| English | | | | Growing up | | | Scientific discovery - Frankenstein |
| Geography | Scale & Grid references | | | | | Bedouin People / Islam | Water cycle & Biomes Animal adaptations |
| History | | | | | | Medieval religion and the Crusades | Black Death |
| Maths | | | | | | | Metric Measures |
| MFL | Numbers | | | | Sports | | |
| Music | | | | | | | |
| PSHE | Financial Education | | | | Healthy lifestyles | Multi-Cultural Britain | Puberty |
| PE | Measuring / scoring | | | Positive mental health | | | Heart rate. Types of fitness |
| RE | | | Worship | | | | Science vs religion |
| Science | | | Sound | | Muscles and bones | | |

Subject where the topic is taught

Year 7: Key Dates

| Month | Item | Date |
|-----------------------|---|---|
| August / September | School opens Govilon Parents Evening School photos | 3 rd September 2025 16 th September 2025 17 th September 2025 |
| October | Meet the Tutors Evening Govilon Camp 1 Govilon Camp 2 | 2 nd October 2025 6 th to 10 th October 2025 13 th to 17 th October 2025 |
| November | Govilon Camp 3 Govilon Camp 4 | 10 th to 14 th November 2025 17 th to 21 st November 2025 |
| December | | |
| January | | |
| February | | |
| March | Progress Review | 18 th March 2026 |
| April | | |
| May | | |
| June | Reports issued | 5 th June 2026 |
| July | | |

Faculty: Expressive Arts

Department: Art

Faculty Introduction:

The aim of the Year 7 scheme of work is to establish key skills, focusing on the formal elements within art – line/tone/texture/composition/colour. A variety of different media and techniques will be explored, supported by observational drawing and artist research.

Modules to be covered in the year:

- Drawing techniques: introduction to the formal elements
- Colour theory
- Analogous colour painting
- Landscape
- Exploration with a variety of media (eg: paint, pastels, collage, ICT, print)

Assessment:

All projects assessed and recorded in individual student assessment booklets.
Verbal targets for improvement set throughout and formal assessments at the end of each project.

Homework:

Homework may not be set on a weekly basis but will usually amount to one hour per term.
Consolidation/extension tasks maybe set over several weeks to complement classwork. Tasks include experimental work/drawing/research/planning.

Enhancement Activities:

Art Club
Extended Learning Task: Independent study task
Opportunity to have work displayed around school

Resources to be issued

Students are required to have the following items which can be purchased through the school:

- B pencil
- Blendable coloured pencils

Faculty: Technologies

Subject: Computer Science

Faculty Introduction:

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered in the year will include:

- Unit 1 – Digital Licence
- Unit 2 – Edublocks
- Unit 3 – Using Media
- Unit 4 – Modelling Data

Assessment:

- Students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.

Enhancement Activities:

- Coding Club
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.

Faculty: Technologies

Subject: Design Technology

Faculty Introduction:

Within Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Year 7 initial activities focus on introducing the subject and emphasising the importance of Health and Safety. Activities are designed to develop and enhance new and existing skills and abilities. Students will complete all modules of work on a carousel basis.

Topics/Modules to be covered in the year:

- Health & Safety awareness
- Product Design – introduction to working with wood & plastics
- Textiles– using the sewing machine and decorative techniques
- Food Preparation and Nutrition – food hygiene and early practical skills

Assessment:

All work will be assessed according to the Bishop Stopford Assessment system.

Homework:

Within Year 7 homework comprises one set piece for each project designed to both test and broaden a student's knowledge.

Enhancement Activities:

All students are actively encouraged to enhance the presentation of their work by the use of ICT. ICT facilities are available within the school at lunchtimes for this purpose.

There is also a STEM Club.

Texts to be issued:

Texts are not issued to students but are used during lesson time to support specific learning objectives, as and when required.

Faculty: Expressive Arts

Subject: Drama

Faculty Introduction

Drama in Year 7 is taught both as part of a carousel and as a separate lesson.

Students start their block of Drama by drawing upon a stimulus of which they will have some knowledge from Primary School: Traditional Stories. From this point we broaden students' storytelling skills by considering characterisation, body as prop and mood and atmosphere through the Darkwood Manor project.

In the second part of the block, we introduce students to Greek Theatre (as the earliest recorded theatrical performance). This is crucial in establishing a foundation of theatrical history in order to understand how theatre has evolved and continues to evolve. Students learn about and experience the conventions of Greek Theatre.

Topics/Modules to be covered in the year:

- Traditional Stories into Darkwood Manor
- Greek Theatre – Amycus and the Argonauts

Assessment:

- Group Work
- Vocal and Physical Skills
- Characterisation
- Use of Terminology
- Delivery
- Style, Genre, Conventions
- Analysis and Evaluation

Enhancement Activities:

- Involvement in Drama Club and School Production
- Theatre visits

Homework

Students are set weekly knowledge and understanding tests. They will be given six drama terms and tested on the spelling and definition of these in the next lesson.

Faculty: English

Subject: English

Faculty Introduction:

All students will study a range of units of work covering the key skills of reading, writing, spelling and vocabulary acquisition, and spoken English. A wide range of both heritage and contemporary literature is at the heart of our work.

Topics/Modules to be covered in the year:

- **Poetry:** students will study an anthology of poems used to develop ambitious language analysis and knowledge of poetic features.
- **Frankenstein:** an analytical study of a play adapted from Mary Shelley's original text. The unit will also develop an understanding of the wider Gothic literary tradition.
- **Everyone A Writer:**
 - **PART A: Caricatures.** Students will explore extracts from a range of both heritage and contemporary fiction and experiment with narrative style and voice. The unit will lead to the creation of an engaging caricature.
 - **PART B: Viewpoint writing.** Students will engage with the perspectives of those in our local community, leading to the crafting of a convincing viewpoint piece.
- **Animal Farm:** a study of the characterisation and themes in Orwell's classic story.
- **Shakespeare's monologues:** a study of a range of Shakespeare's most influential and highly regarded monologues.

Assessment:

Each unit has a summative assessment point. Assessment in Year 7 takes a varied approach, with knowledge retrieval, analytical writing, drafting writing and literacy skills all featuring in the design of testing across the academic year.

All assessments receive a level, and formative comments to support students' progress. They require a 'MRI' response from the student.

Homework:

Students will follow a programme of homework that aims to strengthen class-based learning. Each term, students' homework will include reading comprehension activities and spelling skills. In addition, they will prepare for their summative assessment at the end of each unit of study.

Students in Year 7 are expected to spend about 30 minutes per piece on their English homework.

Enhancement Activities:

- Everyone Reading in Class
- Poetry by Heart competition
- Book Week, including visits by published writers, and the Bishop 'Readathon'
- Theatre visits are arranged, where appropriate

Faculty: Wider Curriculum

Department: Foundation Learning

Faculty Introduction:

We aim to develop highly literate, numerate and knowledgeable students. The Foundation Learning programme is a critical way of us achieving this aim. It helps students to make an effective transition from primary to secondary school and into more challenging learning.

Our ambition is that students develop a greater sense of self-regulation and begin to develop the successful study habits which will carry them forward into their future studies. Foundation Learning aims to do this by teaching students how to make the most of their lessons and opportunities, how they can revise and what this means, how they can use retrieval activities and self-testing, and more.

Topics covered in the year include:

- How the brain works, the different types of memory and how learning happens.
- Effective study habits and how to get the most out of school.
- How to use the different types of feedback that teachers and others provide.
- Different retrieval practices and why retrieval is important for long term memory.
- What it means to 'revise' and how to do so effectively.

Assessment:

Students will have their progress monitored through regular teacher assessment and feedback during their Foundation Learning lessons, and through homework.

Homework:

Homework is set for Foundation Learning. Our expectation is that students should spend 30 minutes completing this. Homework is linked to the topic being covered and may be consolidation or preparation.

Enhancement Activities:

Students will have the opportunity to contribute to The Bishop Award through Foundation Learning and across the curriculum.

Resources to be issued:

Students will be provided with a workbook for each module, and a folder.

Faculty: Modern Languages

Subject: French

Faculty Introduction:

In year 7 our focus is on giving students the tools they need to begin manipulating a language and developing an awareness of the importance and usefulness of studying a foreign language. Students follow four modules. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for independent reading, use of various online tools to supplement work in class, and develop cultural understanding of hispanic/francophone countries all over the world.

In year 7 students will have the opportunity to take part in an on-site theatre visit.

Topics/Modules to be covered in the year:

- Identity and relationships
- Free time activities
- Where people live
- Education

Assessment:

- Two listening and reading assessments per year
- One written and translation assessment and one spoken assessment per year
- End of year exam comprising reading, listening and writing
- Targets for improvement identified.

Homework:

Homework is set for around 20 minutes once a week. Occasionally a longer piece may be set for 2 weeks homework, for example where students are completing independent research. There is an emphasis on vocabulary learning, followed by vocabulary tests. Students will use a variety of online tools (Quizlet, Linguascope, Languagenut)

Texts to be issued:

Viva 1 used in class, where appropriate to do so. Students are encouraged to bring their own bilingual dictionary to lessons.

Students will have personal accounts for Languagenut and access to the school Linguascope account.

Faculty: Humanities

Subject: Geography

Faculty Introduction:

‘Geography is the subject which holds the key to our future’.

Our year 7 curriculum is designed to introduce students to key geographical concepts including sustainability, interdependency and cultural diversity so that they are able to understand and appreciate the world in which we live. Embedded within lessons, students will be taught geographical skills such as the use of maps and grid references. The first term allows students to learn about the integral skills and analytical language needed to study geography. Students examine the issue of flooding by comparing examples like the UK and Bangladesh. Students then explore the human processes of urbanisation and their impacts on shaping our local settlements. This allows students to study our local housing development and investigate the impact on Kettering. The final topic for the year is deserts and extreme environments, examining the human and physical aspects of arid environments.

Students are taught in mixed ability tutor groups for 3 sessions a fortnight.

Topics/Units to be covered in the year:

- Cathedral cities
- Map skills
- Flooding
- Settlements
- Deserts

Assessment:

- End of topic assessments using BSS levels.
- WWW/EBI mid-assessment tasks.
- End of year assessment.

Homework:

Homework tasks will include research prior to learning, independent tasks, planning for presentations or developing revision skills. This will take approximately 30 minutes per fortnight although sometimes homework will be set less frequently but will require more time.

Enhancement Activities:

- Humanities House Challenge competition
- Challenge tasks within lessons
- Fieldwork in school
- Fieldtrip to Woburn Safari Park
- Research and project-based work

Faculty: Humanities

Subject: History

Faculty Introduction:

Students are taught in mixed ability groups in Year 7. The focus in Year 7 is on conquest and invasion in the British Isles and Medieval history.

Topics/Modules to be covered in the year:

- Conquest and Invasion: Celts, Romans, Saxons and Vikings
- Medieval Realms: including 1066 events and consequences; castles; religion, the Crusades, monarchs and the Black Death

Assessment:

- Specific assessments are given using the Bishop Stopford assessment system
- Targets for improvement

Homework:

Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments. Students will receive approximately 30 minutes of Homework per fortnight, although sometimes Homework will be set less frequently but will require more time to complete (e.g in preparation for formally marked work and assessments).

Texts to be issued:

Exploring History textbooks are kept and used at school.

Library

Introduction:

Fortnightly Library lessons give all students the chance to become familiar with the operation of the library and the resources it contains. Library lessons develop independent learning and effective research skills. Students are also encouraged to read for pleasure, given the opportunity to borrow books and have some time for private reading.

Topics to be covered in the year will include:

- Library orientation – The skills needed to use the library independently and effectively.
- How fiction and non-fiction resources are organised, including familiarisation with the Dewey decimal classification system
- Research and Study Skills
- Information Literacy
- Fiction genres – how to choose fiction and reflect and review what they have read
- The opportunity to be introduced to new authors and titles and the time to enjoy choosing and reading books themselves.

Enhancement Activities:

- A variety of enrichment resources available, such as games and art materials.
- Book Week
- Author visits.
- Reading groups and literary activities.
- Shadowing the shortlisted Carnegie Award books.
- The opportunity to use the library after school for homework, research and private reading.

Texts to be issued:

- Items are loaned for four weeks and can be renewed free of charge.
- A replacement charge is made for lost, damaged or unreturned resources.

Faculty: Mathematics

Subject: Maths

Faculty Introduction:

Early in Year 7, students are placed into ability groups, covering topics to differing depths. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons. We recommend all students use the same calculator which can be bought from the finance office for approximately £8.50.

Students will follow the KS3 National Curriculum Scheme of Work with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge.

Subject Content:

Number:

Negative numbers, powers and roots, order of operations, using a calculator, rounding, using the four rules of fractions, mixed numbers and decimals

Algebra:

Simplifying algebraic expressions, expanding brackets, factorising, substitution, drawing straight line graphs, solving equations

Geometry and Measures:

Understanding angle facts and solving angle problems, including parallel lines and polygons, reflecting in the lines of a graph, rotating shapes using a coordinate grid, areas of 2D shapes (not circles)

Probability and Statistics: including averages and bar charts, pie charts and pictograms

Homework and Assessment:

- Students will be issued with a Maths Curriculum Booklet which includes details of the topics to be studied that year, as well as assessment records and glossaries.
- Students will have up to four formal assessments each year which could influence group changes. Students will be given reflection time and targets to improve.
- Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a starter book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 20-30 minutes per week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch and Maths Help.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Junior Mathematical Challenge.

Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

Students develop their musical skills through a series of topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition and listening and appraising.

| | |
|---|---|
| Topics/Modules to be covered: <ul style="list-style-type: none">• Bridging Unit - elements of music (rhythm, pitch, tempo, vocal work, timbre, structure, texture and dynamics)• Keyboard skills – 5 finger technique, adding bass notes and chords• Ensemble performing – the lion sleeps• Rhythm, performing from notation and by ear.• AABA Structure – how music is organised, composing a melody and creating contrasts repetition and contrast• Minor moods composition, how the elements affect mood.• Short 'set works', listening, performing, keywords and context | Assessment: <ul style="list-style-type: none">• Continual assessment using the Bishop Stopford Assessment system.• Targets for improvement identified through verbal and/or written feedback. |
|---|---|

Homework

No homework is set in Year 7.

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles rehearse weekly.
- Worship group – open to all
- Carol Service
- Ukulele magic – open to all
- Choir - open to all
- Bishop Rocks - open to all
- End of term concerts
- NMPAT Recital teams
- Professional workshops

Faculty: Physical Education

Subject: Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being, to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills;
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Topics/Modules to be covered in the year:

- Body Management: health related fitness and dance
- Games Activities: hockey, football, rugby, netball, rounders, cricket, basketball, handball, badminton, tennis and softball
- Athletics Activities: athletics

Assessment:

- End of block assessment across three strands: Physical (Body), Cognitive (Brain), Personal (Behaviours)
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons

Homework:

No homework is set but students are encouraged to attend at least one PE club per week.

Enhancement Activities:

- All Year 7 students have the opportunity to attend a five day residential course where they experience a variety of outdoor and adventure activities
- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities
- School teams are organised in all the major games and activities, with practices mainly at lunchtimes and matches after school
- Teams are entered in the district cross-country and athletic championships. Talented students are put forward to selection at district/county level

Faculty: Personal, Social and Health Education

Subject: PSHE

Faculty Introduction:

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between six core themes: Relationships and Sex Education (RSE), Health and Wellbeing (H&), Staying Safe On and Offline (SSO), Rights and British Values (RBV), Celebrating Diversity and Equality (CDE) and Life Beyond School (LBS)

Personal, Social and Health Education lessons, taught by a member of the PSHE team.

Topics/Modules to be covered this year:

- **Exploring Stereotypes**: Finding out about identity, prejudice and discrimination.
- **Exploring Social Issues**: Gang based cultures and how to keep safe
- **Relationships and Sex Education**: Friendships, puberty and growing up.
- **Health and Wellbeing**: How to look after our health and wellbeing as we go through puberty
- **Friendship and the Bishop Way**: Being a good friend and how to be an upstander.
- **Community and the Bishop Way**: What is a community? What is the BSS community?
- **How does democracy work in the UK?**: People, Parliament and elections.
- **Careers**: Making the transition from primary to secondary school.
- **Proud to be me**: tracking our personal development.

Homework: At the end of each unit students will be asked to complete a knowledge retrieval task online.

Enhancement Activities:

- Visiting speakers
- Anti-Bullying Week activities
- Children's Mental Health Awareness Week activities

Withdrawal: Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study. The request for withdrawal from these lessons should be made in writing to pwilson@bishopstopford.com at the start of the academic year.

Faculty: Humanities

Subject: Religious Education

Faculty Introduction:

In Religious Education, students are encouraged to reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of worldviews which highlight the complexity of the world they live in today. Our aims are aligned with the Diocese of Peterborough Syllabus for Religious Education. The focus of Year 7 are the Abrahamic Religions.

Topics/Modules to be covered in the year:

Enquiry Question – Who is God?

- A creator? (Christianity)
- A saviour? (Christianity)
- A promise keeper? (Judaism)
- Is neither begotten nor made? (Islam)
- Is three parts or persons? (Christianity)

Assessment:

- Specific assessments are given using the Bishop Stopford assessment system
- Knowledge Tests
- Evaluative Essays and Comparative Essays
- Infographics

Homework:

In Year 7, students will receive approximately 30 minutes of homework a fortnight. In some instances this could be more or less frequent due to preparation for assessments / completion of assessments. It will typically take the form of research, planning, assessment or consolidation.

Enhancement Activities:

- Analysing and interpreting sources of authority eg the Bible
- Souster Youth sessions
- The use of artefacts

Texts to be issued:

Textbooks are available for lessons but are not taken home. An Electronic version is available through Kerboodle.

Faculty: Science

Subject: Science

Faculty Introduction:

In Year 7 there is an emphasis on applications and experimentation, which leads to a deeper knowledge and understanding of science. Students are not set in Year 7 but will be in Year 8. We review the data across the year group, ranking students against our key assessments. Sets are determined according to accumulated assessment scores for each student.

Topics/Modules to be covered in the year:

- Cells
- Particle Model
- Energy
- Ecosystems
- Mixtures
- Muscles and bones
- Forces
- Current electricity
- Atoms and elements
- Sound
- Acids and alkalis
- Reproduction

Assessment:

- End of topic tick tests
- End of term tests (3 per year), using the Bishop Stopford Assessment system
- Targets for improvement identified.
- Required practical investigation work.

Homework:

In line with Bishop Stopford School Homework guidelines. Tasks include creative or research-based activities, reading, revision, preparation for assessments, consolidation of knowledge and use of digital platforms for any of the previously mentioned tasks. In addition, students are expected to use time at home to formally assess key work and assessments.

Enhancement Activities:

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) activities

Texts to be issued:

A Key Stage 3 revision guide can be purchased from the Science Faculty. Additional workbooks are also available

Careers Education, Information, Advice and Guidance (CEIAG)

Year 7

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 7 is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

Enrichment Activities:

- **Careers Talks** – Year 7 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **Office runner** – Year 7 students will gain an experience of a workplace and learn more about the school whilst supporting the reception team. Students complete a workbook and will reflect on their experience. More information about this experience can be found on Page 25 of this booklet.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards.

The school is currently the holder of a national Quality in Careers Standard.

STEM Days

Students take part in one technology day to 'join up' their learning in the technology subjects (Design and Technology, Maths and Science).

On each of the days, students take part in a variety of activities which enables them to make links between the subjects and enhance their own learning.

Learning takes place in teams and will be themed.

Office Runner

Each student in Year 7 spends one day working within the main office, supporting reception duties. This is a service to the school and is very much part of our community ethos. Students practically demonstrate one of our core values by taking responsibility in wider school life.

During the day, students are likely to go to areas of the school they have not visited before (eg Sixth Form, Reprographics), meet members of staff they do not already know and gain a wider understanding of how different areas of school work together to provide their education.

Through the activity, we aim to develop students' confidence, resilience and communication by:

- Enabling them to undertake activities which they would not normally do
- Placing them in situations where they are individually responsible for tasks which are an essential part of school life.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent of parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution.

However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead.

Consideration for students facing financial hardship will be detailed in any information issued.

Notes