



**Thomas Deacon**  
Academy

# **Key Stage 3**

**Course information**  
**2014-15**

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## **Key Stage 3: General Information**

### **The curriculum**

For the first two years at Thomas Deacon Academy, students follow a very broad, balanced curriculum of Maths, English, Science, RE, PE, ICT, Design Technology, Music, Art, Dance, Drama, History, Geography and a Modern Language (Spanish, French or German). If your child is in Achievement Support, in order to maximise the teaching of key literacy skills, students will follow a Fresh Start course in phonics and will not study a modern language. Achievement Support students remain in Achievement Support for lessons in History, Geography, RE and English but are taught alongside all other students of their year group for all other subjects.

### **Expectations**

All students are expected to arrive at all lessons on time, in correct uniform, equipped with the following as a minimum: their swipe card, a pencil case containing a pen, a pencil, a ruler, an eraser, pencil sharpener, protractor, compasses and a scientific calculator, reading book (or device for reading an ebook) as well as their exercise book(s) and any other learning resources given to them by their class teacher. They should have a bag to carry their books and equipment.

### **Homework at KS3**

All students will receive homework during Key stage 3. When a student starts in Year 7, they will have homework only from maths and English (six per fortnight in total). From term 3 onwards, year 7 students can expect to receive homework in all of their subjects. In year 8 (and after term 3 of Year 7) students will receive homework twice in a fortnight from maths, English and science; all other subjects will set homework once per fortnight. Homework is set based on a whole Academy homework timetable. All homework tasks will be recorded on the Academy's VLE for students and parents to see; this VLE entry will give details of the type of task to be completed, the length of time that the task will take and the deadline by which the work should be completed.

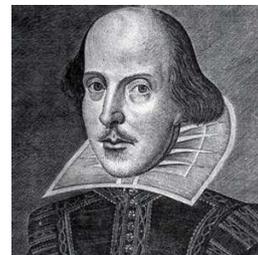
### **Rewards and sanctions**

Teachers will give students College Points for excellent achievement or contributions to the Academy, such as helping others. These count towards awards given in College Achievement Assemblies, and the inter-College competition.

If a student's behaviour or work is not of a high enough standard, the teacher will record a 'negative event' on the student's e-portal record. If the misbehaviour is serious enough, it may result in the student being removed from class and a follow-up detention given or the student being placed onto a report card to monitor behaviour and work more closely.

If a student starts to improve their behaviour, this will be recorded on the e-portal record. This enables you to see whether your child is having problems with their behaviour, and when they are improving it.

# English



## General information

Students will either have 6 lessons or 8 lessons a fortnight depending of the pathway. Students on the Progression pathway will additionally follow an intensive reading programme designed to boost their wider literacy skills.

<b>Lead teacher name and email contact</b>	Mr Carl Deighton <a href="mailto:Carl.Deighton@thomasdeaconacademy.com">Carl.Deighton@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	Core: 6 Lessons Progression: 4 English; 4 Corrective Reading programme
<b>Homeworks per fortnight</b>	2
<b>Enrichment</b>	Literacy Club
<b>Trips</b>	Day visit to John Clare cottage Trip to Shakespeare's Globe Theatre Trip to Tolethorpe to view a Shakespearian play
<b>Progression to Key Stage 4</b>	GCSE English

## Homework expectations

All Year 7 students will be expected to complete one piece of grammar homework across a two week span. This grammar homework is linked to their MFL Language Passport Programme and is provided to enable students to develop the fundamental skills required to achieve and progress in English.

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To add punctuation to text</li> <li>To correct passages of writing</li> <li>To write their own stories using specific vocabulary and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Teacher comment</li> <li>Peer assessment</li> <li>Self-assessment</li> </ul>

Teachers will also set one additional homework that will relate to the SOW during the term. Tasks might include:

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To read independently.</li> <li>To prepare an oral presentation</li> <li>To produce pieces of writing that cover different writing styles.</li> <li>To undertake research on social context of poems or writers.</li> <li>To prepare information/ideas ready for the lesson.</li> <li>To complete notes or research</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> <li>Formal essays</li> <li>Quality of notes</li> <li>Teacher comment</li> <li>Peer assessment</li> </ul>

## Year 7 English resources

<b>VLE resources available</b>	Topic overviews for each unit of work. Documents to support homework Grammar tasks online
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/schools/ks3bitesize/english/">http://www.bbc.co.uk/schools/ks3bitesize/english/</a> <a href="http://www.parentsintouch.co.uk/English-KS3/4-worksheets">http://www.parentsintouch.co.uk/English-KS3/4-worksheets</a> <a href="http://www.cgpbooks.co.uk/pages/interactive_ks3_english.asp">http://www.cgpbooks.co.uk/pages/interactive_ks3_english.asp</a> <a href="http://www.poeticexpressions.co.uk/">http://www.poeticexpressions.co.uk/</a>

## Year 7 English course information

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1</b>	<b>Heroes/Villains</b>	Use of simple, compound and complex sentences. Emphatic writing Developing speaking and listening skills Developing key literacy skills within the first two weeks
<b>2</b>	<b>Survival Unit</b>	Understanding referencing (anaphoric, cataphoric, exophoric). Analysing and exploring layers of meaning. Creating own article which creates impact and engages the reader. Presenting persuasively. Analysis of media texts. Recognising a writer's use of style, technique, and rhetorical devices to enhance meaning.
<b>3</b>	<b>Whole Class novel</b>	Identifying and understanding the main ideas, themes and purposes of the novel. Analysing key themes and characters within the novel Developing reading strategies by reading independently and aloud Exploring the way the author uses layout, form and presentation in the novel. Writing structured essays using Point, Evidence, and Explain.
<b>4</b>	<b>Shakespeare- 'A Midsummer Night's Dream/The Tempest'</b>	Deduction and inference. Developing personal opinions about texts. Writing to entertain. Contributing to group discussions. Using different tenses. Understanding how Shakespeare uses linguistic and literary features to shape and influence meaning.
<b>5</b>	<b>Poetry</b>	Understanding of specific poetic features. Commenting on use of language, for example understanding the use of verbs in poetry. Analysis of language and structure

## Year 8 English resources

<b>VLE resources available</b>	Topic overviews for each unit of work. Documents to support homework. Grammar homework
<b>Useful websites to support learning</b>	<a href="http://www.channel4learning.com/support/websites/english.html">http://www.channel4learning.com/support/websites/english.html</a> <a href="http://www.bbc.co.uk/schools/ks3bitesize/english/">http://www.bbc.co.uk/schools/ks3bitesize/english/</a> <a href="http://www.cool-reads.co.uk">www.cool-reads.co.uk</a> <a href="http://www.ccea.org.uk/">http://www.ccea.org.uk/</a>

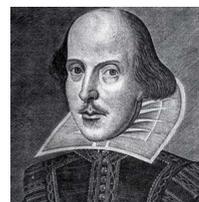
## Homework

Students in Year 8 will be given two pieces of English homework across the two weeks and this will stem from the topic they will be taught at the time.

## Year 8 English course information

Term	Topics covered	Skills developed
1/2	Whole class novel	Inference and deduction. Character interpretations. Writing with technical accuracy of syntax and punctuation. Analysis of how the author uses language to create meaning. Writing a creative selection and adaptation of a wide range of forms and conventions Analysis of context
3	Poetry	Learning about different poets Understanding of poetic form, e.g. haiku, tanka, clerihew. Writing essay using point, evidence, explain Inference and deduction Discussion of contexts Understanding of text structure and language
4	Non-Fiction	Application of features of persuade Identification and analysis of texts Structuring talk for specific purposes Writing forms/conventions Genres/Purpose/Audience
5/6	Modern Drama	Drama Accurate decoding of a text Create and sustain a role Understand the difference between 1 <sup>st</sup> person and 3 <sup>rd</sup> person Write imaginatively to extend the set text Analysis of scene/character/theme

# Achievement Support: Fresh Start English



## General information

<b>Lead teacher name and email contact</b>	Mrs Claire Scane <a href="mailto:Claire.Scane@thomasdeaconacademy.com">Claire.Scane@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	10
<b>Homeworks per fortnight</b>	2
<b>Enrichment</b>	Support with lessons via 3 to 4 Club every day in the MMRC

## Coursework and Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To improve reading</li> <li>To learn spellings</li> <li>To answer comprehension questions</li> <li>To learn and understand points of grammar</li> <li>To improve handwriting and presentation of work</li> <li>To write in various genre</li> <li>To proofread and edit work</li> <li>To use the MRC effectively</li> </ul>	<ul style="list-style-type: none"> <li>Spelling tests</li> <li>Presentation of work</li> <li>Improved writing style</li> <li>Reading tests</li> <li>Quality of work</li> <li>Teacher comment</li> <li>Questionnaire results</li> <li>Peer assessment during lessons</li> <li>Self assessment during lessons</li> <li>Completion of 'year 7 library skills' in conjunction with MRC staff</li> </ul>

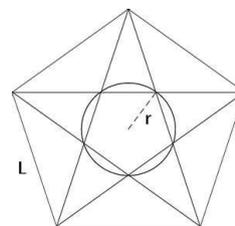
## Year 7 Resources

<b>Text book(s) regularly used</b>	Fresh Start scheme of work ('Read Write Inc') Ruth Miskin
<b>VLE resources available</b>	All lesson plans on VLE All homework on class site
<b>Other recommended resources to support learning</b>	Personal reading material: <a href="http://www.oxfordschoolimprovement.co.uk/resources/view/rwi-get-writing">http://www.oxfordschoolimprovement.co.uk/resources/view/rwi-get-writing</a> Support with reading and writing skills: <a href="http://www.bbc.co.uk/skillswise">http://www.bbc.co.uk/skillswise</a>

## Year 8 Resources

<b>Text book(s) regularly used</b>	Fresh Start scheme of work ('Read Write Inc') Ruth Miskin
<b>VLE resources available</b>	All lesson plans on VLE All homework on class site
<b>Other recommended resources to support learning</b>	Personal reading material: <a href="http://www.oxfordschoolimprovement.co.uk/resources/view/rwi-get-writing">http://www.oxfordschoolimprovement.co.uk/resources/view/rwi-get-writing</a> Support with reading and writing skills: <a href="http://www.bbc.co.uk/skillswise">http://www.bbc.co.uk/skillswise</a>

# Maths



## General information

<b>Lead teacher name and email contact</b>	Mr Tom Edwards <a href="mailto:tom.edwards@thomasdeaconacademy.com">tom.edwards@thomasdeaconacademy.com</a>	
<b>Number of lessons per fortnight</b>	<b>Year 7:</b> 7	<b>Year 8:</b> 6
<b>Homeworks per fortnight</b>	2	
<b>Enrichment</b>	Jaguar Cars – Maths in Motion Schools Challenge LEGO League STEM Enrichment	
<b>Trips</b>	Bletchley Park National Space Centre	
<b>STEM Scholarship Programme</b>	A select group of Yr 7 students will follow an enhanced curriculum throughout their time at TDA – intended to inspire and equip them for a rewarding STEM based career	
<b>Progression to Key Stage 4</b>	AQA GCSE Linear Maths / GCSE Statistics / Level 3 Algebra	

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To review videos &amp; attempt accompanying worksheets</li> <li>To prepare an oral presentation on topic researched in Maths</li> <li>To research &amp; complete cross curricular tasks related to STEM projects</li> <li>To extend understanding of mathematical vocabulary – crosswords / anagrams etc</li> <li>To undertake mathematical puzzles such as Sudoku to develop logical thinking &amp; strategy-based approaches to problem solving</li> <li>To investigate subject-specific vocabulary</li> <li>To research the history of maths &amp; famous mathematicians</li> <li>To complete/create word games: crosswords, word searches etc.</li> <li>To complete class work ready for assessment</li> <li>Use of numeracy workout programs &amp; online self marking resources</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> <li>Subject knowledge</li> <li>Quality of notes</li> <li>Teacher comment</li> <li>Self-assessment</li> <li>Peer assessment</li> <li>ICT self marking resources</li> </ul>

## Year 7 Maths resources

<b>Interactive Text book(s) used</b>	Collins Maths Frameworking for years 7 <ul style="list-style-type: none"> <li>○ Extension Tier – Pupil Book 1.3</li> <li>○ Core Tier – Pupil Book 1.2</li> <li>○ Support Tier – Pupil Book 1.1</li> </ul>
<b>VLE resources available</b>	Mathswatch vle Numeracy Resources & worksheets accessible via Student Maths Page & class sites
<b>Other recommended resources to support learning</b>	KS3 Maths Year 7 Workbook ISBN : 9780007562664
<b>Useful websites to support learning</b>	<a href="https://www.mathswatchvle.com/">https://www.mathswatchvle.com/</a> <a href="http://www.hegartymaths.com/ks3/all/ks3">http://www.hegartymaths.com/ks3/all/ks3</a> <a href="http://www.supermathsworld.com/">http://www.supermathsworld.com/</a> <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a> <a href="http://nrich.maths.org/stemrich">http://nrich.maths.org/stemrich</a> <a href="http://www.amathsdictionaryforkids.com/dictionary.html">http://www.amathsdictionaryforkids.com/dictionary.html</a> <a href="http://www.mathsisfun.com/definitions/index.html">http://www.mathsisfun.com/definitions/index.html</a> <a href="http://www.mathgoodies.com/students.html">http://www.mathgoodies.com/students.html</a> <a href="http://www.mathsisfun.com/">http://www.mathsisfun.com/</a> <a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a> <a href="http://nrich.maths.org/public/search.php?search=All%20Games">http://nrich.maths.org/public/search.php?search=All%20Games</a> <a href="http://www.woodlands-junior.kent.sch.uk/maths/">http://www.woodlands-junior.kent.sch.uk/maths/</a> <a href="http://www.mathszone.co.uk/">http://www.mathszone.co.uk/</a> <a href="http://www.mathplayground.com/wordproblems.html">http://www.mathplayground.com/wordproblems.html</a> <a href="http://www.mad4maths.com/">http://www.mad4maths.com/</a> <a href="http://uk.ixl.com/math/year-7">http://uk.ixl.com/math/year-7</a> <a href="http://www.transum.org/software/sw/starter_of_the_day/index.htm">http://www.transum.org/software/sw/starter_of_the_day/index.htm</a> <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a>

## Year 7 Maths course information

Term	Topics covered	Skills developed
1	Using Number	Number
1	Sequences	Algebra
1	Perimeter & Area	Shape
2	Decimal Numbers	Number & Financial awareness
2	Working with Numbers	Number including problem solving
2	Statistics	Processing & presenting data
3	Algebra	Expressions & Formulae
3	Fractions	Number
3	Angles	Geometrical Reasoning
4	Coordinates & Graphs	Algebra
4	Percentages	Number
4	Probability	Data Handling
5	Symmetry	Shape
5	Equations	Algebra
5	Interpreting Data	Data Handling
6	3D Shapes	Shape & Space
6	Ratio	Number
6	STEM - Space	STEM

## Year 8 Maths resources

<b>Interactive Text book(s) used</b>	Collins Maths Frameworking for years 8 <ul style="list-style-type: none"> <li>○ Extension Tier – Pupil Book 2.3</li> <li>○ Core Tier – Pupil Book 2.2</li> <li>○ Support Tier – Pupil Book 2.1</li> </ul>
<b>VLE resources available</b>	Mathswatch vle Numeracy Resources & worksheets accessible via Student Maths Page & class sites
<b>Other recommended resources to support learning</b>	KS3 Maths Year 8 Workbook ISBN : 9780007562671
<b>Useful websites to support learning</b>	<a href="https://www.mathswatchvle.com/">https://www.mathswatchvle.com/</a> <a href="http://www.hegartymaths.com/ks3/all/ks3">http://www.hegartymaths.com/ks3/all/ks3</a> <a href="http://www.supermathsworld.com/">http://www.supermathsworld.com/</a> <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a> <a href="http://nrich.maths.org/stemrich">http://nrich.maths.org/stemrich</a> <a href="http://www.amathsdictionaryforkids.com/dictionary.html">http://www.amathsdictionaryforkids.com/dictionary.html</a> <a href="http://www.mathsisfun.com/definitions/index.html">http://www.mathsisfun.com/definitions/index.html</a> <a href="http://www.mathgoodies.com/students.html">http://www.mathgoodies.com/students.html</a> <a href="http://www.mathsisfun.com/">http://www.mathsisfun.com/</a> <a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a> <a href="http://nrich.maths.org/public/search.php?search=All%20Games">http://nrich.maths.org/public/search.php?search=All%20Games</a> <a href="http://www.woodlands-junior.kent.sch.uk/maths/">http://www.woodlands-junior.kent.sch.uk/maths/</a> <a href="http://www.mathszone.co.uk/">http://www.mathszone.co.uk/</a> <a href="http://www.mathplayground.com/wordproblems.html">http://www.mathplayground.com/wordproblems.html</a> <a href="http://www.mad4maths.com/">http://www.mad4maths.com/</a> <a href="http://uk.ixl.com/math/year-8">http://uk.ixl.com/math/year-8</a> <a href="http://www.transum.org/software/sw/starter_of_the_day/index.htm">http://www.transum.org/software/sw/starter_of_the_day/index.htm</a> <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a>

## Year 8 Maths course information

Term	Topics covered	Skills developed
1	Working with number	Number
1	Geometry	Shape
1	Probability	Data Handling
2	Percentages	Number
2	Congruent Shape	Shape
2	Surface Area & Volume of Prisms	Shape
3	Graphs	Algebra
3	Number	Number
3	Interpreting Data	Data Handling
4	Algebra	Algebra & Problem solving
4	Shape and Ratio	Shape
5	Fractions & Decimals	Number
5	Proportion	Algebra
5	Circles	Shape
6	Equations & Formulae	Algebra
6	Comparing Data	Data Handling
6	STEM Futures	STEM

# Science



## General information

<b>Lead teacher name and email contact</b>	Jayne Turner <a href="mailto:jayne.turner@thomasdeaconacademy.com">jayne.turner@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	6
<b>Homeworks per fortnight</b>	2
<b>Enrichment</b>	Science Club; 'Space' project (Y7) leading to CREST bronze award; 'Futures' project (Y8) leading to CREST silver award.
<b>Trips</b>	National Science Space Centre
<b>Progression to Key Stage 4</b>	The KS3 science course at TDA prepares students for: Biology, Chemistry and Physics GCSE; Science GCSE; Additional Science GCSE.

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To learn the spellings and/or meaning of topic key words.</li> <li>To complete a worksheet to consolidate lesson outcomes. To complete extension worksheet</li> <li>To prepare an oral presentation to the class</li> <li>To prepare a slideshow based presentation to the class</li> <li>To watch a scientific TV program</li> <li>To research subject-specific vocabulary</li> <li>To prepare for end-of-unit assessments</li> <li>To complete/create word games: crosswords, word searches etc.</li> <li>To complete class work ready for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> <li>Subject knowledge</li> <li>Quality of notes</li> <li>Teacher comment</li> <li>In-lesson self assessment</li> <li>In-lesson peer assessment</li> </ul> <p>Overall progress is checked at the end of each topic by an online assessment (NC level and sub-level)</p>

## Year 7 Science resources

<b>Text book(s) regularly used</b>	Exploring Science 7 (How Science Works edition) – Longman <b>ISBN 9781405892469</b>
<b>VLE resources available</b>	Online textbook (as above). Homework packs
<b>Other recommended resources to support learning</b>	KS3 Science revision guides from C.G.P. level 3-6 edition. Available from the school shop at educational discount price £3
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/schools/ks3bitesize/science/">http://www.bbc.co.uk/schools/ks3bitesize/science/</a> <a href="http://e2bn.skool.co.uk/keystage3.aspx?id=80">http://e2bn.skool.co.uk/keystage3.aspx?id=80</a>

### Year 7 course information

Units	Topics covered	Skills developed
Biology 1	Cells, tissues and organs	<p>In addition to building on students' KS2 scientific knowledge in preparation for their KS4 Level 2 qualification course, the KS3 science course is designed to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Thinking scientifically</li> <li>• Communicating and collaborating</li> <li>• Investigative approaches</li> <li>• Working critically with evidence</li> </ul> <p>All students will also get an opportunity to attempt a Science, Maths and/or Technology project that may lead to a Bronze CREST Award - a nationally recognised qualification from the British Association for the advancement of science.</p>
Biology 2	Reproduction	
Biology 3	Food and digestion	
Chemistry 1	Acids	
Chemistry 2	Reactions	
Chemistry 3	Particles	
Physics 1	Energy	
Physics 2	Electricity	
Physics 3	Space	

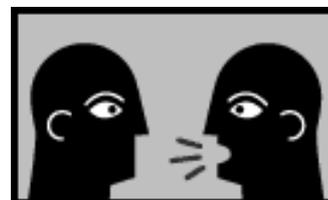
### Year 8 resources

Text book(s) regularly used	Exploring Science 8 (How Science Works edition) – Longman <b>ISBN 9781405895439</b>
VLE resources available	Online textbook (as above). Homework packs
Other recommended resources to support learning	KS3 Science revision guides from C.G.P. level 3-6 or level 5-7 edition. Available from the school shop at educational discount price of £3
Useful websites to support learning	<a href="http://www.bbc.co.uk/schools/ks3bitesize/science/">http://www.bbc.co.uk/schools/ks3bitesize/science/</a> <a href="http://e2bn.skool.co.uk/keystage3.aspx?id=80">http://e2bn.skool.co.uk/keystage3.aspx?id=80</a>

### Year 8 course information

Units	Topics covered	Skills developed
Biology 4	Microbes & disease	<p>In addition to further developing the skills listed for the year 7 course, Y8 pupils participate in an extended cross-college project. Science, Technology and Maths colleges come together to deliver the Nuffield STEM (Science, Technology, engineering and Maths) project entitled "Sustainable Futures". This leads to a Silver CREST Award - a nationally recognised qualification from the British Association for the advancement of science.</p>
Biology 5	Environment & ecology	
Biology 6	Respiration	
Chemistry 4	Solutions	
Chemistry 5	Atoms & elements	
Chemistry 6	Patterns of reactivity	
Physics 4	Forces	
Physics 5	Heat	
Physics 6	Light & sound	

## Modern Foreign Languages (French/Spanish/German)



### General information

<b>Lead teacher name and email contact</b>	Mrs Alison Ball <a href="mailto:alison.ball@thomasdeaconacademy.com">alison.ball@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	Year 7: Extension and Core pathways: 5 (4 x French or Spanish 1 x Languages Passport) Progression pathway: 3 x French or Spanish Year 8: *Extension and Core pathways: 5 (4 x French or Spanish 1 x Languages Passport) Progression pathway: 3 x French or Spanish or German
<b>Homeworks per fortnight</b>	1 from Term 3 onwards for Year 7
<b>Enrichment</b>	Trip, competitions
<b>Trips</b>	Year 7: Christmas market trip (Dec)
<b>Progression to Key Stage 4</b>	GCSE French, Spanish, German or Urdu

\*Top set Year 8 Extension pathway students are dual linguists and study EITHER French and German OR Spanish and German

### Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To memorise key vocabulary studied in class</li> <li>To complete grammar/structures reinforcement worksheets</li> <li>To produce short pieces of written work, applying work done in class</li> <li>To prepare short spoken presentations</li> <li>To create an informative poster or ppt</li> <li>To carry out research on cultural topics relating to countries where the language is spoken</li> <li>To use a language learning website</li> <li>To create a computer game/quiz for peers</li> <li>To prepare and revise spoken and written answers for an end of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary tests</li> <li>Oral or written formative feedback comments from teacher</li> <li>Peer assessment of presentations/posters/ games</li> <li>Evidence of knowledge of TL culture</li> <li>Marks/NC levels awarded for end of unit skill assessments (recorded on VLE)</li> </ul>

### Year 7 Resources

<b>Text book(s) regularly used:</b> French	expo 1 ISBN : 978 0 435334 73 9
<b>Text book(s) regularly used:</b> Spanish	Mira 1 ISBN: 978 0 435387 65 5
<b>VLE resources available</b>	Lesson resources e.g. ppts posted on class site (as appropriate) Documents to support homework (attached to homework diary)
<b>Other recommended</b>	Internet access at home

<b>resources to support learning</b>	Own bi-lingual dictionary for home use (Oxford Learner's)
<b>Useful websites to support learning</b>	For French and Spanish: <a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.mylo.dcsf.gov.uk">www.mylo.dcsf.gov.uk</a> <a href="http://www.atantot-extra.co.uk">www.atantot-extra.co.uk</a>

### Year 7 Course information

Term*	Topics covered)	Skills developed
<b>1</b>	<b>Greetings, personal details, classroom language (Fr and Sp)</b>	Correct pronunciation and intonation Initiate and develop conversations Ask and answer questions Apply rules of grammar Memorisation Make the link between spoken and written language (phonemes/graphemes)
<b>1-3</b>	<b>Family and pets (Fr)/School (Sp)</b>	Apply rules of grammar (forming negatives) Listen for gist and detail Apply rules of grammar (present tense conjugations) Transcription and translation
<b>3 - 4</b>	<b>House and home (Fr)/Family (Sp)</b>	Adapt previously learned language to a new context Use a bi-lingual dictionary Develop independence as a learner Transcription and translation
<b>5 - 6</b>	<b>School (Fr)/ Home (Sp)</b>	Vary language to suit audience Apply rules of grammar (gender, adjective agreement) Compare home and TL culture Transcription and translation
<b>1 - 6</b>	<b>Languages Passport</b>	Building texts from sounds to words and from clauses to sentences Understanding the building blocks of language, including nouns, adjectives, verbs and prepositions, spelling and punctuation

**Note:** \*Four topic units span the six terms.

### Year 8 Resources

<b>Text book(s) regularly used: French</b>	expo 2 ISBN (expo 2)(rouge): 978 0 435385 12 5 (expo 2)(vert): 978 0 435385 57 6
<b>Text book(s) regularly used: Spanish</b>	Mira 2 ISBN: 978 0 435391 94 2
<b>Text book(s) regularly used: German</b>	Echo Express 1 ISBN: 978 0 435388 97 3

<b>VLE resources available</b>	Lesson resources e.g. ppts posted on class site (as appropriate) Documents to support homework (attached to homework diary)
<b>Other recommended resources to support learning</b>	Internet access at home Own bi-lingual dictionary for home use (Oxford Learner's)
<b>Useful websites to support learning</b>	For French, Spanish and German: <a href="http://www.linguascope.com">www.linguascope.com</a>  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  <a href="http://www.mylo.dcsf.gov.uk">www.mylo.dcsf.gov.uk</a> <a href="http://www.atantot-extra.co.uk">www.atantot-extra.co.uk</a>

### Year 8 course information

<b>Term*</b>	<b>Topics covered</b>	<b>Skills developed/launched</b>
<b>1</b>	<b>Food and drink (Fr)</b> <b>Town (Sp)</b> <b>Personal details (Gm)</b>	Compare own and target language culture Strategies for the unpredictable Work with authentic materials in target language Apply rules of grammar Transcription and translation
<b>1-3</b>	<b>School (Fr)</b> <b>Other people (Sp)</b> <b>My family (Gm)</b>	Use language for a real purpose Apply rules of grammar (talking about others) Adapt previously learned language to a different context Express personal feelings and opinions Compare own and target language culture Transcription and translation
<b>3 - 4</b>	<b>Free time (Fr)</b> <b>Going out (Sp)</b> <b>My home (Gm)</b>	Strategies for the unpredictable Work with authentic materials in target language Apply rules of grammar (gender, adjective agreement) Adapt previously learned language to a different context Express personal opinions Compare own and target language culture Transcription and translation
<b>5 - 6</b>	<b>Going out (Fr)</b> <b>Holidays (Sp)</b> <b>School (Gm)</b>	Work with authentic materials in target language Compare own and target language culture Express personal feelings and opinions Apply rules of grammar (tenses) Adapt previously learned language to a different context Using the target language creatively and imaginatively Listening, reading and viewing for personal interest and enjoyment Transcription and translation
<b>1 - 6</b>	<b>Languages Passport</b>	Understanding how to build paragraphs and extended texts, using correctly punctuated and structured sentences

**Note:** \*Four topic units span the six terms.

# History



## General information

<b>Lead teacher name and email contact</b>	Dr Paul Wiggin <a href="mailto:Paul.wiggin@thomasdeaconacademy.com">Paul.wiggin@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	3
<b>Homeworks per fortnight</b>	1 from Term 3 onwards for Year 7
<b>Enrichment</b>	
<b>Trips</b>	
<b>Progression to Key Stage 4</b>	A significant number of students progress to GCSE history, one of the subjects within the new E-Bacc.

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>• To research independently</li> <li>• To complete end of module assignments</li> <li>• To undertake extended individual or group projects.</li> <li>• To extend learning outside the classroom.</li> <li>• To create biographies of key individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Improved essay style</li> <li>• Subject knowledge</li> <li>• Quality of analysis</li> <li>• Teacher comment</li> <li>• Depth of information in leaflet/booklet</li> </ul>

## Year 7 resources

<b>Text book(s) regularly used</b>	'Medieval Minds' (Longman) ISBN 978-0582294981
<b>VLE resources available</b>	Resources from lessons on class site Homework diary on VLE
<b>Other recommended resources to support learning</b>	Television, especially the Yesterday channel and the History Channel. Personal visits to museums and sites of historical interest.
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/history/">http://www.bbc.co.uk/history/</a> <a href="http://www.schoolhistory.co.uk/">http://www.schoolhistory.co.uk/</a> <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a> <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a>

## Year 7 History course information

Term	Topics covered	Skills developed
1	Powerful people	Overview of history skills Significance
2	1066 and the Norman invasion	Causation
3	Protesting peasants	Historical Enquiry Causation
4	Priest and Prince: medieval conflict between church and king.	Change and continuity
5	Popes and Protestants: The Reformation	Change and continuity
6	How did the power of Parliament develop?	Significance

## Year 8 resources

<b>Text book(s) regularly used</b>	'Minds and Machines' (Longman) ISBN 978-0582295001 'Modern Minds' (Longman) ISBN 978-0582295179
<b>VLE resources available</b>	Resources from lessons on class site Homework diary on VLE
<b>Other recommended resources to support learning</b>	Television, especially the Yesterday channel and the History Channel. Personal visits to museums and sites of historical interest.
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/history/">http://www.bbc.co.uk/history/</a> <a href="http://www.schoolhistory.co.uk/">http://www.schoolhistory.co.uk/</a> <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a> <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a>

## Year 8 course information

Term	Topics covered	Skills developed
1	Slavery and Civil Rights	Causation
2	Britain between 1750 and 1900 Empire	Change and continuity Diversity and Interpretations
3	Democracy	Significance
4	Was empire the main cause of the First World War? Did Hitler cause the Second World War?	Causation Causation
5	How bad was life on the Home Front?	Diversity
6	The world since 1945	Significance



# Geography

## General information

<b>Lead teacher name and email contact</b>	Catherine Lumley <a href="mailto:Catherine.Lumley@thomasdeaconacademy.com">Catherine.Lumley@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	3
<b>Homework per fortnight</b>	1 from Term 3 of Year 7
<b>Enrichment</b>	N/A
<b>Trips</b>	Day trip related to a topic covered over the year approx £15-20
<b>Progression to Key Stage 4</b>	Skills prepare students to continue to KS4 – GCSE Geography

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To read independently</li> <li>To prepare an oral presentation to the class</li> <li>To produce a piece of informative writing to answer a key question</li> <li>To undertake research</li> <li>To investigate subject-specific vocabulary</li> <li>To prepare information/ideas on a topic ready for the lesson</li> <li>To complete class work ready for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Written Reports</li> <li>Investigation Write Ups</li> <li>Decision Making Exercises</li> <li>Presentations</li> <li>Poster/Display Work</li> <li>Discussions with teacher</li> <li>Questioning and Answers</li> </ul>

## Year 7 Resources

<b>Text book(s) regularly used</b>	Geog.123 OUP Atlas Collins
<b>VLE resources available</b>	Extended learning task located on the Humanities extended learning site. Assessment grids available on the class site.
<b>Other recommended resources to support learning</b>	Use of MRC
<b>Useful websites to support learning</b>	<a href="http://www.oup.com/uk/geog.world/main/mainone/">http://www.oup.com/uk/geog.world/main/mainone/</a> <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a>

## Year 7 Geography course information

Topics covered	Skills developed
What is Geography? What skills do I need as a geographer?	Knowledge, fieldwork techniques, decision making, OS maps skills, literacy, numeracy
India: a country of contrasts	Knowledge, literacy, decision making, empathising, team work
Why is Mrs Scott upset about losing her home?(Coastal Management)	Knowledge, decision making, group work, literacy, diagram
Coral Reefs: A Finding Nemo adventure	Knowledge, literacy skills, map skills, decision making skills, team work skills
Why is Comfort walking to fetch water? (Fairtrade)	Knowledge, research skills, literacy skills, numeracy,
Rivers	Knowledge, decision making, group work, literacy skills, diagram skills, map skills.

## Year 8 Resources

<b>Text book(s) regularly used</b>	Geog.123 OUP Atlas Collins
<b>VLE resources available</b>	Extended learning task located on the Humanities extended learning site. Assessment grids available on the class site.
<b>Other recommended resources to support learning</b>	Use of MRC
<b>Useful websites to support learning</b>	<a href="http://www.oup.com/uk/geog.world/main/mainone/">http://www.oup.com/uk/geog.world/main/mainone/</a> <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a>

## Year 8 course information

Topics covered	Skills developed
Amazing places to see before you die!	Knowledge, literacy, atlas skills, extended writing, team work
Globalisation	Knowledge, literacy, numeracy, extended writing, diagram drawing and annotating, fieldwork.
Disasters!	Knowledge, literacy, numeracy, extended writing, diagram drawing and annotating, team work
How can we help Billy from Tuvalu?	Knowledge, decision making, resource interpretation of images, literacy, map skills.
Geography of Conflict	Knowledge, decision making, resource interpretation, interpretation of images, literacy skills, map skills.
Is the weather around the academy the same?	Knowledge, fieldwork, graph drawing skills, numeracy, geographical investigation skills

# Religious Studies



## General information

<b>Lead teacher name and email contact</b>	Jaime Rate <a href="mailto:jaime.rate@thomasdeaconacademy.com">jaime.rate@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	2
<b>Homeworks per fortnight</b>	1 from Term 3 of year 7
<b>Enrichment</b>	No
<b>Trips</b>	Yes to local Peterborough places of worship.
<b>Progression to Key Stage 4</b>	Yes: RE as a core subject for Key Stage 4
<b>Homework drop in</b>	Tuesday 2:45-3:45 in HN1

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To read independently</li> <li>To prepare an oral presentation to the class</li> <li>To produce a piece of creative writing/informative writing etc.</li> <li>To undertake research on social context/writers</li> <li>To investigate subject-specific vocabulary</li> <li>To prepare information/ideas on a text, ready for the lesson</li> <li>To complete/create word games: crosswords, word searches etc</li> <li>To complete class work ready for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> <li>Improved essay style</li> <li>Coursework</li> <li>Subject knowledge</li> <li>Quality of notes</li> <li>Teacher comment</li> <li>Questionnaire results</li> <li>Teacher comment on analysis</li> </ul>

## Year 7 Religious Studies resources

<b>Text book(s) regularly used</b>	The Christian Experience: <b>ISBN-10:</b> 0340747684 The Sikh Experience: <b>ISBN-10:</b> 0340747722 The Muslim Experience: <b>ISBN-10:</b> 0340747706 The Jewish Experience: <b>ISBN-10:</b> 0340747730 The Hindu Experience: <b>ISBN-10:</b> 0340747692
<b>VLE resources available</b>	Lesson resources and homework available on the VLE class sites.
<b>Other recommended resources to support learning</b>	N/A

Useful websites to support learning	<a href="http://www.bbc.co.uk/religion/">http://www.bbc.co.uk/religion/</a> <a href="http://www.christiananswers.net/">http://www.christiananswers.net/</a> <a href="http://www.islamicity.com">http://www.islamicity.com</a> <a href="http://www.buddhanet.net/">http://www.buddhanet.net/</a>
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## Year 7 Course information

	Topics covered	Skills developed
1	<b>Introduction to Religious Studies.</b>	Students will explore a range of topics introducing them into the subject including looking at the basics of the six major world religions and reasons why studying R.E. is important.
2	<b>Why are some spaces sacred?</b>	An exploration into the different places of worship for the different major world religions. An emphasis on form and function and what makes something sacred. Designed to get students to think about the different religious places of worship, what makes them significant and roll these ideas into their own tasks.
3	<b>Should we look after the world?</b>	This unit explores beliefs about different environmental issues through the eyes of a number of different religious perspectives. It will also look at a case study to encourage pupils to be aware of the world around them.
4	<b>Should animals have rights?</b>	What differentiates humans from animals? Why should humans be seen as more valuable than animals? Is it O.K. to test on animals providing it helps humans? Discussion on a variety of ethical view points on the way animals are treated. Religious views and teachings applied throughout.
5	<b>Through the keyhole: Christianity, Islam, Buddhism.</b>	Between each module there is a two lesson 'through the keyhole' topic which will focus in on one of the six major world religions. This will give the students the opportunity to look more at the basic foundations of a religion and help them apply this knowledge as they more through each topic.

## Year 8 Religious Studies resources

<b>Text book(s) regularly used</b>	The Christian Experience: <b>ISBN-10:</b> 0340747684 The Sikh Experience: <b>ISBN-10:</b> 0340747722 The Muslim Experience: <b>ISBN-10:</b> 0340747706 The Jewish Experience: <b>ISBN-10:</b> 0340747730 The Hindu Experience: <b>ISBN-10:</b> 0340747692
<b>VLE resources available</b>	All lesson resources and homework on the VLE class site.
<b>Other recommended resources to support learning</b>	N/A
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/religion/">http://www.bbc.co.uk/religion/</a> <a href="http://www.christiananswers.net/">http://www.christiananswers.net/</a> <a href="http://www.islamicity.com">http://www.islamicity.com</a> <a href="http://www.buddhanet.net/">http://www.buddhanet.net/</a> <a href="http://www.humanism.org.uk/home">http://www.humanism.org.uk/home</a>

## Year 8 course information

	<b>Topics covered</b>	<b>Skills developed</b>
<b>1</b>	<b>If life is a journey, what happens along the way?</b>	Everyone has special celebrations throughout their lives and in the current multicultural society we live in it is important for pupils to engage with the changes individuals may go through and identify similarities and differences between religious rites of passage and personal ones.
<b>2</b>	<b>What is the problem of evil?</b>	Students will explore the age old issue of the problem of evil. Exploring reasons why people see a problem and the different scholarly responses. Developing pupils' critical thinking skills and ability to reflect upon different arguments.
<b>3</b>	<b>Christianity</b>	As one of the key religions that we focus on for GCSE, this unit links up all of the knowledge of the past two years and links it to the foundations of the belief, whilst exploring why and how Christians live their day to day lives. This will assist students in the application of different topics to Christianity in GCSE.

4	<b>Sikhism</b>	As one of the key religions that we focus on in GCSE, this unit links up all of the knowledge of the past two years and links it to the foundations of the belief, whilst exploring why and how Muslim's live their day to day lives. This will assist pupils in the application of different topics to Islam in GCSE.
5	<b>Through the keyhole; Judaism, Hinduism, Sikhism.</b>	Between each module there is a two lesson 'through the keyhole' topic which will focus in on one of the six major world religions. This will give the students the opportunity to look more at the basic foundations of a religion and help them apply this knowledge as they more through each topic.

# Physical Education



## General information

<b>Lead teacher name and email contact</b>	Rebecca Love <a href="mailto:rebecca.love@thomasdeaconacademy.com">rebecca.love@thomasdeaconacademy.com</a>																								
<b>Number of lessons per fortnight</b>	4 (2 doubles)																								
<b>Homeworks per fortnight</b>	Currently not part of the homework timetable however homework is set occasionally over a unit.																								
<b>Enrichment</b>	<table border="0"> <tr> <td><u>Terms 1 &amp; 2</u></td> <td><u>Terms 3 &amp; 4</u></td> <td><u>Terms 5 &amp; 6</u></td> </tr> <tr> <td>Girls Hockey</td> <td>Girls Netball</td> <td>Girls Rounders</td> </tr> <tr> <td>Boys Rugby</td> <td>Boys Hockey</td> <td>Boys Cricket</td> </tr> <tr> <td></td> <td></td> <td>Boys/Girls Athletics</td> </tr> </table> <p><u>Other Enrichment offered throughout the year:</u></p> <table border="0"> <tr> <td>Badminton</td> <td>Fitness</td> <td>Trampolining</td> </tr> <tr> <td>Gymnastics</td> <td>Climbing</td> <td>Tennis</td> </tr> <tr> <td>Table Tennis</td> <td>Basketball</td> <td>Football</td> </tr> <tr> <td>Swimming</td> <td></td> <td></td> </tr> </table>	<u>Terms 1 &amp; 2</u>	<u>Terms 3 &amp; 4</u>	<u>Terms 5 &amp; 6</u>	Girls Hockey	Girls Netball	Girls Rounders	Boys Rugby	Boys Hockey	Boys Cricket			Boys/Girls Athletics	Badminton	Fitness	Trampolining	Gymnastics	Climbing	Tennis	Table Tennis	Basketball	Football	Swimming		
<u>Terms 1 &amp; 2</u>	<u>Terms 3 &amp; 4</u>	<u>Terms 5 &amp; 6</u>																							
Girls Hockey	Girls Netball	Girls Rounders																							
Boys Rugby	Boys Hockey	Boys Cricket																							
		Boys/Girls Athletics																							
Badminton	Fitness	Trampolining																							
Gymnastics	Climbing	Tennis																							
Table Tennis	Basketball	Football																							
Swimming																									
<b>Trips</b>	<p><u>Flagship sports trips to matches</u></p> <ul style="list-style-type: none"> <li>- Leicester Tigers - Rugby</li> <li>- International Netball</li> <li>- International Hockey</li> </ul> <p><u>Sports Tours</u></p> <ul style="list-style-type: none"> <li>- Netball Tour Kent</li> <li>- Netball Tour Malta</li> </ul>																								
<b>Progression to Key Stage 4</b>	<p><u>To progress onto GCSE/BTEC PE</u></p> <ul style="list-style-type: none"> <li>- Show a commitment to school sport</li> <li>- Be a member of a school team and attend school fixtures</li> <li>- Attend a minimum of 2 enrichments a week</li> </ul>																								

## Homework expectations

<b>Typical tasks</b>	<b>Means of assessment</b>
<ul style="list-style-type: none"> <li>• To plan a warm-up to lead to a small group of peers</li> <li>• Create a food diary</li> <li>• Research the rules/positions of a sport</li> <li>• Design a poster demonstrating how to lead a healthy lifestyle</li> <li>• To attend an enrichment session</li> <li>• Design a gymnastics/trampoline routine</li> </ul>	<p>All Key Stage 3 Students are assessed against a <b>key process</b> – there are 5 different processes which cover the wide range of roles within sport:</p> <ul style="list-style-type: none"> <li>- Developing skills in physical activity.</li> <li>- Making and applying decisions.</li> <li>- Developing mental and physical capacity.</li> <li>- Evaluating and improving.</li> <li>- Making informed choices about a healthy active lifestyle.</li> </ul> <p>This assessment process is also carried out during lessons. Students will be assessed on a different key process each term.</p>

## Year 7 Physical Education resources

<b>VLE resources available</b>	Team sheets/fixtures lists are available on the student sport VLE.
<b>Other recommended resources to support learning</b>	Pupils will be expected to bring the appropriate safety equipment/kit for the activity they are doing e.g. gum shields & shin pads for hockey, rugby top, boots & gum shields for rugby.
<b>Useful websites to support learning</b>	<a href="http://www.englandnetball.co.uk">www.englandnetball.co.uk</a> – Netball <a href="http://www.rfu.com">www.rfu.com</a> - Rugby <a href="http://www.uka.org.uk">www.uka.org.uk</a> – Athletics <a href="http://www.ecb.co.uk">www.ecb.co.uk</a> – Cricket <a href="http://www.englandhockey.co.uk">www.englandhockey.co.uk</a> – Hockey <a href="http://www.roundersengland.co.uk">www.roundersengland.co.uk</a> – Rounders

## Year 7 course information

Term	Topics covered		Skills developed
<b>Groups will experience 4-6 of the activities over the year.</b>	<b>Boys</b>	<b>Girls</b>	Students will be taught and assessed on their skill in each activity as well as their ability to 'Evaluate and Improve' performances across all activities covered.
	Gymnastics	Gymnastics	
	Athletics	Athletics	
	Rugby	Netball	
	Hockey	Hockey	
	Cricket	Rounders	
	Invasion Games	Racket Sports	
	Basketball	Badminton	
Fitness	Fitness		

## Year 8 resources

<b>VLE resources available</b>	Team sheets/fixtures lists are available on the student sport VLE.
<b>Other recommended resources to support learning</b>	Pupils will be expected to bring the appropriate safety equipment/kit for the activity they are doing e.g. gum shields & shin pads for hockey, rugby top, boots & gum shields for rugby.
<b>Useful websites to support learning</b>	Same websites as listed above for year 7.

## Year 8 course information

Term	Topics covered		Skills developed
<b>Groups will experience 4-6 of the activities over the year</b>	<b>Boys</b>	<b>Girls</b>	Students will be taught and assessed on their skill in each activity as well as their ability to 'Make and Apply Decisions' in all activities covered.
	Hockey	Netball	
	Fitness	Trampolining	
	Football	Fitness	
	Basketball	OAA	
	Cricket	Rounders	
	Racket Sports	Tennis	
	Athletics	Athletics	
	OAA	Racket Sports	
Rugby	Invasion Games		

# KS3 Information Communication Technology (ICT), and Computing



Computing, Information and Communication Technologies

Futureproof your progression.

## General information

<b>Lead Teacher name and email contact</b>	Alice Kupara alice.kupara@thomasdeaconacademy.com
<b>Number of lessons per fortnight</b>	3
<b>Homework per fortnight</b>	1 from Term 3 of Year 7
<b>Progression to Key Stage 4</b>	GCSE ICT Single Cambridge Nationals GCSE Computer Science

## Homework expectations

Typical tasks	Means of assessment
<b>Year 7</b> <ul style="list-style-type: none"> <li>Practicing skills taught in the lesson by following a set task</li> <li>Researching a given topic, record the sources and produce a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessed</li> <li>Peer Assessed</li> </ul>
<b>Year 8</b> <ul style="list-style-type: none"> <li>Conducting further research on the current ICT topic</li> <li>Manipulating data to find an answer to a problem</li> <li>Writing up documentation to support a project (Reviews/evaluations/testplans)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessed</li> <li>Teacher Assessed</li> <li>Peer/Teacher Assessed</li> </ul>

## Year 7 Resources

<b>Text book(s) regularly used</b>	N/A
<b>VLE resources available</b>	All lesson information on class site; overview of Schemes of Work

	on Year 7 dedicated website.
<b>Other recommended resources to support learning</b>	Either access to the school computer system from home or time allocated to stay in school after lessons.
<b>Useful websites to support learning</b>	<a href="http://www.teach-ict.com">www.teach-ict.com</a>

### Year 7 Course information

Term	Topics covered	Skills developed
<b>1</b>	<b>Core Skills</b>	Covers key features of basic software packages to enable basic skills in: <ul style="list-style-type: none"> <li>• Word Processing</li> <li>• Data Handling with spreadsheet and database software</li> <li>• Producing digital graphics</li> <li>• Authoring Digital media content (Flash, Web Pages)</li> <li>• Organising files and folders and standard ways of working</li> <li>• Identifying and describing intended audience and purpose</li> <li>• Researching using the internet, storing, recording and evaluating digital sources of information</li> <li>• Organising digital assets:</li> <li>• Using the Internet and Social Media safely and responsibly considering their digital footprint</li> </ul>
<b>2-3</b>	<b>Creative ICT</b>	Developing further core skills by: <ul style="list-style-type: none"> <li>• Researching and recording information, understand copyright</li> <li>• Creating Graphics and audio planning and production</li> <li>• Web design, HTML</li> </ul>
<b>4</b>	<b>Monitoring and control systems</b>	<ul style="list-style-type: none"> <li>• Monitor and control systems (e.g. traffic lights, level crossing etc.)</li> <li>• Input-process-output of systems</li> <li>• Flowcharts</li> <li>• Assistive technology</li> <li>• Links with Engineering and CAD/CAM</li> </ul>
<b>5-6</b>	<b>Data Module</b>	A project based module that develops the skill needed to gather, store, record and manipulate data and information, using modelling methods to analyse and solve problems e.g. Databases and Spreadsheets.

### Year 8 Resources

<b>Text book(s) regularly used</b>	N/a
<b>VLE resources available</b>	All lesson information is available on class sites. There is a dedicated VLE web site for year 8, with exemplar work and projects outlined

<b>Other recommended resources to support learning</b>	Either access to the school computer system from home or time allocated to stay in school after lessons
<b>Useful websites to support learning</b>	www.teach-ict.com

### Year 8 course information

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1</b>	<b>Computer Programming</b>	An introduction into the creative skills of programming. Students will design and create their own game, whilst developing logic and sequencing skills, using some of the latest programming development environments, this will cover: <ul style="list-style-type: none"> <li>• Programming in Scratch and other development environments</li> <li>• The role/function and basic architecture of the CPU</li> <li>• Planning and creating a game in Scratch, Evaluating and refining the program</li> </ul>
<b>2-3</b>	<b>Computer Science in Use</b>	<ul style="list-style-type: none"> <li>• Using and developing core ICT skills to discuss the use of ICT in industry</li> <li>• Networking</li> <li>• Monitoring and control systems</li> <li>• Assistive technology, robotics, CAD/CAM</li> </ul>
<b>4-6</b>	<b>Final Assessment Project</b>	Using Core ICT skills to: <ul style="list-style-type: none"> <li>• How to apply the core skills to a problem based scenario requiring a range of outcomes – programming, presenting information in particular ways (e.g. websites/multimedia products)</li> <li>• Using the system life cycle methodology to create a solution for a given problem – skills that may be required could include: <ul style="list-style-type: none"> <li>• Solving problems with textual programming languages</li> <li>• Procedures and functions</li> <li>• Testing</li> <li>• Binary arithmetic</li> </ul> </li> <li>• Project to plan and create a program to solve a given problem</li> <li>• Planning, creating, documenting and testing for a project</li> <li>• Project review and refinement</li> </ul>
<b>6</b>	<b>STEM Futures</b>	An extended cross curricular project focusing on issues of the environment and sustainability. The main focus of this and a range of mini STEM projects dotted throughout year 7 and 8 is to enable students to carry skills and knowledge across subjects and develop independent analytical skills.

# Design Technology



## General information

<b>Key stage 3 Co-ordinator Design and Technology name and email contact</b>	Mr Edward Ockleford <a href="mailto:Edward.Ockleford@thomasdeaconacademy.com">Edward.Ockleford@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	3
<b>Homeworks per fortnight</b>	1 from Term 3 of Year 7
<b>Enrichment</b>	Go 4 Set (Year 8); Greenpower; Cooking Club; ESTEAM; First Lego League Club, STEM projects (Yr7) leading to a CREST bronze award and Futures project (Yr8) leading to CREST silver award.
<b>Trips</b>	Reviewed annually but typical trips have included: Isaac Newton lecture The Clothes Show Perkins The Big Bang First Lego League Go4Set trip
<b>Progression to Key Stage 4</b>	GCSE Textiles; GCSE Product Design; GCSE Food Technology; GCSE Engineering. BTEC Hospitality & Catering BTEC Construction

## Homework expectations

Typical tasks	Means of assessment
<b>Year 7</b> <ul style="list-style-type: none"> <li>To find out the meaning of care labels on garments.</li> <li>Complete a mood board for a given subject.</li> <li>Find out the properties of a range of given materials.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessed</li> <li>Contribution to project/ Teacher assessed</li> <li>Participate in a class discussion</li> </ul>
<b>Year 8</b> <ul style="list-style-type: none"> <li>To research sustainability and up-cycling.</li> <li>Complete a data sheet on mechanisms (or similar)</li> <li>Create pop up pages for a book in paper/card</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Peer/Self marking (Teacher led)</li> <li>Contribution to a KS3 project – Teacher assessed</li> </ul>

## Year 7 Design Technology resources

<b>Text book(s) regularly used</b>	N/a
<b>VLE resources available</b>	All lesson information is available on class site: homework diary, homework booklet and submission box, overview of Schemes of Work, useful websites.

<b>Other recommended resources to support learning</b>	Pencil, ruler, rubber, coloured pencils, pens, felt-tip pens, ruler, set squares.
<b>Useful websites to support learning</b>	www.technologystudent.com, BBC Bite size (Design & Technology)

### Year 7 Course information

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1-2</b>	<b>Puzzle in a box and mini torch project</b>	Project planning skills – Lifelong learning; Health and Safety in a workshop. Making skills- Accuracy, hand/eye coordination and manipulation skills, developing a knowledge of a range of materials. Working with a range of cutting tools, introduce the finishing techniques; paint, varnishing, laminates, veneers, assembly of a product. Learn standard workshop machinery –scroll saw, belt sander, pillar drill. A look at basic mechanisms.
<b>3</b>	<b>Graphics</b>	Core sketching skills focusing on the use of geometric shapes to develop more complex forms. Developing pencil control and line weight. Designing logos, use of colour and style.
<b>4-6</b>	<b>Textile Cushions</b>	General Health & Safety, understanding a design specification. Developing initial ideas using research, analysis and the specification. Stitch tacking, pinning, tie dye, machine stitching, decorative techniques (Appliqué, fabric paint, fabric pens). Using a colour wheel. Introduction to developing creative skills. Drawing skills – Basic sketching, rendering, and use of annotation.

### Year 8 Design Technology resources

<b>Text book(s) regularly used</b>	N/a
<b>VLE resources available</b>	All lesson information on class site; overview of Schemes of Work; useful websites.
<b>Other recommended resources to support learning</b>	Pencil, ruler, rubber, coloured pencils, pens, felt-tip pens, ruler, set squares.
<b>Useful websites to support learning</b>	www.technologystudent.com, BBC Bite size (Design & Technology)

## Year 8 Design Technology course information

Term	Topics covered	Skills developed
1-2	<b>Motor madness</b>	Looking at basic electronics and technical drawing. Development of further making skills – Introducing a range of resistant materials, Mechanisms and systems and control. Drawing skills sketching, isometric, orthographic, rendering. Planning and recording production and evaluating working mechanical products.
3	<b>Graphic pop up books</b>	Focus on further sketching and shading skills. Paper engineering to make pages for a pop up book and story boarding classic tales for children.
4-5	<b>Bag for life : Textiles</b>	Introduction to sustainability, re-cycling materials. Building on basic skills; construction techniques/methods. The use of batik, hemming, fabric painting. Continuing with the development of creative skills. Packaging of a product and the environment.
6	<b>STEM Futures</b>	An extended cross curricular project focusing on issues of the environment and sustainability. The main focus of this and a range of mini STEM projects dotted throughout year 7 and 8 is to enable students to carry skills an knowledge across subjects and develop independent analytical skills.

## Art



### General information

<b>Lead teacher name and email contact</b>	Ms Emily Wilson <a href="mailto:emily.wilson@thomasdeaconacademy.com">emily.wilson@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	Yr 7 – 2 / Yr 8 – 1
<b>Homework per fortnight</b>	1 from Term 3 of Year 7
<b>Enrichment</b>	Art Club
<b>Trips</b>	There will be either a trip or an artist visit offered to students at KS3 in each year.
<b>Progression to Key Stage 4</b>	GCSE or BTEC Art

### Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>• Drawing practice</li> <li>• Learning spellings or key words</li> <li>• To find information ready for the lesson</li> <li>• To research and present information neatly and attractively.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher comment and effort grade</li> <li>• Test</li> <li>• Student feedback to class</li> <li>• Class discussion</li> <li>• Peer/self assessment</li> <li>• Combination of the above</li> </ul>

### Year 7 Resources

<b>Text book(s) regularly used</b>	N/A
<b>VLE resources available</b>	Extended learning and additional support if required are added to class sites with links to film clips, PowerPoint presentations and sources of further information. Multimedia Resource Centre at TDA has online resources via their site and a book search.
<b>Other recommended resources to support learning</b>	<b>Essential resources:</b> Students are expected to bring a pencil, rubber and sharpener to every lesson. <b>Other resources:</b> An inexpensive A4 cardboard folder would be useful for protecting art work that needs to be brought into school from home. Coloured pencils would be useful for extended learning at home or time should be allowed after lessons are finished to make use of the art resources at TDA.
<b>Useful websites to support learning</b>	Fun section on art that includes information about art <a href="http://kids.tate.org.uk">http://kids.tate.org.uk</a>

## Year 7 Art course information

The order of lessons may vary due to some resources being rotated amongst groups.

Term	Topics covered	Skills developed
1	'Pattern'	Line drawing Collage Printing Colouring pencils and blending Analysing the work of artists
2	'Pattern'	Colour theory Watercolour painting Evaluation
3	'Castles'	Drawing geometric shapes Using one-point and two-point perspective Applying knowledge of 3-d drawing Creating form using tone Exploring ideas on the theme of castles Identifying parts of a castle
4	'Castles'	Ceramic techniques and processes – slab clay work Health and safety when using clay Evaluation
5	'A Postcard for Peterborough'	Creating space in landscape drawing and painting Observational drawing – Central Park
6	'A Postcard for Peterborough'	Analysing the work of an artist Drawing in the style of an artist with a variety of media including pastels and paint.

## Year 8 Resources

<b>VLE resources available</b>	Extended learning and additional support if required are added to class sites with links to film clips, PowerPoint presentations and sources of further information. Multimedia Resource Centre at TDA has online resources via their site and a book search.
<b>Other recommended resources to support learning</b>	<b>Essential resources:</b> Students are expected to bring a pencil, rubber and sharpener to every lesson. <b>Other resources:</b> An inexpensive A4 cardboard folder would be useful for protecting art work that needs to be brought into school from home. Coloured pencils would be useful for extended learning at home or time should be allowed after lessons are finished to make use of the art resources at TDA.
<b>Useful websites to support learning</b>	<a href="http://www.vangoghmuseum.nl">http://www.vangoghmuseum.nl</a>

## Year 8 Art course information

The order of lessons may vary due to some resources being rotated amongst groups.

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1</b>	<b>'Portraits'</b>	Analysis of the work of portrait painters Drawing the face in proportion Re-visiting colour theory Painting with watercolour or poster paints
<b>2</b>	<b>'Portraits'</b>	Painting Printing
<b>3</b>	<b>'Portraits'</b>	Illustration techniques - manga Analysis of the work of illustrators Making a collagraph print Evaluation
<b>4</b>	<b>'Imaginary Animals'</b>	Building on drawing skills: positive and negative shapes, using a grid, drawing from imagination.
<b>5</b>	<b>'Imaginary Animals'</b>	Using the work of an illustrator, Tony Meeuwissen, to inspire own imaginative work.
<b>6</b>	<b>'Imaginary Animals'</b>	Ceramic techniques and processes - making an imaginary creature from thumb pots.

# Dance



## General information

<b>Lead teacher name and email contact</b>	Mrs Kate Booth <a href="mailto:kate.booth@thomasdeaconacademy.com">kate.booth@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	1
<b>Homework's per fortnight</b>	1 from Term 3 of Year 7
<b>Enrichment</b>	Various different clubs that change every term. See enrichment listings on Parent Portal.
<b>Trips</b>	None
<b>Progression to Key Stage 4</b>	GCSE Dance

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>To undertake research based on a subject specific theme.</li> <li>To investigate subject-specific vocabulary.</li> <li>To rehearse and improve your dance technique.</li> <li>To complete class work ready for assessment.</li> <li>Make improvements to written work using GAPS/SITA feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> <li>Subject knowledge</li> <li>Quality of extended learning</li> <li>Teacher comment</li> <li>Questionnaire results</li> <li>Teacher comment on analysis</li> <li>GAPS</li> <li>SITA</li> </ul>

## Year 7 Resources

<b>VLE resources available</b>	All schemes of work and associated resources and assessment criteria on VLE.
<b>Useful websites to support learning</b>	<a href="http://www.wcsc.org.uk/attachments/uploaded/attachment_winston_churchill_40186_104852.pdf">www.wcsc.org.uk/attachments/uploaded/attachment_winston_churchill_40186_104852.pdf</a>

## Year 7 Dance course information

Term	Topics covered	Skills developed
1	Sports	Choreography to a theme, accuracy, creative thinking. Safety in dance.
2	Terrains	Choreography to a theme, creative thinking, group work, selecting and applying dynamics.
3& 4	Martial Arts	Safety when lifting, accuracy, timing, creative thinking. Students also look at characterisation, speed changes and creating fight choreography.
5	Hip Hop	Locking, popping, characterisations, rhythm, dynamics, formations, breakdance.
6	Props	Dynamics, creative thinking, timing, formation and group work all using a prop to drive the choreography.

## Year 8 Resources

VLE resources available	All schemes of work and associated resources and assessment criteria on VLE.
Useful websites to support learning	<a href="http://www.wcsc.org.uk/attachments/uploaded/attachment_winston_churchill_40186_104852.pdf">http://www.wcsc.org.uk/attachments/uploaded/attachment_winston_churchill_40186_104852.pdf</a>

## Year 8 course information

Term	Topics covered	Skills developed
1 & 2	War	Dynamics, relationships, use of space, characterisation.
3	Hip Hop	Locking, popping, characterisation, rhythm, breaking, waving, puzzling.
4 & 5	Thriller	Dance history, rhythm, locking, popping.
6	Lifts	Body awareness and control. Body alignment. Trust issues, Health & Safety.

# Drama



## General information

<b>Lead teacher names and email contacts</b>	Emily Jeffery and Emma Baker <a href="mailto:Emily.Jeffery@thomasdeaconacademy.com">Emily.Jeffery@thomasdeaconacademy.com</a> <a href="mailto:Emma.Baker@thomasdeaconacademy.com">Emma.Baker@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	1 Yy 7 and 1 or 2 Yr8
<b>Homeworks</b>	1 Project based h/w a term From Term 3 of Year 7
<b>Enrichment</b>	KS3 Drama Club
<b>Progression to Key Stage 4</b>	GCSE Drama

## Homework expectations

<b>Typical tasks</b>	<b>Means of assessment</b>
To complete related worksheets linked to the practical work covered in class. In line with Unit 1 and 2 at GCSE. Rehearse in preparation for assessment.	All homework is related to the topic being covered.

## Year 7 Resources

<b>VLE resources available</b>	All Homework and resources on class site
<b>Other recommended resources to support learning</b>	Adapted Narcissus script on VLE.
<b>Useful websites to support learning</b>	<a href="http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/">http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/</a>

## Year 7 Course information

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1&amp;2</b>	<b>Skills Development</b>	Basic Acting skills
<b>3&amp;4</b>	<b>Folktale – Blue Beard</b>	Storytelling, narration, sound effects, characterisation and text as a stimuli.
<b>5</b>	<b>Text</b>	Improvisation, Voice, Movement Gesture and Mime
<b>6</b>	<b>Greek</b>	Choral work and Vocal Techniques.

## Year 8 Drama resources

<b>VLE resources available</b>	All Homework and resources on class site
<b>Other recommended resources to support learning</b>	Adapted Cinderella script on VLE
<b>Useful websites to support learning</b>	<a href="http://www.pantoscripts.com">www.pantoscripts.com</a>

## Year 8 course information

<b>Term</b>	<b>Topics covered</b>	<b>Skills developed</b>
<b>1</b>	<b>Skills Development 2</b>	Intermediate acting skills
<b>2</b>	<b>Pantomime/ Staging Theatre</b>	Audience interaction and Comedy
<b>3 &amp;4</b>	<b>Darkwood Manor</b>	Creating Tension and Atmosphere and Physical Theatre
<b>5&amp; 6</b>	<b>Practitioners</b>	Advanced Acting skills, exploring practitioner's ideas and theories

# Music



## General information

<b>Lead teacher name and email contact</b>	Miss Kirsten Barr <a href="mailto:Kirsten.barr@thomasdeaconacademy.com">Kirsten.barr@thomasdeaconacademy.com</a>
<b>Number of lessons per fortnight</b>	Year 7 – 2 lessons / Year 8 - 2 lesson
<b>Homeworks per fortnight</b>	1 from Term 3 in Year 7
<b>Enrichment</b>	Instrumental/Singing Lessons TDA Singers TDA Band Beginners Ukulele/Guitar Club Keyboard Club GCSE Catch Up Club Composers Club
<b>Trips</b>	Trips to see the Opera/Ballet (Annual) Composition Workshop (Year 8 – Term 2/3) Oundle Festival (March)
<b>Progression to Key Stage 4</b>	Music GCSE

## Homework expectations

Typical tasks	Means of assessment
<ul style="list-style-type: none"> <li>• Keyboard, vocal or instrumental practice</li> <li>• To undertake research on a genre, composer, instrument or piece of music</li> <li>• To complete worksheets</li> <li>• To self-assess or create a personal target</li> <li>• To investigate subject-specific vocabulary</li> <li>• To complete/create word games: crosswords, word searches etc.</li> <li>• To complete class work ready for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Through performance to the class or to the teacher</li> <li>• Discussion or questioning</li> <li>• Discussion or questioning</li> <li>• Self assessment &amp; teacher discussion</li> <li>• Teacher assessment through questioning</li> <li>• Peer assessment</li> <li>• Various forms of Assessment</li> </ul>

## Year 7 Resources

<b>Text book(s) regularly used</b>	n/a
<b>VLE resources available</b>	Discussions on Class Sites
<b>Other recommended resources to support learning</b>	The Complete Keyboard Player: Book 1 Wise Publications £6.95 ABRSM Music Theory Instrumental Lessons – Available in school at a subsidised rate.

<b>Useful websites to support learning</b>	<a href="http://www.playmusic.org/">http://www.playmusic.org/</a>
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## Year 7 Music course information

The following topics are covered across all 6 terms.

<b>Topics covered</b>	<b>Skills developed</b>
<b>Keyboard performance</b>	Performing skills & understanding of music theory and notation using keyboard cards graded by difficulty.
<b>Signing</b>	Performing skills considering vocal techniques and how to sing in unison, in parts and as a soloist.
<b>Tone Poems</b>	Performing skills, listening, understanding and analysis, musical vocabulary & composition skills. The students are taught to analyse 4 different pieces of Music: 'Carnival of the Animals', 'Danse Macabre', 'The Sorcerer's Apprentice' and 'Peter and the Wolf'. We use ideas from the tone poems to inspire performance and composition tasks.
<b>Instruments of the Orchestra</b>	Listening and understanding. The students learn about the 4 families of instruments within the orchestra.
<b>Samba Drumming</b>	Performing skills considering ensemble work and how to play in unison, in parts and as a soloist.

## Year 8 Resources

<b>Text book(s) regularly used</b>	n/a
<b>VLE resources available</b>	Discussions on Class Sites.
<b>Other recommended resources to support learning</b>	The Complete Keyboard Player: Book 2 Wise Publications £6.95 ABRSM Music Theory Instrumental Lessons – Available in school at a subsidised rate.
<b>Useful websites to support learning</b>	<a href="http://www.playmusic.org/">http://www.playmusic.org/</a>

## Year 8 course information

A selection of the following topics will be covered in year 8. They will be chosen by the teacher to suit the class and the resources available.

<b>Topics covered</b>	<b>Skills developed</b>
<b>Music Technology</b>	Composing using computers and music software as a platform. This links to many popular and contemporary music genres.
<b>Reggae</b>	Performing(Keyboard, singing, instrument learnt out of lessons), composing(Using Keyboard + Music Technology), listening and understanding skills.

<b>Film Music</b>	Performing(Keyboard, singing, instrument learnt out of lessons), composing(Using Keyboard + Music Technology), listening and understanding skills.
<b>The Blues</b>	Performing(Keyboard, singing, instrument learnt out of lessons), composing(Using Keyboard + Music Technology), listening and understanding skills.