

INTRODUCTORY PAGE

Welcome to Wilmslow High School.

In 2009-2010, the Year 7 curriculum at Wilmslow High School has the following organisational structure:

Curriculum Organiser	Subjects	Periods (30 x 50 minutes)
Individual Development	P.E. Art Music Drama Dance R.S. PHSCE	3 1 1 1 1 1 Theme Days and Tutorial Programme
Multiliteracies	English Mathematics ICT Modern Foreign Languages	4 4 1 3
Global Communities	Geography History Business Studies and Enterprise	2 2 Across the Curriculum
Empiric Enquiry	Science Design and Technology	4 2

Subjects are grouped together in these four Curriculum Organisers in order that students develop an understanding of the interrelationship between the knowledge and skills developed in each of these key areas of learning.

Although many courses link the knowledge and similar skills within an area of learning we encourage students through 'Organiser Events' to see that there are links between the four areas.

Additionally we believe it important that students understand and appreciate the various ways in which they use and develop Personal, Learning and Thinking Skills (PLTS) in school and throughout daily life in order that they become better at transferring these skills from one setting to another. For more details on this please see the separate PLTS section below and the references to PLTS in curriculum team entries.

In Year 7 all students have the opportunity to study all subjects within the 'Organisers'. As students develop we increasingly personalise their courses aiming to meet the needs, ability and interests of the students.

As a Sports and Arts College we believe all students should be healthy, safe and enjoy their education at Wilmslow High School. Although sport and the arts are very important to us

they are also a catalyst to quality and success across the curriculum. We intend, with you, to ensure your child achieves and makes significant progress whilst at Wilmslow High School. Further details about each curriculum area are also available on our website.

This booklet contains a description of the courses your son or daughter will be studying this year. It should be a guide to you in terms of the structure of the courses, how the work will be assessed and the homework requirements. Please discuss the contents of this booklet with your son or daughter. This is an important year for your child as he or she embarks upon their education at Wilmslow High School. Together we should encourage them to aim high, achieve their full potential and gain success in all their subjects. It is through the partnership of student, school and home that success can be achieved. All students should try to get the most out of this school year by participating fully in the wide range of opportunities and activities school has to offer and contributing to the community of Wilmslow High School through a positive attitude, a willingness to learn and develop and working as a member of a 'team' determined to improve. If at any time you wish to discuss your son or daughter's progress please contact the appropriate Head of House.

Bollin House : Mr I Tatlock

Harefield House : Mr S Fox

Thorngrove House : Mrs A Harris

Norcliffe House : Mrs P George

Personal Learning and Thinking Skills (PLTS)

In the Year 7 curriculum, teaching and learning seeks to highlight and develop students' use of the Personal Learning and Thinking Skills. The PLTS provide a framework for describing the qualities and skills needed for success in learning and life and are a central part of the new National Curriculum. The framework has been developed over a number of years in consultation with employers, parents, schools, students and the public.

The framework enables students to develop in six skill areas:

- independent enquiry - Young people process and evaluate information in their investigations, planning what to do and how to go about it. They make informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
- creative thinking - Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
- reflective learning - Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
- team work - Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.
- self-managing - Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
- effective participation - Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

What are we aiming to achieve?

To develop learners who are aware of the transferable skills they gain in school. They understand how they develop each skill in each subject within school and make links between these areas. They are fluent with PLTS as the common language of learning, can reflect on their learning strengths and weaknesses and take responsibility for their own development.

Where will students gain these skills?

PLTS are part of everything that students do at school. In every lesson, homework and Xtra activity there will be the opportunity to develop their skills. Lessons are planned with development of PLTS in mind and the skills will be discussed with students by their subject teachers.

So that students become fluent with the language of PLTS, the form tutor PHSCE curriculum is based around the skills. On Tutorial Day students will reflect on their skills development and the end of year report will refer to these skills.

How do we assess progress?

It is most important that students are able to reflect for themselves on their relative strengths and weaknesses in different settings. As students move up the school this reflection will become increasingly sophisticated. Consequently, progress is assessed by giving students opportunities in both lessons and with form tutors to reflect on their progress. This reflection will be referred to in end of year reports and on Tutorial Day.

Physical Education - Year 7

A Sports College Perspective

What are we aiming to achieve?

The Sports College Team at Wilmslow works to a programme that aims to provide opportunities for students to:

- become physically competent and confident young people
- develop a wide range of physical skills that become secure
- perform and appreciate performances as individuals, in groups and teams
- make links between different types of physical activity
- develop their capacity to engage in physical activity.
- express and communicate ideas, solve problems and overcome challenges in imaginative ways
- include regular, safe and enjoyable physical activity in their lifestyles.
- experience a broad and diverse curriculum in which they develop, select and apply transferable skills appropriately in sport and a wider context
- develop a passion and life long enjoyment of taking part in physical activity

What is the programme of learning?

The new curriculum is split into key processes and range and content.

What are the key processes?

During Key Stage 3, students follow a programme of study that embraces the flexibility of the new Key Stage 3 curriculum. Students are given opportunities to produce complete pieces of work involving the key processes of:

- developing skills in physical activity
- making and applying decisions
- developing physical and mental capacity
- evaluating and improving performance
- making informed choices about healthy, active lifestyles

What is the range and content?

Physical Education is moving away from teaching discrete sporting activities and towards developing core skills in young people that can be applied in a variety of contexts. In Year 7 students will still enjoy a diverse and varied curriculum ranging from invasion games to gymnastics to outdoor and adventurous activities. They will learn to transfer their skills across activity areas and in a wider context, for example, students will practice and secure physical skills by taking part in hockey and then cricket so that students develop their

striking skills. They will learn and compare different concepts so that they become thinking performers, for example, by taking part in gymnastic and then dance activities, and learning to adapt the style and quality of their movements to suit each context.

The range and content of the new Key Stage 3 PE curriculum includes:

- outwitting opponents, as in games activities
- accurate replication of actions, phrases and sequences, as in gymnastic activities
- exploring and communicating ideas, concepts and emotions, as in dance activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities and swimming
- identifying and solving problems to overcome challenges of an adventurous nature, as in outdoor activities
- exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

At Key Stage 3 students have one double and one single lesson per week. Students will study outwitting opponents in their double lesson through games activities. In their single lesson they will study the remaining range and content through activities such as outdoor and adventurous activities, gymnastics, athletics etc. Each year at Key Stage 3 students begin the year with a Health Related Fitness unit which encompasses the first six lessons of their single lessons. In lesson 1 and 2 they will complete standardised fitness tests to allow them to monitor their progress through the key stage. For lessons 3 – 6 they will learn appropriate and progressive training methods and principles appropriate to their age and ability to continue working on independently throughout the year to maintain and improve their own fitness levels. The fitness suite can be accessed before, during and after school for students to work in independently but with guidance where necessary. Students will also study a leadership module in which they will develop basic leadership skills building the framework for accredited leadership courses offered at Key Stage 4.

Induction

Students will study an induction unit during their first half term at Wilmslow High School. During this induction unit they will be introduced to the high expectations, procedures and routines that ensure the smooth running of physical education at Wilmslow High School. They will take part in their first annual Health Related Fitness Programme where they will assess their current levels of fitness and set targets for improvement. They will also experience many new skills and exciting activities and be challenged through generic skills ability tests after which they will be grouped into sets to maximise learning progress.

What extra opportunities to learn are there?

Students' learning in PE is supported by a wide range of out-of-hours school sport. The school sport programme is designed alongside the curriculum so that the two are complementary. All abilities are welcome and students are encouraged to attend practices and clubs irrespective of ability or previous experience. For our more competitive students we host inter school and intra school competitions and students play representative fixtures in hockey, netball, rugby, football, rounders, tennis, athletics, badminton, trampolining and cross country. In addition there are Inter-House tournaments and opportunities to take part in clubs such as gymnastics, outdoor pursuits, boxercise, street dancing and cheerleading. The main aim for students of all abilities is to find an activity in which they enjoy participating and gain satisfaction and success.

In a wider context Wilmslow High School is a hub for community sport and many sporting opportunities exist outside of school hours for students to develop their skills further and play at club level.

How can homework support this learning?

In Year 7 it is very rare that students will be set homework in PE. They will be encouraged to work on their personal health related fitness targets throughout the year and will be expected to attend at least one extra curricular club of their choice.

What resources can support this learning?

Students are required to wear the full PE kit for their safety and to allow them to perform to their best. Appropriate footwear is also very important with 'sports' trainers with laces preferential to fashion or velcro fastening trainers. Where possible students are encouraged to wear football/rugby boots for the respective sports and to wear astro turf trainers and shin pads for hockey. No jewellery is permitted to be worn for PE lessons and therefore students are encouraged not to wear their jewellery on PE days.

To make sure no student is encouraged to take part in PE when they are not fit to do so parents/guardians are requested to write a note in the child's planner and sign and date it with detail of the reason that their son/daughter is not fit to take part in PE. Students are still expected to bring their PE kit to school with them and get changed when possible to allow them to take an active part in the lesson without performing and to protect their uniform during outdoor lessons.

How are students grouped?

Students are taught in single sex groups and are placed in sets according to the results of the ability tests completed in the induction unit. We are very aware that students develop physically at different stages and the groupings are very flexible with teachers assessing the suitability of individual students to move into a new group depending on the progress they are making.

How do we assess progress?

Students are assessed according to National Curriculum Levels which are displayed in the sport areas of school and can be provided on request. Students complete core tasks at the start and end of each unit of work to monitor progress and to allow personalised target setting. Assessment is internally standardised and moderated within the PE team. Our aim is for all students to know what level they are working at in different areas and know what they need to do to improve. Students also have many opportunities to assess themselves and others through self and peer assessment, developing skills of analysis and improvement and sensitive communication.

What websites do we recommend?

For more detailed information about the new PE curriculum please visit Curriculum in Action website at

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/physical-education/index.aspx>

A number of other recommended PE and sport related websites are listed in the Sports College section of the student planner.

Art - Year 7

What are we aiming to achieve?

Confident and independent students who enjoy making connections between their own work and art in the world around them.

What is the programme of learning?

Students learn to use the rooms and media correctly and appropriately. They will build upon prior knowledge of basic techniques to extend and develop new approaches. One class project per term is undertaken and topics include 'Leaves', 'Portraits' and 'Flowers and Gardens'. Students study aspects of art, craft and design, historical and contemporary, to enable them to develop a more informed and enriched approach to their own work.

How can homework support this learning?

This is done in the student's sketchbook normally once per week. Homework takes a variety of different forms including practical skill developing tasks, collection of materials or researching an aspect of art, craft or design. Opportunities to develop ICT skills and independent learning will be included. All homework is designed to relate directly to work done in class. The sketchbook provides an essential, visual record of students' attainment and progress through the key stage.

What resources can support this learning?

Students are expected to have a sketchbook, pencil and pencil crayons.

What extra opportunities to learn are available?

The Art area is made available most lunchtimes to enable students to do extension work, homework or catch up on work missed for any reason. Staff are available to offer help and advice. There are also numerous activities provided through the Arts Xtra programme.

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor groups.

How do we assess progress?

According to National Curriculum Target and Level descriptors. Continuous assessment is consolidated by an end of project level.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at www.artcyclopedia.com

Music - Year 7

What are we aiming to achieve?

In music, we aim to provide students with the opportunity to develop performance on both musical instruments and voice, develop listening and aural perception skills through practical activities such as composition & performance and to develop their creative skills through composition. Through these activities we hope to give students a means of self-expression, develop self-esteem and give students an understanding of other cultures (both past and present).

What is the programme of learning?

Students will follow a syllabus in accordance with the demands of the National Curriculum. Each student will actively participate within the main components of the curriculum for music – Performing, Listening & Appraising and Composing (PLC).

The schemes of work, which are planned as half termly projects including:

- class and ensemble singing - learning and developing performance skills and performance directions
- African rhythm and culture, using African drums and drum circles
- basic skills in the use of Music Technology
- topics covering music from different historical periods and music from other cultures.
- listening to and discussing the elements of music whilst also developing musical dictation skills

How can homework support this learning?

Homework will be issued in support of classroom work and will be in a variety of forms, for example, research, simple composition, learning of notation. This year the music team will begin trialling the use of the school's virtual learning environment (VLE) that students can access from home computers to complete homework.

What resources can support this learning?

Use the school's website to access a range of resources to support the teaching and learning of music.

What extra opportunities to learn are available?

The music team offers a wide range of extra-curricular opportunities through the Arts Xtra programme. Activities such as The Voices, Junior Band and Brazilian Drumming take place every week.

Students looking to consolidate, enrich or extend their knowledge and understanding should be encouraged to play musical instruments and gain opportunities to perform through either the school's ensembles or through forming their own groups. We would also encourage all students to broaden their musical horizons through listening to a range of musical styles (not just their favourite!).

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor groups

How do we assess progress?

Continual assessment will take place throughout the half termly project using the curriculum team's 'PLC' assessment for learning programme.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Drama - Year 7

What are we aiming to achieve?

The Year 7 Drama curriculum is based upon developing students' imagination, communication and creativity whilst assessing their progress in the three essential areas of making, performing and responding in Drama.

The Key Stage 3 Drama curriculum has been designed to introduce and sustain the continual assessment of students according to the Drama Assessment Level descriptors published by the Arts Council, and offers opportunities for subject teachers to assess individual student entry levels in Drama, whilst also considering their previous attainment and experience in Drama in primary school.

What is the programme of learning?

Through their work in Year 7 students should:

- be aware of and observe dramatic conventions
- use a range of dramatic forms to express ideas and feelings
- explore a variety of human emotions
- gain confidence in their own abilities particularly to communicate verbally and non-verbally
- learn to respect and co-operate with others
- derive a sense of achievement from completing practical work for which they are responsible
- evaluate their own and others achievements

Students explore the use of basic dramatic performance techniques such as still image, mime, narration whilst developing physical and vocal control. Practical schemes of work allow the students to understand themselves and the world around them through the medium of drama.

Throughout the year the students will be involved in individual, paired and group work developing team skills and awareness of others. There is an emphasis on developing self-esteem, confidence and social skills, which are all considered throughout the practical context.

How can homework support this learning?

With the practical nature of the subject homework will only be issued, in the form of reading, creative writing or research, when appropriate to the scheme of work.

What resources can support this learning?

Students explore a varied curriculum that is supported by a diverse range of stimuli including, projections, film footage, scripts and music / sound effects. Due to the very

practical nature of the subjects the students will only occasionally require writing equipment for lessons.

What extra opportunities to learn are available?

Students are given many opportunities to become involved with extra curricular activities through the Arts Xtra programme including activities such as whole school musicals, theatre make-up courses, set design and script writing. All Year 7 students are encouraged to join the lower school drama club 'Pulse' which takes place every Tuesday after school.

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor groups.

How do we assess progress?

Students are continually assessed throughout the year, working to the criteria of the levels appropriate to their progress. Clear targets are set for each half term so the individuals can monitor their own progression and those of others.

The target attainment level on completion of Year 7 is Level 5

What websites do we recommend?

Initial Teacher Education: English – Topic: Drama in Secondary School www.ite.org.uk

Dance - Year 7

What are we aiming to achieve?

Dance is a new addition to the Year 7 curriculum. The aim is to engage all students in physical activity in which they explore and understand how to use movement to communicate. They will develop the ability to interpret different types of music and choreograph and appreciate a variety of performance styles.

What is the programme of learning?

Through their work in Year 7 students should:

- be aware of a variety of dance styles
- use a range of dance techniques
- explore a variety of emotions and themes
- gain confidence in their own abilities particularly to communicate using movement
- learn to respect and co-operate with others
- derive a sense of achievement from completing practical work for which they are responsible
- evaluate their own and others achievements

How can homework support this learning?

With the practical nature of the subject homework will only be issued, in the form of reading or research, when appropriate to the scheme of work.

What resources can support this learning?

Access to ICT hardware such as a computer, CD and/or MP3 player is beneficial.

What extra opportunities to learn are available?

Students are given many opportunities to become involved with extra curricular activities through the Arts Xtra programme which includes Year 7 Dance, Street Dance and Boys' Freestyle. Students of all abilities are very welcome to the sessions which run every week. Students are also encouraged to audition for whole school productions and musicals.

How are students grouped?

Students in Year 7 will be taught in mixed ability tutor groups.

How do we assess progress?

Students are continually assessed throughout the year, working to the criteria of the Levels appropriate to their progress. Clear targets are set for each half term so the individuals can monitor their own progression and those of others.

What websites do we recommend?

Foundation for Community Dance

www.communitydance.org.uk

Youth Dance England

www.yde.org.uk

Religious and Moral Studies - Year 7

What are we aiming to achieve?

Through Religious Studies, students are encouraged to:

- analyse, interpret and evaluate both religious and non-religious world views, questioning their own views and those of others
- understand and respond critically to the moral issues that permeate everyday life, contributing to students' spiritual and moral development and to their growing confidence, sense of freedom and responsibility
- philosophically consider, discuss and reflect upon issues of difference, similarity and meaning, strengthening their independence and helping them to develop a healthy sense of identity

We aim to develop the skills of reflection, debate and analysis, through the objective, open and systematic study of religious, philosophical and ethical issues.

Religious Studies is a compulsory subject in the curriculum and all schools are legally obliged to teach it. Instead of a nationally agreed syllabus, local schools agree a syllabus to follow between themselves. Wilmslow High School follows the Cheshire Agreed Syllabus.

What is the programme of learning?

In Year 7 the following are studied:

- What are the religions? An overview of the major world religions
- Who am I? Students are encouraged to examine the factors that make up their identity, and compare and contrast the features of the identity of people from the different world religions
- Where did the world come from? Creation stories from two of the major world religions
- What is God like? Ideas about God from two or more of the major world religions
- What is right and wrong? Students consider moral and ethical dilemmas with a view to how different people make moral decisions and, ultimately, where moral guidance comes from.

All of the above involve

- a personal response from students
- exploration of the responses of world religions and non-religious world views
- introduction of key religious and philosophical concepts in preparation for following the GCSE Short Course in Year 9.

How can homework support this learning?

Homework will be set fortnightly; tasks will range from internet research to extended writing

What resources can support this learning?

We actively encourage students to read around the subject and to conduct their own research into different aspects of the major world religions. Additionally, we suggest that students follow the news and current affairs to broaden their knowledge of topical moral and ethical issues.

What extra opportunities to learn are available?

There is a debating society for students in Years 7, 8 and 9, offering the opportunity for students to develop their skills of critical analysis, as well as their public speaking and confidence.

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor group

How do we assess progress?

Half termly and termly assessment will take place for all students, including self and peer assessment as well as teacher assessment, providing students with a chance to reflect on their progress and generate meaningful targets for improvement and development.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.whodowethinkweare.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.reonline.org.uk/>

Personal, Health, Social and Citizenship Education (PHSCE) - Year 7

What are we aiming to achieve?

PHSCE at Wilmslow High School pulls together four separate National Curriculum subjects and areas of learning which aim to achieve the following:

1. Personal Learning and Thinking Skills (PLTS). These six skills, outlined earlier in this document are ‘taught’ as part of the PHSCE curriculum. The course aims to teach students the meaning and value of the PLTS so that they are able to develop these skills across the curriculum.
2. PSHE Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. It covers the topics of identity, healthy lifestyles, sex and relationships education and drugs education.
3. PSHE Economic Wellbeing aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Young people will develop their knowledge of careers, enterprise and personal finance.
4. Citizenship equips students with the knowledge, skills and understanding to play a role in public life. They will develop their knowledge of their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action.

What is the programme of learning?

The Year 7 PHSCE programme is based around PLTS. Each term, the programme covers a different PLT skill. This means that, by the end of the year, students have a clear understanding of these skills. PSHE and Citizenship topics are used to set these skills in context.

Students will learn PHSCE in two discreet ways:

1. Within their form, twice a week during morning registration time.
2. During the four PHSCE days which will take place during the year

The year’s learning is structured as follows

Term	PLT	Form tutor topic	PHSCE Topic	Day
Autumn 1	Self Manager	Settling In	What are PLTS?	
Autumn 2	Team Worker	The importance of exercise	n/a	
Spring 1	Reflective Learner	Healthy Eating	Drugs and alcohol awareness	
Spring 2	Independent Enquirer	Careers	Understanding jobs	
Summer 1	Effective Participant	Rights and responsibilities	n/a	
Summer 2	Creative Thinker	Local Issues	An introduction to Citizenship	

How can homework support this learning?

PHSCE does not have a formal allocation of homework. Nevertheless, at times students will be asked to complete certain pieces of work or research topics away from the classroom. This ability to self manage and carry out independent research and thought is extremely important for the students' individual development, especially since much of the in-school PHSCE work is team and discussion based.

What extra opportunities to learn are available?

At school students will have numerous opportunities to build on their understanding of the topics and skills delivered as part of the PHSCE curriculum.

- They will develop their PLT skills across all subjects as these are central to all curriculum teams' teaching
- PSHE and Citizenship themes are part of the teaching and learning of a number of other subject areas.
- Students will develop their knowledge and skills through involvement in a wide range of the school's Xtra activities.

How are students grouped?

Students are taught in form groups.

How do we assess progress?

PLTS: students will self assess their PLTS progress at regular intervals, as well as completing an online questionnaire at the start and end of the year. Their development of skills will be at the centre of conversations during tutorial day and in their end of year report.

PSHE: students' progress is assessed at the end of each unit of work and at the end of the year, form tutors will report students progress based on their work in form tutor sessions and on PHSCE days.

Citizenship: students complete three pieces of assessed work during the year, one each in RS, English and Drama. These pieces are given a level based on the Citizenship National Curriculum level descriptors. At the end of the year this level will be reported to parents.

What websites do we recommend?

The relevant pages of QCA's secondary curriculum websites pages can be found at:

<http://curriculum.qca.org.uk>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.channel4learning.com/support/websites/pshe.html>

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

English - Year 7

What are we aiming to achieve?

The programme of study for English develops students skills in speaking, listening, reading and writing. Students learn to express themselves creatively and imaginatively and to communicate confidently with others. In addition, students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of language including patterns, structures, origins and conventions of English, helps students to choose and adapt what they say and write in different situations.

The basic aim of the English course is to enrich and extend students' understanding and accurate and effective use of language, both spoken and written in a context where good quality literature is made available to all. It seeks to consolidate and develop the students' experience at Key Stage 2 and to provide an expanding variety of opportunities to use spoken and written English in real and imagined situations.

What is the programme of learning?

The core of the year's work is organised into six areas of study, each of which has a different focus. Guided reading activities and lessons on spelling, punctuation and grammar are also built into the course at regular intervals. Also, students are required to produce at least two pieces of work using a PC or other technology.

AUTUMN TERM

Unit 1: Prose Text

Students read the text and participate in a variety of spoken and written activities. They are assessed on a piece of extended writing which gives a critical response to the characters and themes of the text.

Unit 2: Writing: 'Child of the twenty-first century' and 'Save the animals!'

This unit teaches students how to use language appropriate to audience and purpose covering two of the writing triplets: inform, explain, describe and argue, persuade, advise. Students will analyse a range of texts and work within groups prior to completing two pieces of independent writing.

SPRING TERM

Unit 3: Shakespeare

This unit builds on a text that many students are already familiar with. It ensures access to Shakespeare's language and themes in a lively and varied way. Students have the opportunity to engage with a substantial text from the literary heritage and respond in a range of forms.

Unit 4: Moving Image Media

We use a short film to teach students the basics of moving image text analysis. Students are introduced to media vocabulary to assist them in the analysis of the film. In addition, they are encouraged to engage with characters and develop their cultural understanding of different texts and the issues within them.

SUMMER TERM

Unit 5: Speaking and Listening

This unit has two areas of study. Firstly, students will learn how to take responsibility for, and develop, their communication skills. They then build on these skills by working in groups to research and present on an issue relating to multiculturalism in Britain. This unit also leads to the award of a citizenship level.

Unit 6: Multimodality

Students will study a range of media travel texts and work together in producing their own multimodal texts including podcasts and websites.

How can homework support this learning?

Homework is set twice a week and will include a range of activities involving writing, reading, and speaking and listening.

What resources can support this learning?

We actively encourage students to read a wide range of fiction and non-fiction at home as this is the best way to improve and develop English skills. A good dictionary is also a useful resource.

What extra opportunities to learn are available?

The Reading Passport scheme allows students to collect reading miles for the books they read and “cash” them in for a range of prizes. We also run a variety of after school clubs including ‘Highlife’ podcast club which allows students to create a short broadcast which can be accessed online: <http://www.radiowaves.co.uk/s/Wilmslow+High+School>.

How are students grouped?

In Year 7, students are taught in mixed ability groups.

How do we assess progress?

Continuous assessment operates for all students through comments given by the teacher for spoken and written work and reading skills. The student's progress in relation to National Curriculum attainment targets is recorded and monitored at the end of each unit. Work produced under examination conditions is assessed at the end of the academic year.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

http://www.bbc.co.uk/schools/websites/11_16/site/english.shtml

<http://www.channel4learning.com/support/websites/english.html>

<http://www.britishcouncil.org/kids.htm>

Mathematics - Year 7

What are we aiming to achieve?

- To enable students to develop a positive attitude to mathematics.
- To promote students' confidence in their mathematical ability, allowing them to experience enjoyment and pleasure through their achievements at their own ability level.
- To help develop students' imagination and initiative through problem solving.
- For all students to reach as many of the relevant Key Stage 3 strategy key objectives as possible
- To encourage students to be self-motivated whether working independently or in a group.

What is the programme of learning?

All students follow a course based on the Key Stage 3 National Strategy – more details at

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/mathematics>

- The syllabus is structured on the National Curriculum and the National Strategy Framework for Mathematics and supported by textbooks and other resources matched to ability.
- The subject is taught through teacher-led discussions, with individual and group activities occurring on a regular basis.
- Unit tests are set at the end of each fortnightly unit. Students are given a sample test to show them what sort of questions will come up in each test.
- Teachers use interactive whiteboards in their lessons.
- Students in top sets will participate in the Junior Mathematics Challenge, others may take part by request.

How can homework support this learning?

- Homework is set twice a week for 30 minutes in line with the school's homework timetable.
- Homework can either be a continuation of work started in class, new work to consolidate ideas discussed in class, or revision for a test. Often teachers will go through homework in class to highlight the key learning points and to help students who found it difficult. Because of time pressure this is not always possible and students who need additional help should feel free to ask to see their teacher after school or during lunchtime support sessions.

What resources can support this learning?

Students are expected to have the following equipment:

- Pen, pencil, ruler, rubber, compass and protractor/angle measurer, all of which can be purchased from 'The Printworks' in school.
- A calculator is essential and students must bring one to every lesson. We recommend students purchase the Scientific calculator available from 'The Printworks'. Students who are unable to afford a calculator can be provided with one free of charge.

What extra opportunities to learn are available?

- Students in extension groups will participate in the Junior Mathematics Challenge; others may take part by request. <http://www.mathcomp.leeds.ac.uk/>
- The department subscribes to an online service called MyMaths. All students are issued with a general login and password for this site as well as a unique login and password so that they are able to complete tasks outside of the classroom either as homework, as revision or to supplement the work being studied at the time. Teachers are then able to monitor the work that has been completed.

How are students grouped?

- On entry in September the most able students and those who need more individual support are grouped separately in “extension” and “support” groups, while other students are taught in mixed-ability “core” groups. Groupings of students are formally reviewed on a twice-yearly basis.

How do we assess progress?

- Progress is regularly monitored by class teachers who make continuous informal assessments of students based on classwork and homework.
- The department also has a twice yearly assessment that is done formally. The QCA optional test for Year 7 is used at the end of the year to check each student’s progress since their Key Stage 2 National Curriculum tests. A similar assessment is used part way through the year to measure interim progress. These assessments often form the basis for setting reviews, along with teacher assessment.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Mymaths website which is www.mymaths.com

Presently the login for this site is **wilmslow** and the password is **ellipse**. The password will change annually from September 2009.

Information Communication Technology – Year 7

What are we aiming to achieve?

ICT is an essential skill for all of us in the 21st century. As such, the use of ICT to support and empower learning has become increasingly important over recent years. The aim of the Year 7 ICT programme of study is to enable students to master both skills and knowledge which will not only be useful in later life but also key to their academic success during their education at Wilmslow High School and beyond.

What is the programme of learning?

Students in Year 7 will have one ICT lesson per week. In addition, all curriculum teams make use of ICT and therefore many aspects taught during the course will be used and developed throughout the curriculum.

Students will be introduced to the school's ICT facilities and procedures during an induction period where they will learn to log into and maintain their personal ICT account as well as being introduced to the school's Virtual Learning Environment (VLE). Students will then be introduced to a range of communication technologies and taught the importance of e-Safety and shown how to remain safe whilst using modern ICT facilities.

The remainder of the year will be spent learning a wide variety of ICT skills from traditional office based skills such as spreadsheets and databases to modern multimedia based skills such as video editing and game programming. The skills will be taught following a range of activities based on the topic of 'Super Heroes'.

How can homework support this learning?

Homework will be set as necessary. Homework will usually be based on simple research or planning tasks in preparation for computer work which will be completed in lessons. Where possible, students will be encouraged to send and receive their homework via the school VLE.

What resources can support this learning?

Students will be expected to arrive at ICT lessons with their usual classroom equipment (pen, pencil, ruler etc.). Access to a computer at home is not essential as the school provides access to computer facilities before and after school, as well as during lunchtimes. From time to time, students may find it useful to have a USB memory stick. These can be purchased from the school resources shop ('The Printworks').

What extra opportunities to learn are available?

During the year, the ICT Team runs a number of after school activities to provide students with the opportunity to learn and develop additional skills which are not taught as part of the curriculum. These include computer animation, webpage design and computer programming.

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor groups.

How do we assess progress?

Students are continually assessed throughout the year, working to the criteria of the levels appropriate to their progress. Clear targets are set for each half term so the individuals can monitor their own progression and those of others.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Teach ICT website: <http://www.teach-ict.com/>.

During the course, students will be introduced to a number of different software tools. One of these is a games programming package called Scratch, which can currently be downloaded free from <http://scratch.mit.edu/>.

German and French - Year 7

What are we aiming to achieve?

Primarily, we hope that all students enjoy learning a modern foreign language. We want all students to be confident learners and have the opportunity to study more than one language during Key Stage 3. We aim to develop the skills of reading, speaking, listening and writing in a way that will enable students to engage with language in a range of contexts and give the opportunity to experience and understand other cultures.

What is the programme of learning?

All Year 7 students will continue to develop the language learning skills most have learned during Years 5 and 6. For example, sentence structure, cognates and for some, word order. In addition, they will learn something of the culture of the countries where French and German are spoken and indeed other cultures around the world.

During lessons the main focus is on effective communication. The four skill areas of Listening, Reading, Speaking and Writing are of equal importance. Learning a language is fun and students will have access to a number of websites to which we subscribe to help them learn to speak, read, write and listen. Materials used will be based around the books 'Logo' for German and 'Expo' for French.

How can homework support this learning?

Homework will be set twice a week and will involve a variety of tasks, for example, preparing a short presentation or practising grammatical points. A crucial part will involve the learning of vocabulary. Test marks for this are recorded on a chart in exercise books.

What resources can support this learning?

Students appreciate help from parents especially with learning which can be done even if parents have no previous knowledge. We also actively encourage students to read a range of texts at home in the foreign language as this is the best way to improve and develop skills. A good dictionary is also a useful resource.

What extra opportunities to learn are available?

Students have the opportunity to study an additional language as part of an extended school day.

How are students grouped?

Students are allocated a language on entry. They are taught in mixed ability classes.

How do we assess progress?

Students will be continually assessed throughout the year completing a series of tasks to compare and measure individual progress. At the end of the school year there will be a formal examination to assess all skill areas.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.linguascope.com

www.klar.co.uk

www.atantot.com

www.atantot-extra.co.uk

www.zut.org.uk

www.gut.languageskills.co.uk

www.languagesonline.org.uk

Some sites are password protected but are available from the MFL team.

Geography - Year 7

What are we aiming to achieve?

The Year 7 course aims to achieve the development of various geographical skills, the understanding of the world around us, different cultures, places and issues.

What is the programme of learning?

Unit 1 – Our Place

This unit is an introduction to all the key concepts in Geography. We aim to build on students' experiences of the world and the technology they use in their life to introduce the students to spaces and places that they are connected to around the world. Students will be introduced to the concept of mapwork and will familiarise themselves with the skills involved in this, for example, scale, 4 and 6 figure grid references.

Unit 2 - Landscapes

This unit will look at different landscapes that are found around the world and the different activities that occur. It helps to develop skills such as analysis and interpretation of photographs and students have access to 'Google Earth'.

Unit 3 – Into Africa

This unit of work aims at tackling misconceptions of Africa and tries to raise awareness of issues that the continent faces. We look at examples of different areas of the continent and concentrate on topics such as international trade, development, conflict and Aids.

Unit 4 - Sport

This unit looks at the geography of sport. It concentrates on ideas such as globalisation of sport, moving stadia (mapwork and effects on local communities) and the impact of sporting events.

How can homework support this learning?

Quality and varied homework tasks are set including, for example, some of the following: worksheets, learning for short tests, newspaper reports, research, 3D models. Homework is strictly as per the school's current policy.

What resources can support this learning?

Geography at the Movies Clips (<http://www.gatm.org.uk/>), text books available from the LRC.

What extra opportunities to learn are available?

Blackburn Rovers trip in July 2010 (approx. £15)

How are students grouped?

Students in Year 7 are presently taught in mixed ability tutor groups

How do we assess progress?

Regular assessment of class work and homework takes place throughout the year. There is an examination in the autumn term on the work covered so far and an end of year examination in the summer term on all the work covered throughout the year.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at: www.Mapzone.co.uk

History - Year 7

What are we aiming to achieve?

Students will begin to develop their understanding of chronology and use a variety of historical evidence, for example, archaeology and artefacts crucial to an appreciation of the Roman and Medieval periods. They will learn how to write essays and develop arguments through writing newspaper articles, speeches and straightforward explanations.

What is the programme of learning?

September - December The Roman Empire

Building on work done at primary school on Roman Britain, this unit will extend students' understanding by asking the following questions: How do we know about the Romans? When and where was the Roman Empire? Why did Hannibal try to capture Rome? Did Caesar deserve to die? Why did the Romans invade Britain? What have the Romans done for us?

January - July Medieval Realms

Beginning with the Norman Conquest in 1066 AD and ending with the Battle of Bosworth in 1485 AD students are taught aspects of the Middle Ages in Britain. They continue to develop their skills of interpreting historical evidence, for example, how do we know what happened at the Battle of Hastings? How do we know about Medieval villages? How do we use the Domesday Book and archaeological evidence? Students begin to assess the reliability of evidence when investigating the murder of Becket, whether King John was really a 'bad king' and the Black Death. They will also write essays on who had the best claim to the throne in 1066.

How can homework support this learning?

Students have one homework each week which is based on the work they have done in lessons in order to reinforce and extend their understanding.

What resources can support this learning?

A full range of resources to support the Year 7 history course is available for loan and reference in the Learning Resource Centre.

What extra opportunities to learn are available?

Students will be provided with a list of historical fiction to complement the topics followed in class. A gifted and talented visit to Hadrian's Wall is scheduled for the Spring Term.

How are students grouped?

In Year 7 all students are taught in mixed ability classes by tutor group.

How do we assess progress?

During the year there are a number of common assessments which are completed in class. These focus on Julius Caesar, the Roman Army, William the Conqueror and King John. There is an examination in June that covers the Roman Empire and medieval Realms.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.schoolhistory.co.uk

www.bbc.co.uk/history

www.historylearningsite.co.uk

www.historyonthenet.com

Science - Year 7

What are we aiming to achieve?

In science we want to encourage independent enquirers who are able to reflect on the work that they complete, who are able to work effectively in teams and become self managers and who are able to balance the demands of the school curriculum whilst developing their creative thinking skills. We want all students to become effective participants in all aspects of science: most of all, we aim to provide an experience of learning about science that fosters happy, fulfilled students who enjoy lessons.

What is the programme of learning?

Key Stage 3 science now has the following range and content that unfolds throughout in Years 7, 8 and 9. The course includes the following:

Energy, electricity and forces

- energy can be transferred usefully, stored, or dissipated, but cannot be created or destroyed
- forces are interactions between objects and can affect their shape and motion
- electric current in circuits can produce a variety of effects.

Chemical and material behaviour

- the particle model provides explanations for the different physical properties and behaviour of matter
- elements consist of atoms that combine together in chemical reactions to form compounds
- elements and compounds show characteristic chemical properties and patterns in their behaviour.

Organisms, behaviour and health

- life processes are supported by the organisation of cells into tissues, organs and body systems
- the human reproductive cycle includes adolescence, fertilisation and foetal development
- conception, growth, development, behaviour and health can be affected by diet, drugs and disease
- all living things show variation, can be classified and are interdependent, interacting with each other and their environment
- behaviour is influenced by internal and external factors and can be investigated and measured.

The environment, Earth and universe

- geological activity is caused by chemical and physical processes
- astronomy and space science provide insight into the nature and observed motions of the sun, moon, stars, planets and other celestial bodies
- human activity and natural processes can lead to changes in the environment.

During Year 7 students are taught a variety of topics in grouped themes, similar to primary school, following the Longman Programme of Study. An example of how they are themed is shown below.

Group	Units to be covered in Term 1			
1	Tissues and Transplants 7A	Acids and Alkalis 7E	Forces and their effects 7K	Bubbles, Bangs and Burning 7F
2	Bubbles, Bangs and Burning 7F	Tissues and Transplants 7A	Acids and Alkalis 7E	Forces and their effects 7K
3	Forces and their effects 7K	Bubbles, Bangs and Burning 7F	Tissues and Transplants 7A	Acids and Alkalis 7E
4	Acids and Alkalis 7E	Forces and their effects 7K	Bubbles, Bangs and Burning 7F	Tissues and Transplants 7A
5	Acids and Alkalis 7E	Forces and their effects 7K	Bubbles, Bangs and Burning 7F	Tissues and Transplants 7A

Group	Units to be covered in Term 2			
1	Sex and Science 7B	Electrical Circuits 7J	Energy and sustainable living 7I	What a waste 7G
2	What a waste 7G	Sex and Science 7B	Electrical Circuits 7J	Energy and sustainable living 7I
3	Energy and sustainable living 7I	What a waste 7G	Sex and Science 7B	Electrical Circuits 7J
4	Sex and Science 7B	Energy and sustainable living 7I	What a waste 7G	Electrical Circuits 7J
5	Electrical Circuits 7J	Sex and Science 7B	Energy and sustainable living 7I	What a waste 7G

Group	Units to be covered in Term 3			
1	Ecology Matters 7C	The Solar system and beyond 7L	Classified 7D	Materials from the Earth 7H
2	Materials from the Earth 7H	Ecology Matters 7C	The Solar system and beyond 7L	Classified 7D
3	Classified 7D	Materials from the Earth 7H	Ecology Matters 7C	The Solar system and beyond 7L
4	The Solar system and beyond 7L	Classified 7D	Materials from the Earth 7H	Ecology Matters 7C
5	Ecology Matters 7C	The Solar system and beyond 7L	Classified 7D	Materials from the Earth 7H

The order of these units may be subject to change, depending on the position of school holidays and end of year examinations.

As part of the course, students will develop their practical skills by carrying out experiments, develop their research ability and extended writing skills. The National Curriculum requires that students have the opportunity to:

- use scientific ideas and models to explain phenomena and developing them creatively to generate and test theories.
- critically analyse and evaluate evidence from observations and experiments.
- explore how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave.
- examine the ethical and moral implications of using and applying science.
- recognise that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice.
- share developments and common understanding across disciplines and boundaries.

How can homework support this learning?

Homework is set twice a week. The homework is varied and will include revision, writing up experiments, research, answering questions, producing posters and making models amongst others. We are in the process of producing a booklet of materials for homework that is given to students over longer periods of time, similar to mini projects. The intention of this is that students develop their self management skills, an essential skill required in Key Stage 4 science and beyond.

What resources can support this learning?

The majority of lessons are carried out in fully equipped laboratories supported by experienced technical support staff. The course is underpinned by the Longman Exploring Science package which provides both electronic activities and visual aids, often produced by the BBC. Students are equipped with a text book that matches exactly the electronic material providing support for students of all abilities. Dedicated science support staff, with an excellent appreciation and understanding of science, provide personal support for students with a variety of learning needs.

What extra opportunities to learn are available?

A Science Club, “Science Xtra”, provides an opportunity for students to pursue their interest further in science. Competitions are arranged for these students where they complete projects in school and compete with other students, of similar age, from both the state and independent sector. An annual visit to Chester Zoo, Space Port and other similar venues are arranged to enable students to increase their knowledge and understanding outside the parameters of the school day. Gifted and Talented students are provided with an assignment organised by the Empiric Enquiry Organiser (which consists of science and technology teams). Students spend a day creating, developing and assessing a task from everyday science situations which hopefully challenges and stimulates their understanding of current issues.

How are students grouped?

Year 7 students will be taught in mixed ability tutor groups from September 2009 by a dedicated science teacher. They will be taught the topics highlighted above on a rota basis throughout the year.

How do we assess progress?

In addition to on-going teacher assessment, at the end of each unit students take a test based on the previously studied topic which includes questions assessing their progress against the National Curriculum Levels of Attainment for science.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate enrich or extend their knowledge and understanding might start by seeking the advice and guidance from their science teacher. Their science teacher should provide appropriate support so that a student's needs may be completely catered for.

Design and Technology - Year 7

What are we aiming to achieve?

Design and technology prepares students to participate in tomorrow's practices.

During the course of Year 7 students will have the opportunity to study a range of topics:

1. Health and Safety

The students learn the importance of safe working practices and good organisation.

The aims are to:

- introduce the students to the workshop
- recognise the need for rules to establish safe working practices
- emphasise the importance of good organisation

2. Making a Key Fob

This is a focused practical task that enables students to very quickly get the opportunity to work with a resistant material. Students have the opportunity to:

- gain an introduction to problem solving
- evaluate a familiar product
- develop skills in working with metal
- use appropriate tools and equipment

3. Making a Personal 'Stamp'

A design and make assignment that introduces students to the concept of a simple woodworking joint. Students have the opportunity to:

- understand the term 'ergonomics'.
- further develop drawing and rendering skills
- understand the different types of logos
- develop the ability to use a range of hand tools to mark out and shape their ergonomic handle
- develop the skills, knowledge and tools associated with the construction of the housing joint

In addition to the self critical skills already applied students will be encouraged to use testing as part of the evaluation process.

4. Making a Ball Bearing Game

A design and make assignment that introduces students to the process of vacuum forming and further use of acrylic sheet. Students have the opportunity to:

- understand the capabilities of the vacuum forming machine
- make a former which they then can vacuum form
- further experience the use of card modelling as part of the design process

- further develop skills, knowledge and hand tools associated with the shaping, forming and finishing of acrylic and medium density fibreboard

Food Technology

The course has been developed along two strands; the food technology National Curriculum and the *Licence to Cook* initiative, which is an entitlement for all Key Stage 3 students. *Licence to Cook* has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet and health. The skills associated with this initiative have been successfully integrated into our supporting schemes of work.

During the course of Year 7 students will have the opportunity to study a range of topics:

1. Health and Safety

This module focuses on safety, hygiene and organisation within the contexts of the home, school and industry. Students have the opportunity to:

- recognise the causes of accidents in the above three contexts
- take steps to minimise accident risks
- recognise and apply hygiene rules
- develop sound working practices to aid organisational skills
- develop simple flow charts to aid designing and making
- practice the above when designing with food
- carry out a simple evaluation of their work

Focused tasks are used to achieve the above along with practical sessions, for example, making fruit salad, potato wedges and savoury dips.

2. Equipment

This module focuses on the fuels used in the home, understanding equipment selection and cooker control, weighing and measuring food and eating a healthy diet. Students have the opportunity to:

- practice particular skills and knowledge
- evaluate familiar products
- become proficient with an increasing range of materials
- become competent at matching their choice of materials with equipment
- develop accurate measuring techniques
- consider the effects of the foods they eat

3. Healthy Eating

The students learn the basics regarding nutrition, digestion and dietary requirements. They will also reflect on their own diets and gain an understanding of what the daily recommendations are regarding salts, sugar and fats. They will also explore what constitutes a healthy lifestyle with the aim of establishing life long healthy practises.

Focused tasks such as a high energy cereal bar, low fat muffins and a high fibre crumble are used to develop the above.

The course will culminate with a design and make project where the students are asked to produce a healthy packed lunch for school. The students will have the opportunity to produce a savoury and a sweet product of their choice.

How can homework support this learning?

Homework is set on a regular basis when appropriate. It may involve research, designing, preparation of ingredients, completion of testing panels with parents or evaluation.

What resources can support this learning?

Students are required to bring their Design and Technology folder to every lesson and to meet all homework deadlines. Providing ingredients for the Food Technology element of the course is the students' responsibility and they are given one weeks notice. Any problems concerning ingredients must be discussed with the class teacher prior to the lesson. Students do need to be properly equipped with basic drawing and colouring equipment brought to every technology lesson.

What extra opportunities to learn are available?

There is an opportunity for students to attend an after school Food Technology club, the focus being on multi-cultural foods and Christmas cake making.

How are students grouped?

All students are taught in mixed ability groups.

How do we assess progress?

All work is marked A - G. At the end of a design and make project an overall mark is given for:

folder work (designing)

final product (making)

These marks together with an effort grade and written feedback are recorded on each project design brief sheet. A student comment is also included on this sheet together with an agreed target for improvement.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

For further information on *Licence to Cook* go to the following website:

www.licencetocook.org.uk

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.food.gov.uk

www.nutrition.org.uk