

Court Fields School



Year 8

Learning Handbook

Spring Term 2023



Achieve · Belong · Participate

Welcome to Court Fields School

Dear Parent/Carer,

With the success of the Year 7 handbooks for our new intake in September, we have decided to continue to produce these booklets throughout the school year with useful information for our parents/carers. We are very proud of our school and our students. It is lovely to see your child become part of our community, and be able to demonstrate our motto of Achieve, Belong, Participate.

Our aim is for every child to achieve, belong and participate and this is at the heart of everything we do at Court Fields. We believe in the absolute moral responsibility we have for equipping students with the best possible exam results. We know that this opens doors for students and prepares them with a broad range of knowledge, outstanding attitudes and a strong moral foundation. We are ambitious for our students and our school.

This guide will enable you to find out more about the learning that your child will experience in the Spring Term. It shows you the intent of our curriculum, in short the what and why of each subject. You will see how the curriculum is implemented in each subject, and how it progresses, building secure foundations to ensure fluency in learning. It shares with you what we want our students to know and remember over the course of this term, so that you can help support their learning at home. This link between school and home, especially around learning, will be vital in your child's success.

There are also a range of resources, information and links to help you and your child understand and make the best of the many opportunities available to you, so that your child has the best chances to achieve, belong and participate.

As always, thank you for placing your trust in us. We look forward to working with you and your family as part of our community at Court Fields School.

With my very best wishes,

Mrs Polly Matthews

Headteacher



Need to contact us?

The easiest and quickest way to contact us is via email. Please see the Communications section on the back page.



Curriculum Intent

Every child at Court Fields School will be supported to achieve their full potential, enjoy a strong sense of belonging and to participate fully in the life of the school and their community.

Learning does not happen unless students feel safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair.

Ensuring students have emotional security to learn effectively will always come first in our school.

Our principles are that challenge is at the heart of every lesson for every student.

All lessons are characterised by high quality explanation and modelling, students are supported to practise until they become independent, and feedback and questioning are used strategically so that our students get the best learning experience in every lesson.

Every child has an equal right to a challenging and enlightening curriculum. By teaching our curriculum well, and developing effective learning behaviours, we bring out the best in everyone.

The curriculum at Court Fields School is aimed to provide a personalised experience, designed to meet the needs of all children.

Court Fields Ethos & Values

Every Child Achieves. Every Child Belongs. Every Child Participates.

Our aims are simple. We want every child at Court Fields School to achieve their potential, participate in the school and the wider community, and enjoy a strong sense of belonging.

Our foundations for this are high quality teaching and learning, a broad and balanced curriculum, and a safe environment. We support all of our students to be ambitious, and have a positive attitude towards every aspect of their school life. We are proud of our students.

Our values demonstrate a commitment to developing them as individuals, leaders of others, team players and advocates for those who need support. Our school ethos is one of hard work and empathy, embodied by our values of:

- Integrity
- Respect
- Kindness
- Resilience
- Responsibility



Our Court Fields Experience

All our students will experience a wide variety of enriching activities, character education and personal development over their 5 years at Court Fields. From September 2022 we will be referring to our personal development as The Court Fields Experience. It is vital we prepare our students to be active learners and confident to face the wider world during their lives.

As part of our Court Fields Experience all students will learn across the following aspects of their personal development during their 5 years with us.

- Careers Advice & Guidance
- PSHCE
- Character Education
- Characteristics Development
- Equality, Diversity, and Inclusion
- Extra Curricular and Wider Opportunities
- British Values
- Citizenship
- Social, Moral, Spiritual and Cultural Education

Characteristics of Court Fields Students

The characteristics that we develop in our students, so that they leave us equipped for success in their future, are supported by our Court Fields Experience.

They enable our students to Achieve, Belong and Participate.



I achieve because I am:

- ☒ **Ambitious** ☒ **Inquisitive** ☒ **Reflective** ☒ **Resilient**



I belong because I have:

- ☒ **Courage** ☒ **Empathy** ☒ **Integrity** ☒ **Listening Skills**



I participate because I demonstrate:

- ☒ **Initiative** ☒ **Leadership** ☒ **Motivation** ☒ **Teamwork**

Our Court Fields Routines

The school day begins with our routines, from experience we know students need routine and these simple steps ensure all our students are ready and prepared for the day's learning. All classrooms follow the same welcome routines to ensure a prompt start to each lesson.



We use the following guiding principles in Tutor Time and lessons to ensure that our students know, learn and remember more.

- Relationships, routines and habits for positive learning
- Literacy development, using questioning and discussion, to support oracy, reading and vocabulary
- Using modelling, guided and independent practice
- Safeguarding
- Ensuring that what we do is underpinned by a wide range research and based on solid evidence
- Using high quality adaptive teaching, alongside planning for students' individual needs and ongoing assessment of what students know. This means that we support students' SEND needs effectively in the classroom
- Supporting all our students, and particularly those who are disadvantaged, to learn the essential knowledge that will equip them for their future.

Year 8 Pastoral Team

Head of Year

Mr J Reed

jreed@courtfields.net

Tutors

Mrs L Bulmer

lbulmer@courtfields.net

Mr R Waterton

rwaterton@courtfields.net

Mrs K Minifie

kminifie@courtfields.net

Mr D Younger

dyounger@courtfields.net

Mrs R Battishil

rbattishil@courtfields.net

Miss J Reyland

jreyland@courtfields.net

Timings of the School Day

Key Points

- The taught school week is 25 hours.
- The whole school week is 35 hours and 45 minutes.
- In addition to the taught week, there will be 30 minutes tutor/assembly time each day.
- The taught week will consist of 25 one hour lessons based on a one week timetable.

The School session times for each day are:

Time	Session
8:35am	Warning Bell
8:40am - 9:10am	Registration / Assembly / Tutorial
9:10am - 10:10am	Period 1
10:10am - 11:10am	Period 2
11:10am - 11:30am	Break
11:30am - 12:30pm	Period 3
12:30pm - 13:30pm	Period 4
13:30pm - 14:05pm	Lunch
14:10pm - 15:15pm	Period 5
15:15pm	End of School

Additionally the LRC is open from 8am daily, with Homework Club from 3:15-5pm (Mon-Thurs)
Breakfast Club is also available in the Dining Hall from 8am daily.

Home Learning

How Home Learning Supports Progress

Home learning is a valuable habit for all students. Research suggests that efficient home learning can lead to an additional 5 months' progress in each subject across an academic year

Home learning in Year 7 is about forming positive habits. These include:

- Reviewing and revisiting learning from lessons
- Revising previously learned content
- Practicing application of new and prior knowledge
- Becoming independent
- Solving problems

However, we are also aware that time-consuming and resource-heavy home learning tasks can put a strain on students, and also on parents and other family members. We aim to ensure that revision is easy to access, does not require excessive resources and can be completed in a reasonable amount of time.

Homework in Year 7 will focus on ensuring students review and revise content from their lessons and build good revision habits to support future learning. At least once per fortnight, students will be asked to spend time at home revising the content they have learned in lessons, using knowledge organisers and online resources.

In addition, we request that all students read for 20—30 minutes, at least 3 times per week. Students will be supported to use the library during their English lessons to pick texts they find engaging and which are suitable for their reading level. We would encourage students to continue reading to or with parents wherever possible. Studies show that students who continue to read regularly throughout secondary school are likely to achieve substantially higher grades at GCSE.

Knowledge Organisers

Knowledge organisers are single page A4 sheets which lay out the essential knowledge for a unit of study. These may include the following:

- Facts which students need to learn
- Information about key processes and methods used in a subject area
- Diagrams and images to support learning
- Vocabulary needed for the subject area

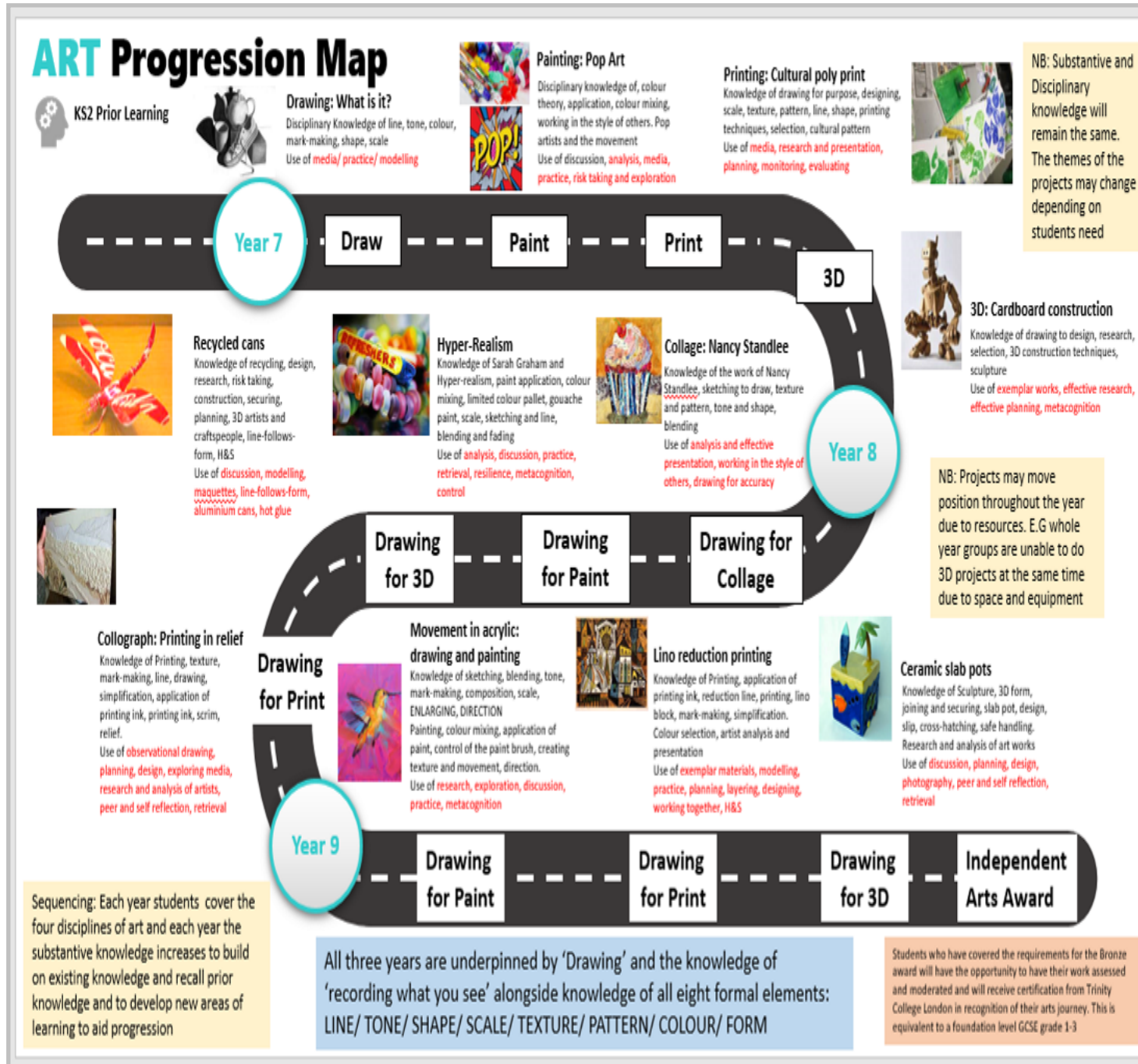
Students will be given knowledge organisers in most subjects, along with a folder to organise these in. We would suggest that students use one of the methods below to revise using their knowledge organiser:

- Look, cover, write, check. This is particularly useful for learning spelling, facts and data
- Create mind-maps using the knowledge organiser. This helps students to draw links between pieces of information
- Dual coding. Students copy out and annotate the information on their knowledge organiser with images. This aids memory and retention.
- Make your own—students can create their own knowledge organisers from memory. This helps to embed learning
- Quizzing. Once students have spent time learning the information on the knowledge organiser, it is helpful if parents / siblings can quiz them to see what they do and do not remember. This helps students to focus only on what they still need to learn

We will be sharing more information on using knowledge organisers through our information videos on our website over the coming months.

Curriculum Subjects - Art

Spring Term Overview



Disciplinary Vocabulary for Art

Sketch
Tone
Line
Texture
Form

Shape
Composition
Observation
Scale
Colour
Mark-making

Control
Blend
Shade

Nancy Standlee: American fine artist

BORN in 1935 in Texas, USA in a small farming community
 Worked as a primary school librarian until 2000
 Award winning contemporary artist
Standlee continues to learn more about art through her travels and art workshops
 Her images represent the things she has seen and places she has been. Like the goat from the family farm seen below

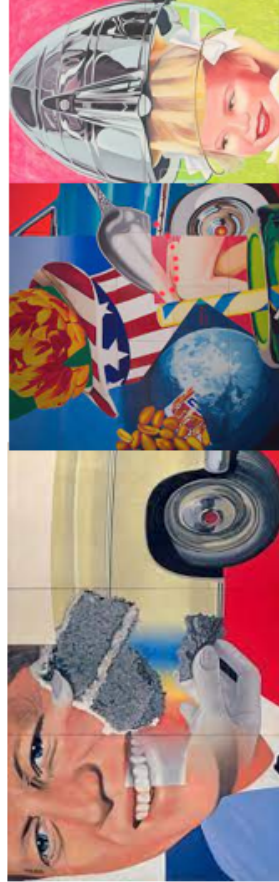


Key word definitions

- Collage: an image created by putting lots of pieces of paper together
- Contemporary: working now, something new
- Composition: To put together



When Nancy Standlee isn't taking an art workshop, traveling, or journaling, she's **collecting and hand-painting paper scraps to create colourful collages that evoke the memories and emotions of her past experiences**



The images above are by Pop Artists and fellow American James Rosenquist

Rosenquist is known for his compositions of different images

that show real life to Americans during the 50's and 60's

This influence is shown in Standlee's work as she does the same but without the images being photo-like and real.

Standlee wants you to have fun with her pictures and to see them how you want to

Q) How do you see/ what do you see in the goat image?

Sarah Graham: British Hyper-realist painter

BORN 1977: *What was happening in the world at this point?*

Works solely with oil on canvas: do you think this is? What happens when we keep on practising?

Studying for her Fine Art degree from 1997-2000? What was happening in the art world at that time? Who were the 'famous artists then?

Influenced by the Pop Art Movement of the 50's & 60's: What was this? Who were the main people? How does her work connect to theirs?

In 2012, Graham was commissioned by the British band Kaiser Chiefs to paint the album cover of their singles collection 'Souvenir', which was released worldwide: How is this a different way of getting her work seen? What does it mean to be 'commissioned'?

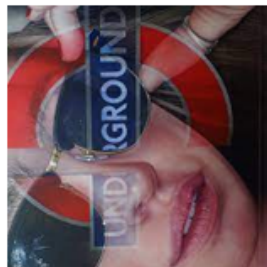


2012
commission
by 'The Kaiser
Chiefs'
<https://www.youtube.com/watch?v=0btzek8e1yg>

Sergey Piskunov



Simon Hennessey



Alyssa Monks

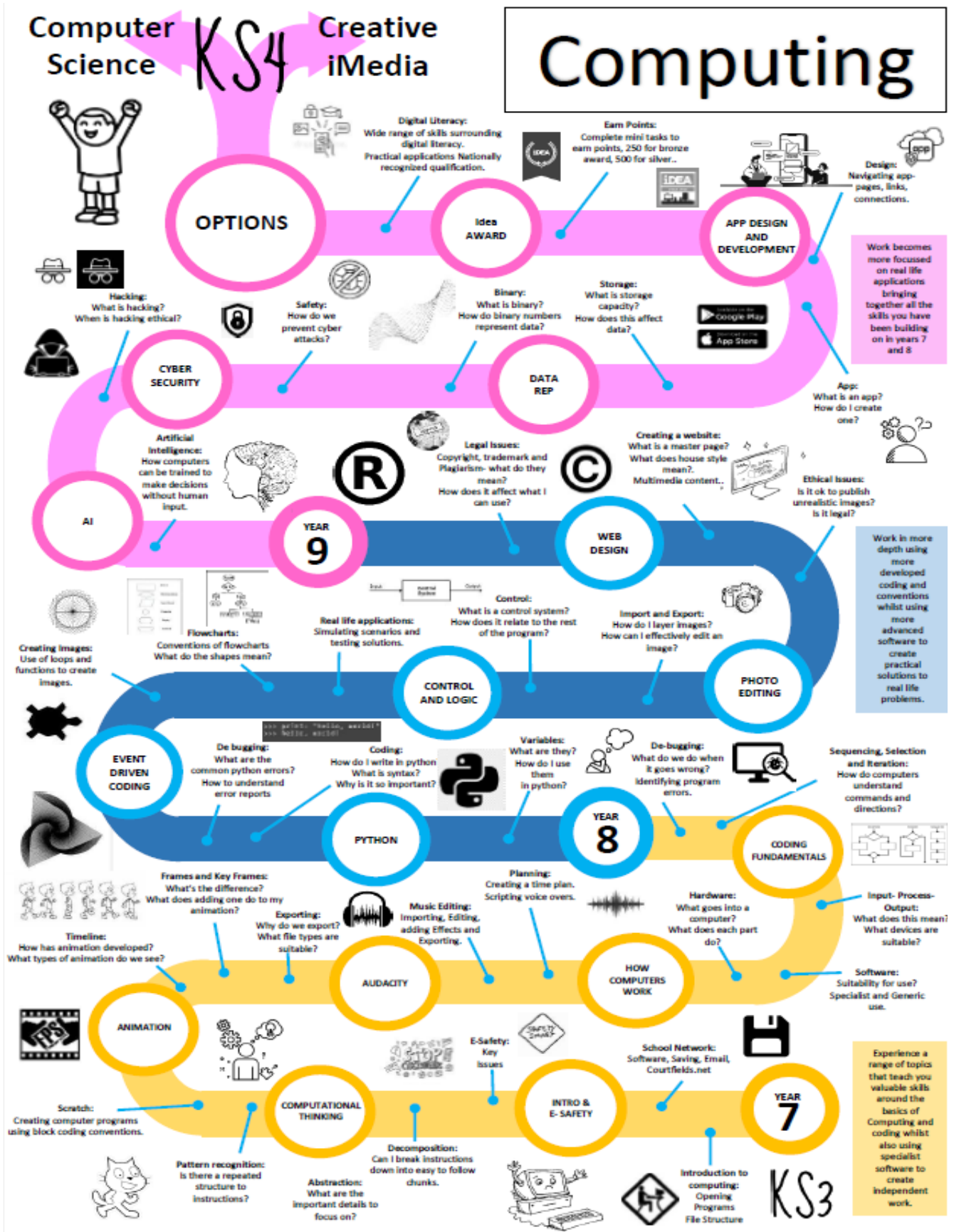


Pop Art: Main players where Andy Warhol and Roy Liechtenstein among many others.

- What do you see in this work?
- How could this show the influence on Graham's work?
- How could this style link to Hyper-Realism

Curriculum Subjects - Computing

Spring Term Overview

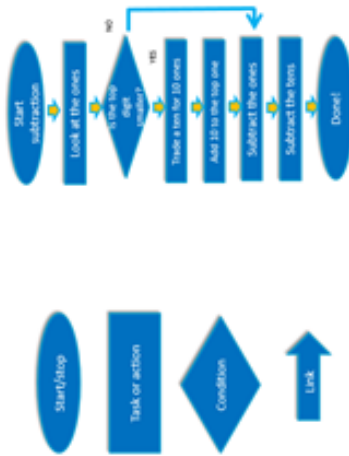


Knowledge Organiser - Computing

Computing Knowledge Organiser Year 7 Computational Thinking



What are the decisions and steps for two-digit subtraction?



Example of a flowchart used accurately.

Specialist Vocab

Control—how we control the flow of a program so that it does what we want it to do.

Logic—the steps we need to take to get a computer to do what we need it to do.

Decision—used to show the different options a computer might take. This could be iteration or selection.

Control system—a system that is controlled by a condition so that you can have different results.

Key Knowledge

Sequencing — the order that instructions are inputted to a computer and the impact this has on the output.

Repetition/iteration — an instruction will iterate/repeat if a certain condition has been met.

Selection — understanding how a computer can make a decision about which part of a program to run next. An understanding of how this links to conditions.

Flowcharts — Flowcharts are used to allow you to show algorithms as they become more complex. You need to know what shape is

When do I use each shape of the flowchart?

Start / End—must always start with an oval and wherever the algorithm finishes, use an end. They can only have "Start" or "End" written in them and you may have more than one "End" in your algorithm.

Input / Output—only to be used when the user has to do something or some information is being put to the user.

Process—used whenever the computer needs to do something that doesn't involve the user interacting with the computer or displaying (outputting) something to the user.

Decision—must be a yes/no question. It can only have 2 arrows coming out of it. Can be used for selection or repetition. If the arrow links back to higher in the algorithm it's repetition. If the arrow links to a new task it's selection.

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

Spring Term Overview



Vocal
Clarity
Rehearsal

Physical
Stage
Explorative

Emotional Performance Strategy

Technique

Achieve | Belong | Participate

Knowledge Organiser - Drama



Knowledge Organiser Blood Brothers by Willy Russell – KS3

Set from 1960 – 1980
In Liverpool, England



Key Themes

Childhood Adolescence

Superstition

Violence

Nature Vs Nurture

Social Class

Features of form	
1. A didactic play	A drama which intends to teach, especially with regard to morals.
2. Tragedy	An event causing great suffering, destruction and distress.
3. Parallels and contrasts	Parallels – similarities. Contrasts – differences.
4. Narrator	A person who gives the spoken account of something. Omniscient to remind the audience about the ending of the play.
5. Stage directions	An instruction in the text of the play indicating the movement, the position or tone of an actor, or the sound effects and lighting.
6. Song	A single work of music that is typically intended to be sung by the human voice. It is through the songs that the characters reveal their true thoughts and feelings.
7. Dialogue	A conversation between two or more people.
8. Montage	A series of short sequences are edited into a sequence to condense space.
9. Foreshadowing	A warning or indication of a future event.
10. Symbols and motifs	A thing that represents or stands for something else. A motif is a dominant or recurring image of idea.
11. Accent and dialect versus Standard English	Standard English is any form of the English Language that is accepted as a national norm. Accent is a distinctive way of pronouncing a language. Dialect is a particular form of language which is peculiar to a specific range or social group.

Context	
Willy Russell	<ol style="list-style-type: none"> Born into a working class family. He grew up near Liverpool. Father had various jobs including mining and factory work. Annoyed at treatment of intelligent working class and associated stereotypes. Left school at 15 with just one O level: a D in English Language. Went to evening classes and university to become a teacher. A major port and the centre for trade providing lots of jobs at the docks. During the industrial decline, Liverpool became very vulnerable as the docks were shut and unemployment rates soared. Some men turned to crime and gangs in order to support themselves and their families. There were also riots in 1980s. Prime Minister in 1979. Reduced the power of the trade unions and closed down many factories etc leading to widespread unemployment.
Liverpool	
Margaret Thatcher	
Skelmersdale	<ol style="list-style-type: none"> In the 1960s the government began building New Towns. These were small, existing towns which were extended and redeveloped to provide more housing for nearby cities. Working class families were rehoused here in the 1960s.
Class	<ol style="list-style-type: none"> Working class vs Middle class divide More opportunities for middle classes reflected in education, job prospects and wealth.
Education	<ol style="list-style-type: none"> The Education Act of 1944 led to 'secondary modern schools' and 'grammar schools'. Top 20% went to a grammar school with an academic curriculum. Secondary modern taught more practical subjects. 7% of students were educated in private, fee-paying schools. The average boarding school fees in the 1960s would have been approximately 25%.

Characters	
1. Mrs Johnstone	Naive, loving and maternal, caring, rash, strong, generous, good, selfless, uneducated, superstitious, lively, zesty, trapped, victim, helplessness.
2. Mrs Lyons	Lonely, cold, wealthy, dependent, inconsiderate, pampered, self-centred, manipulative, over-protective, anxious, unreasonable, mad
3. Mickey	Friendly, excitable, adventurous, sneaky, cast-off, wants to impress, shy, determined, bright, witty, hard-working, ambitious, trapped, victim
4. Edward	Friendly, generous, naive, restricted, impulsive, lacks compassion, condescending, sneaky
5. Sammy	Aggressive, threatening, sarcastic, anti-social, criminal, hostile
6. Linda	Kind, compassionate, feisty, humorous, strong-willed, supportive, protective, poor, untrustworthy, desperate



Disciplinary Vocabulary for Drama

Vocal
Clarity
Rehearsal

Physical
Stage
Explorative

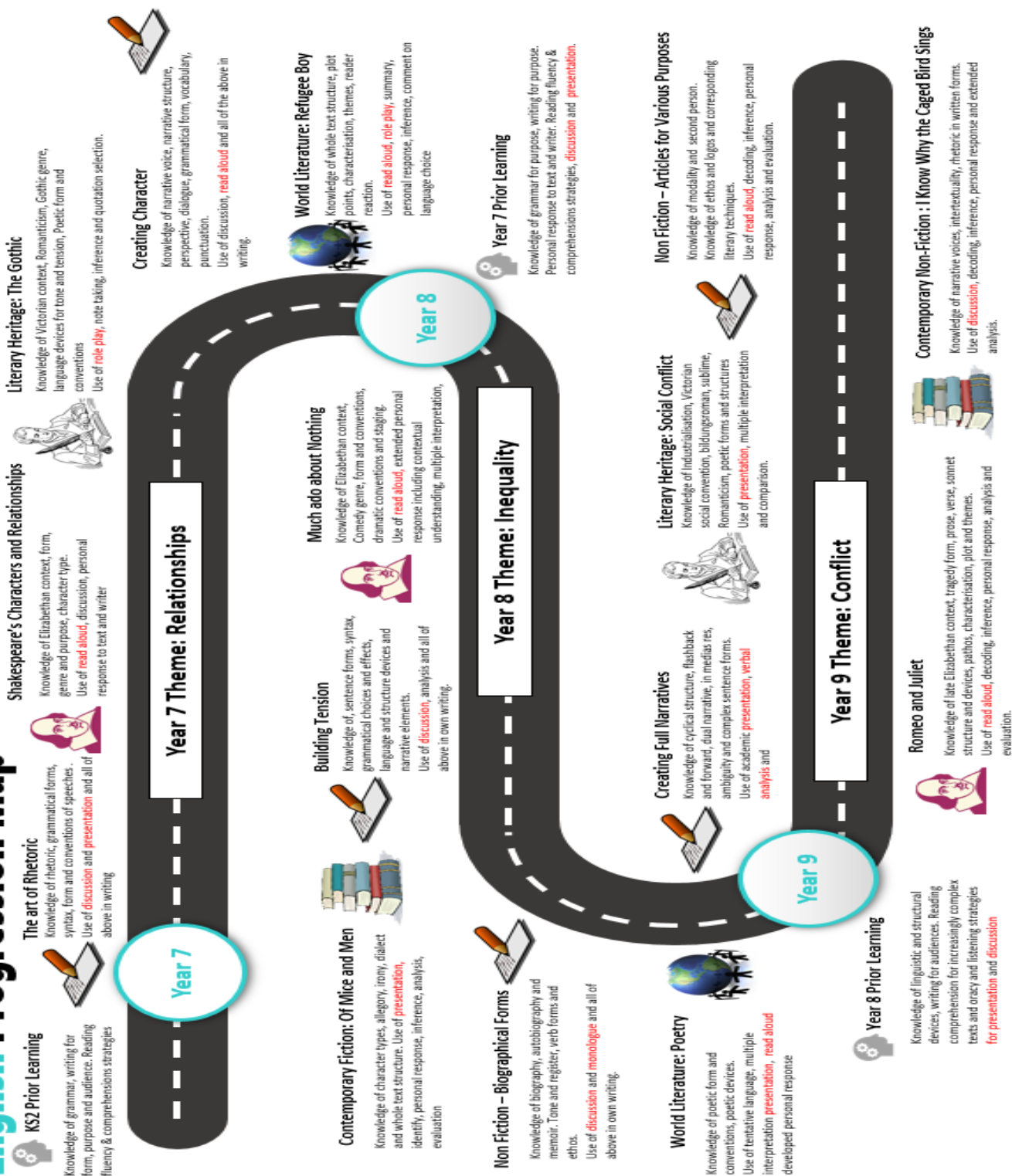
Emotional
Performance
Strategy

Technique

Curriculum Subjects - English

Spring Term Overview

English Progression Map



Disciplinary Vocabulary for English

Rhetoric
Ethos
Pronoun

Pathos
Persuasive
Conjunction

Logos
Oracy

Knowledge Organiser - English

Section 3—Plot		Section 4—Characters	
Chapter One	After Mr. Jones, the owner of Manor Farm, falls asleep in a drunken stupor, all of his animals meet in the big barn at the request of Old Major, a 12-year-old pig. Major delivers a rousing political speech about the evils inflicted upon them by their human keepers and their need to rebel against the tyranny of Man. After elaborating on the various ways that Man has exploited and harmed the animals, Major mentions a strange dream of his in which he saw a vision of the earth without humans. He then teaches the animals a song — “Beasts of England”.	Old Major	The principled old boar whose speech starts the revolution on the farm. He represents Lenin.
Chapter Two	After the death of Old Major, the animals spend their days secretly planning the rebellion, although they are unsure when it will occur. Because of their intelligence, the pigs are placed in charge of educating the animals about Animalism, the name they give to the philosophy expounded by Major in Chapter 1. Among the pigs, Snowball and Napoleon are the most important to the revolution. The rebellion occurs when Jones again falls into a drunken sleep and neglects to feed the animals. The humans are chased off the farm. Snowball changes the sign reading “Manor Farm” to “Animal Farm” and paints the Seven Commandments of Animalism on the wall of the barn. The cows then give five buckets of milk, which Napoleon steals.	Napoleon	A fierce boar who always gets his own way. He leads the revolution, but the power goes to his head. He represents Stalin.
Chapter Three	The animals work together to finish the harvest — and do so in less time than it had taken Jones and his men to do the same. Boxer distinguishes himself as a strong, tireless worker, admired by all the animals. The pigs become the supervisors and directors of the animal workers. On Sundays, the animals meet in the big barn to listen to Snowball and Napoleon on debate a number of topics on which they seem never to agree. To help the animals understand the general precepts of Animalism, Snowball reduces the Seven Commandments to a single slogan, “Four legs good, two legs bad.” Napoleon, meanwhile, focuses his energy on educating the youth and takes the infant pups of Jessie and Bluebell away from their mothers, presumably for educational purposes. The animals learn that the cows’ milk and windmill apples are mixed every day into the pigs’ mash. When the animals object, Squealer explains that the pigs need the milk and applies to sustain themselves as they work for the benefit of all the other animals.	Snowball	A clever, brave and enthusiastic pig. Napoleon thinks that Snowball is a threat and chases him off the farm. He represents Trotsky.
Chapter Four	At summer ends and news of the rebellion spreads to other farms (by way of pigeons released by Snowball and Napoleon). Jones spends most of his time in a pub, complaining about his troubles to two neighbouring farmers: Pilkington and Frederick. In October, Jones and a group of men arrive at Animal Farm and attempt to seize control of it. Snowball turns out to be an extraordinary tactician and, with the help of the other animals, Jones and his men away. The animals then celebrate their victory in what they call “The Battle of the Cowshed.”	Squealer	A very persuasive speaker, Squealer is Napoleon’s right-hand man and is in charge of propaganda on the farm. He represents political propaganda.
Chapter Five	Winter comes, and Mollie is shied off Animal Farm by one of Pilkington’s men. The pigs increase their influence on the farm, deciding all questions of policy and then offering their decisions to the animals, who must vote. Snowball and Napoleon start to disagree on lots of issues. Napoleon calls out nine ferocious dogs, who chase Snowball off the farm. Napoleon then announces that all debates will stop and institutes a number of other new rules for the farm. Three weeks after Snowball’s escape, Napoleon surprises everybody by announcing that the windmill will be built. He sends Squealer to the animals to explain that the windmill was really Napoleon’s idea all along and that the plans for it were stolen from him by Snowball.	Boxer	A hard-working, strong horse but not very intelligent. He tries to solve problems by working harder and never doubts Napoleon. He represents the Proletariat.
Chapter Six	During the following year, the animals work harder than ever before. Building the windmill is a laborious business, and Boxer proves himself a model of physical strength and dedication. Napoleon announces that Animal Farm will begin trading with neighbouring farms and hires Mr. Whymper, a solicitor, to act as his agent. The pigs move into the farmhouse and begin sleeping in beds, which Squealer excuses on the grounds that the pigs need their rest after the daily strain of running the farm. That November, a storm topples the half-finished windmill. Napoleon tells the animals that Snowball is responsible for its ruin and offers a reward to any animal who kills Snowball or brings him back alive. Napoleon then declares that they will begin rebuilding the windmill that very morning.	Clower	A kind and motherly horse. She worries about the other animals on the farm. She also represents the Proletariat.
Chapter Seven	The animals struggle against starvation but Napoleon uses Mr. Whymper to spread news of Animal Farm’s success to the human world. After learning that they must surrender their eggs, the hens stage a demonstration that only ends when they can no longer live without the ribbons that Napoleon had devised them. Nine hens die as a result of the protest. The animals are led to believe that Snowball is visiting the farm at night and secretly causing damage. He becomes a constant (and imagined) threat to the animals’ security, and Squealer eventually tells the animals that Snowball has sold himself to Frederick and that he was in league with Jones from the very beginning. One day in spring, Napoleon calls a meeting of all the animals, during which he forces confessions from all those who had questioned him and then has them murdered by the dogs. Numerous animals also confess to crimes that they claim were instigated by Snowball. Eventually, the singing of “Beasts of England” is outlawed.	Mollie	A vain, pretty horse who cares more about herself than the revolution. She represents the Bourgeoisie.
Chapter Eight	The following year brings more work on the windmill and less food for the workers, despite Squealer’s lists of figures supposedly proving that food production has increased dramatically under Napoleon’s rule. As Napoleon grows more powerful, he is seen in public less often. More executions occur while Napoleon schemes to sell a pile of timber to Frederick. After the completion of the new windmill in August, Napoleon sells the pile of timber to Frederick, who tries to pay with a cheque. Napoleon, however, demands cash, which he receives. Whymper then learns that Frederick’s banknotes are forged, and Napoleon pronounces the death sentence on the traitorous human. The next morning, Frederick and 14 men arrive at Animal Farm and attempt to take it by force. Although the humans are initially successful, after they blow up the windmill, the animals are completely enraged and drive the men from the farm. Squealer explains to the bleeding animals that, despite what they may think, they were actually victorious in what will hereafter be called “The Battle of the Windmill.” After drinking too much of Jones’s whisky, Napoleon fears he is dying and decrees that the drinking of alcohol is punishable by death. Two days later, however, Napoleon feels better and orders the small paddock (which was to have been used as a retirement-home for old animals) to be ploughed and planted with barley.	Benjamin	A cynical donkey who does no more than he has to on the farm. He represents the intellectual Russians who realise that communism will not solve the injustices of society.
Chapter Nine	The animals begin building a new windmill. Their efforts are again led by Boxer who, despite his split hoof, insists on working harder and getting the windmill started before he retires. Food supplies continue to diminish, but Squealer explains that they actually have more food and better lives than they have ever known. Meanwhile, more and more of the animals’ rations are reduced while the pigs continue to grow fatter. Animal Farm is eventually proclaimed a Republic, and Napoleon is elected President. Once his hoof heals, Boxer works as hard as he can at building the windmill — until the day he collapses because of a lung ailment. After he is helped back to his stall, Squealer informs them that Napoleon has sent for the veterinarian at Willingdon to treat him. When the van arrives to take Boxer to the hospital, Benjamin reads its side and learns that Boxer is actually being taken to a knacker, or glue-boiler. Clover screams to Boxer to escape, but the old horse is too weak to kick his way out of the van, which drives away. Boxer is never seen again. To placate the animals, Squealer tells them that Boxer was not taken to a knacker but that the veterinarian had bought the knacker’s truck and had not yet repainted the words on its side. The animals are relieved when they hear this.	Moses	A religious raven who tells the animals tales of ‘Sugarcandy Mountain.’ The pigs call him a liar but let him stay on the farm. He represents Marx’s idea that religion deceived people into believing in a happy afterlife.
Chapter Ten	Years pass, and Animal Farm undergoes its final changes. Muriel, Bluebell, Jessie, and Pincher are all dead, and Jones dies in an infirmary home. Clover is now 14 years old (two years past the retiring age) but has not retired. (No animal ever has.) There are more animals on the farm, and the farm’s boundaries have increased. The second windmill has been completed and is used for milling corn. All the animals continue their lives of hard work and little food — except, of course, for the pigs. The pigs start walking on their hind legs and Napoleon starts carrying a whip in his trotter. The sheep begin to bleat a new version of their previous slogan, “Four legs good, two legs better.” Clover also notices that the wall on which the Seven Commandments were written has been repainted. Now, the wall simply reads, “ALL ANIMALS ARE EQUAL, BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.” Eventually, all the pigs begin carrying whips and wearing Jones’ clothes.	Mr Jones	A cruel, drunken farmer. His animals rebel against him, chasing him off his farm. He represents Tsar Nicholas II



Knowledge Organiser - English



Knowledge Organiser – Animal Farm

Section 1— Tier 3 Vocabulary		Section 1— Tier 3 Vocabulary	
Allegory	a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	Indoctrinate	to teach with a biased, one-sided or uncritical ideology
Animalism	a communist philosophy of all of the animals being treated equal and sharing equally in both the responsibilities and rewards of the farm.	Inequality	difference in size, degree, circumstances, etc.; lack of equality, imbalance of power.
Capitalism	a country's trade and industry are controlled by private owners for profit.	Manipulate	control or influence (a person or situation) cleverly or unscrupulously.
Commandment	an order or strict rule imposed by an authority	Megalomaniac	a person with an obsessive desire for power.
Communism	a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.	Oppression	prolonged cruel or unjust treatment or exercise of authority.
Context	the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.	Ostracise	exclusion from a society or group.
Corruption	dishonest behaviour by those in power.	Paradox	a statement that seems to go against common sense but may still be true
Cult of personality	the creation of an idealized and heroic image of a leader by a government.	Proletariat	working class people
Dictatorship	a form of government where the leader has total power.	Propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Dystopia	an imagined state or society in which there is great suffering or injustice.	Purge	remove (a group of people considered undesirable) from an organization or place in an abrupt or violent way.
Exploitation	taking advantage of others.	Socialism	all citizens share equally in economic resources as allocated by a democratically-elected government.
Foreshadowing	a warning or indication of a future event.	Totalitarian	a form of government that attempts to assert total control over the lives of its citizens
Hierarchy	a system in which members of an organization or society are ranked according to relative status or authority.	Tyrant	a cruel and oppressive ruler.
Idealised	regard or represent as perfect or better than in reality.	Unity	the state of being united or joined as a whole.
		Utopia	a society or community setting wherein the people experience the ideal and most perfect life possible.
Section 2— Context		Section 2— Context	
<p>Orwell's Life</p> <p>Born in 1903 in India as Eric Arthur Blair, Orwell received his education at a series of private schools, including Eton, an elite school in England. His painful experiences with snobishness and social elitism at Eton made him deeply suspicious of the class system in English society. As a young man, Orwell became a socialist, speaking openly against the government. He married Eileen O'Shaughnessy in 1936 and 1937, Orwell was not convinced by the Soviet Union and its policies, nor did he want to continue to work in the civil service. He moved to Paris in 1936 and joined the Spanish Civil War. He was injured and returned to England in 1937. He wrote 'Animal Farm' in 1944, a satirical novel about the Russian Revolution. Orwell became a sharp critic of both capitalism and communism, and is remembered chiefly as an advocate of freedom and a committed opponent of communist oppression. He wrote 'Animal Farm' in response to Stalin's corruption of Communism. The Russian Revolution had failed and life in Russia wasn't equal. He wanted to show that a revolutionary leader could be corrupted by power and that this could happen in any country, not just Russia.</p>			
<p>Russian Revolution</p> <p>Tsar Nicholas II had ruled Russia since 1894. He was powerful, unpopular and had absolute authority. During his reign, most of the country's wealth and land was owned by a small noble class. Most of the rest of the population were peasants. A radical party, led by Lenin, called the Bolsheviks wanted to end this inequality and called for revolution to overthrow the Tsar and end capitalism. He wanted to take power on behalf of the workers. He shared the beliefs of Karl Marx who also believed that capitalism was wrong. He also believed that a workers' revolution would end inequality. After the revolution, production would benefit everyone and everything would be shared – this is called communism. The Tsar gave up the throne in February 1917 because Russian people were rioting. A provisional government was set up to replace him. Lenin thought the Bolsheviks were the best people to lead Russia and they seized power and overthrew the ruling classes without much opposition. The Bolsheviks became the Communist Party and Lenin, along with his right-hand man, Trotsky, led the party well. When he died in 1924, Stalin put his body on display to associate himself with Lenin's ideas. Stalin then pushed Trotsky out and took control of Russia.</p>			

Curriculum Subjects - French

Spring Term Overview

French Progression Map

The French-Speaking World

Knowledge of which countries speak French, and why French is an increasingly important commercial and cultural language in today's society.

Phonics

Knowledge of how to pronounce French words, recognising rules and patterns, and making a correlation between the written and spoken word.

Myself & Family

Knowledge and use of the language needed to introduce themselves, giving details such as name, age, birthday, pets, siblings. Use of key verbs in the PRESENT tense.

My Life at School

Knowledge and use of the language needed to talk about aspects of school, such as opinions of subjects, details of timetable and description of school. Use of opinion verbs, connectives and adjectives.

Where I Live

Knowledge and use of the language needed to talk about their house and town. Use of the *il y a*, *on peut* + infinitives including negatives and different prepositions.

Year 7: Myself & Family, School, Where I Live

Year 7

Tourism in Paris

Knowledge and use of the language needed to talk about tourist activities, and how to request and understand tourist information. Understand the structure of a question and learn how to use the PAST tense to talk about where they went and what they did in Paris.

Free-time activities

Knowledge and use of the language needed to talk about free activities such as TV and film, reading habits and how to use mobile technology. Use of key irregular verbs in the PRESENT tense and give opinions using infinitives.

Year 8: Free-time activities, Tourism in Paris, Clothes & Dwellings

Year 8

Clothes & Dwelling

Knowledge and use of the language needed to describe themselves and others, discuss what they like wearing, and to talk about where they live. Use of different tenses: NEAR FUTURE and PERFECT. Use of the adjectival agreement.

Teenage life

Knowledge and use of the language needed to talk about their lives as teenagers, including their personality and how they use social media platforms. Acquire the language needed to arrange to go out and how to describe a date in the past tense.

Healthy life style

Knowledge and use of the language needed to talk about lifestyle in terms of diet and exercise habits, and how to lead a more healthy lifestyle. Knowledge and use of the language needed to discuss different sports and physical activities, and talk about illness and injuries. Use of the NEAR FUTURE tense.

Holidays & Tourism

Knowledge and use of the language needed to talk about holidays - destinations, travel, accommodation, activities and opinions, as well as holiday problems. Use of the CONDITIONAL tense to describe adventure holidays and PERFECT tense to refer to holidays in the past.

Year 9

Year 9: Teenage Life, Healthy Lifestyle, Holidays & Tourism

- understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to ANY language
- development of metacognitive, problem-solving and communication skills • extension of students' cultural capital

Disciplinary Vocabulary for French

Pronunciation
Emphasis
Singular
Indefinite article

Phonics
Masculinity
Plural
Adjectival agreement

Syllables
Feminine
Definite article

Knowledge Organiser - French

Qu'est-ce qu'on peut faire?

• **What can you do?**

You can ...
 aller à un concert
 aller au théâtre
 faire les magasins
 faire un tour en segway
 faire une balade en bateau-mouche
 manger au restaurant
 visiter les monuments
 visiter les musées

Des questions touristiques

• **Tourist questions**

C'est où, le musée?
 C'est ouvert quand?
 C'est ouvert à quelle heure?
 C'est combien, l'entrée?
 Est-ce qu'il y a ...
 une cafétéria/une boutique de souvenirs?

Des informations touristiques

• **Tourist information**

horaires d'ouverture
 ouvert tous les jours
 sauf le lundi
 ouvert du (mardi) au (dimanche)
 fermé
 de 10h00 à 17h00
 tarifs d'entrée
 adultes
 jeunes
 enfants
 gratuit
 Il y a (une cafétéria).
 Il n'y a pas de (boutique de souvenirs).

D'accord? • Do you agree?

À mon avis ...
 c'est vrai
 c'est faux
 Je suis d'accord.
 Je ne suis pas d'accord.

J'aime ... • I like ...

J'adore ...
 Je n'aime pas ...
 Je déteste ...
 aller au cinéma (avec mes amis)
 aller aux concerts (rock)
 aller voir des matchs (au Parc des Princes)
 faire du roller (au Trocadéro)
 faire les magasins
 prendre des photos
 retrouver mes copains

J'aime ... • I like ...

I love ...
 I don't like ...
 I hate ...
 going to the cinema (with my friends)
 going to (rock) concerts
 going to watch matches (at the Parc des Princes)
 roller-blading (at the Trocadéro)
 going shopping
 taking photos
 meeting up with my mates

À Paris • In Paris

J'ai passé le 14 juillet à Paris.
 J'ai acheté des souvenirs.
 J'ai dansé (à la) soirée.
 J'ai envoyé des cartes postales.
 J'ai mangé au restaurant.
 J'ai regardé le défilé/le feu d'artifice.
 J'ai rencontré un beau garçon/une jolie fille.
 J'ai visité ...
 le musée du Louvre/la tour Eiffel/les catacombes

Les mots essentiels • High-frequency words

à quelle heure?
 quand?
 combien?
 où?
 un peu
 beaucoup (de)
 d'abord
 ensuite
 puis
 après
 finalement
 quand? (for day, month, year, etc.)
 how much?/how many?
 where?
 a bit
 a lot (of)
 first of all
 next
 then
 afterwards
 finally, lastly

Studio Grammaire

You can use **j'aime + the infinitive** of another verb to say what you like doing.
J'aime aller au cinéma.
J'aime prendre des photos.
 To say what you don't like doing, use **je n'aime pas + infinitive**.
Je n'aime pas faire les magasins.
 I don't like going shopping.

Studio Grammaire

on peut ... means 'you can ...'
 It is followed by the infinitive of another verb.
 The infinitive is the form of the verb you find in a dictionary (e.g. visiter, faire). It is often used after other verbs.
 On peut visiter les musées.
 On peut faire les magasins.
 You can visit the museums.
 You can go shopping.

Studio Grammaire

You can use **Est-ce que ...?** to turn a statement into a question.
 Il y a une cafétéria. → **Est-ce qu'il y a une cafétéria?**
 There is a cafeteria. Is there a cafeteria?
 Use the following question words to ask for different information:
 à quelle heure? at what time? où? where?
 combien? how much?/how many? quand? when?
 All these question words can be used after c'est.
 C'est où? Where is it? C'est quand? When is it?
 Note: Use **à quelle heure** for times. Use **quand** for days or dates.

Studio Grammaire

Remember:
mes copains = my mates
tes copains = your mates
mes amis = my friends
tes amis = your friends

Opening and closing times are usually given in the 24-hour clock.

For example,
18h (short for **18 heures**) instead of 6 o'clock in the evening.

Knowledge Organiser - French

Year 8 French

Knowledge Organiser

Term two



Paris, je t'adore!

Studio Grammaire

▶ **Point 43**

- You use the perfect tense to say what you did or what you have done.
- To form the perfect tense of **-er** verbs, you use: part of the verb **avoir** (to have) + a **past participle**.
- To form the past participle, take off **-er** and replace it with **-é**.

visiter → visité

j'ai visité I visited/I have visited

tu as visité you visited/you have visited

il/elle a visité he/she visited/he/she has visited

on a visité we visited/we have visited

Studio Grammaire

▶ **Point 43**

Past participles of **-er** verbs end in **-é**.

j'ai acheté I bought j'ai mangé I ate

j'ai dansé I danced j'ai regardé I watched

j'ai envoyé I sent j'ai rencontré I met

Studio Grammaire

▶ **Point 43**

To make a perfect tense verb negative, you put **ne ... pas** around the part of **avoir**.

Je n'ai pas mangé au restaurant.

To pronounce the **-é**

('e acute) ending on a past participle, say 'ay', but smile broadly as you say it.



Stratégie 1

Look, say, cover, write, check

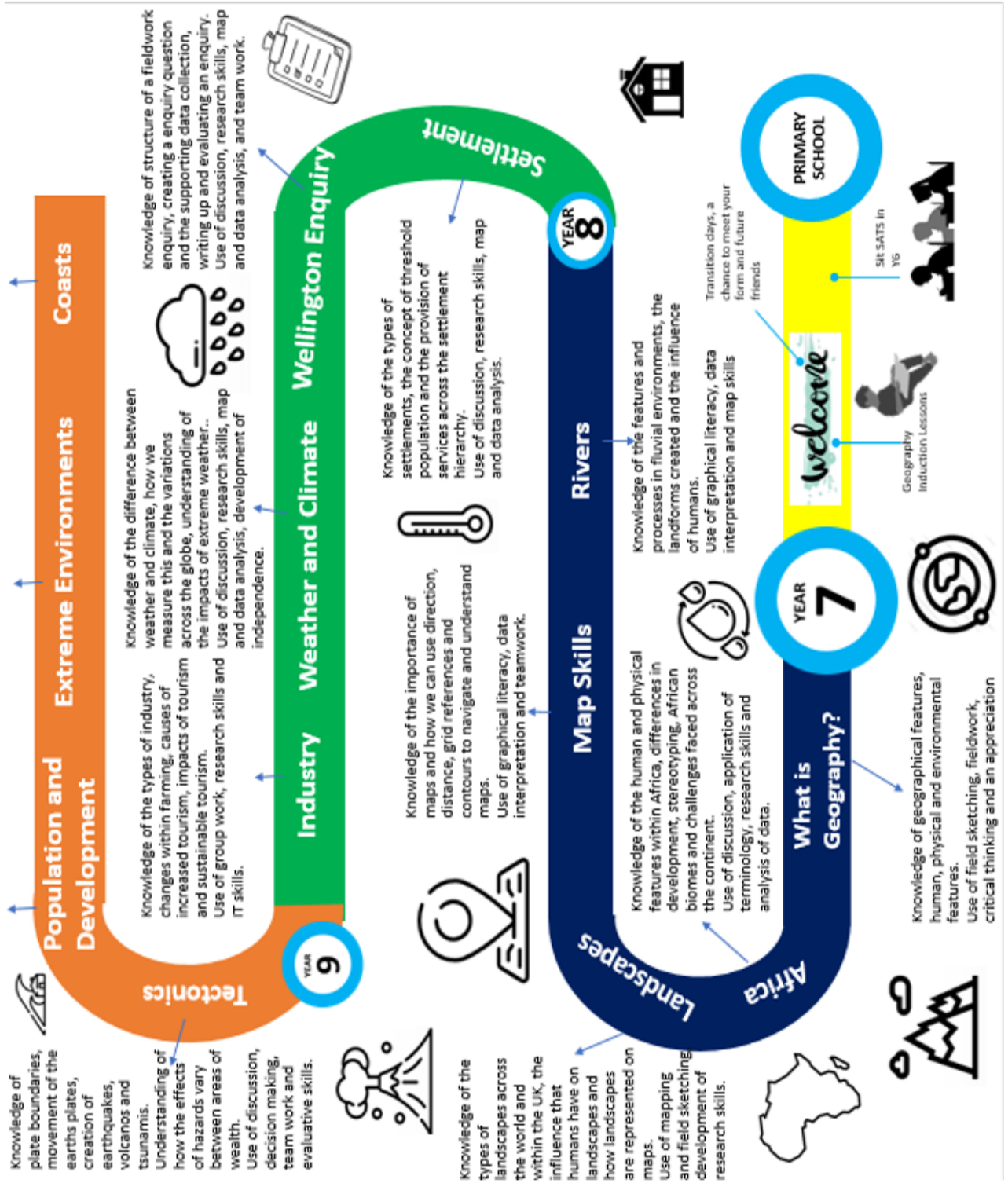
Use the five steps below to learn how to spell any word.

- LOOK** Look carefully at the word for at least 10 seconds.
- SAY** Say the word to yourself or out loud to practise pronunciation.
- COVER** Cover up the word when you feel you have learned it.
- WRITE** Write the word from memory.
- CHECK** Check your word against the original. Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.

Curriculum Subjects - Geography

Spring Term Overview

Geography Progression Map



Disciplinary Vocabulary for Geography

Human Feature
Field-Sketch
Continent

Physical Feature
Scale
Country

Environmental Geography
Fieldwork
Place

Knowledge Organiser - Geography

Year 7 Africa

Key Word:	Meaning:
Continent	One of the world's seven large landmasses. Africa is one of them – others include Europe and South America
Country	An area of land that has its own government. The continent of Africa contains 54 countries
Stereotype	A set idea that people have about what someone or something is like, especially an idea that is <u>wrong</u> .
Biome	A large area of land which has the same plants, animals, soil and climate e.g., rainforest
Hot Desert	A hot and dry area that received less than 250mm of rainfall per year. E.g., The Sahara
Development	How the wealth and quality of life for people differs from place to place.
Literacy rate	The percentage of people that can read and write.
Infant mortality rate	The number of children, under 5 years old, that die.
Life Expectancy	How many years on average a person in a place is expected to live to.

Africa Enrichment:

Follow me to further reading!



Can you describe the location of the hot desert and tropical rainforest biomes?
What challenges and opportunities do you think people living in Africa face?
How might life in Kenya and Ethiopia be different from one another?

Common Misconceptions about Africa

- * Africa is a country
- * Africans speak African
- * Lack of technology
- * All African countries are poor
- * Africa is a desert



Africa is a continent not a country

Africa's Physical Features

Mt Kilimanjaro

- Located in Tanzania
- Highest point is 19,341 ft
- It takes 7-10 days to climb.

Sahara Desert

- Covers 30% of Africa
- Crosses 10 countries.
- Has the River Nile flowing through it.

Pyramids of Giza

- Located in Giza, Egypt.
- Over 4500 years old.
- Tombs to the great Pharaohs.

Marrakesh

- Located in Morocco.
- Found at the base of the Atlas Mountains.
- Known as the 'red city' due to the red brick buildings.

Hot Desert

- Hot in the day (up to 50°C) but very cold at night.
- Hot deserts receive less than 250mm of rainfall per year.
- Spiny shrubs with long roots and thick stems to store water and protect themselves.
- Camels – adapted to survive long periods without water

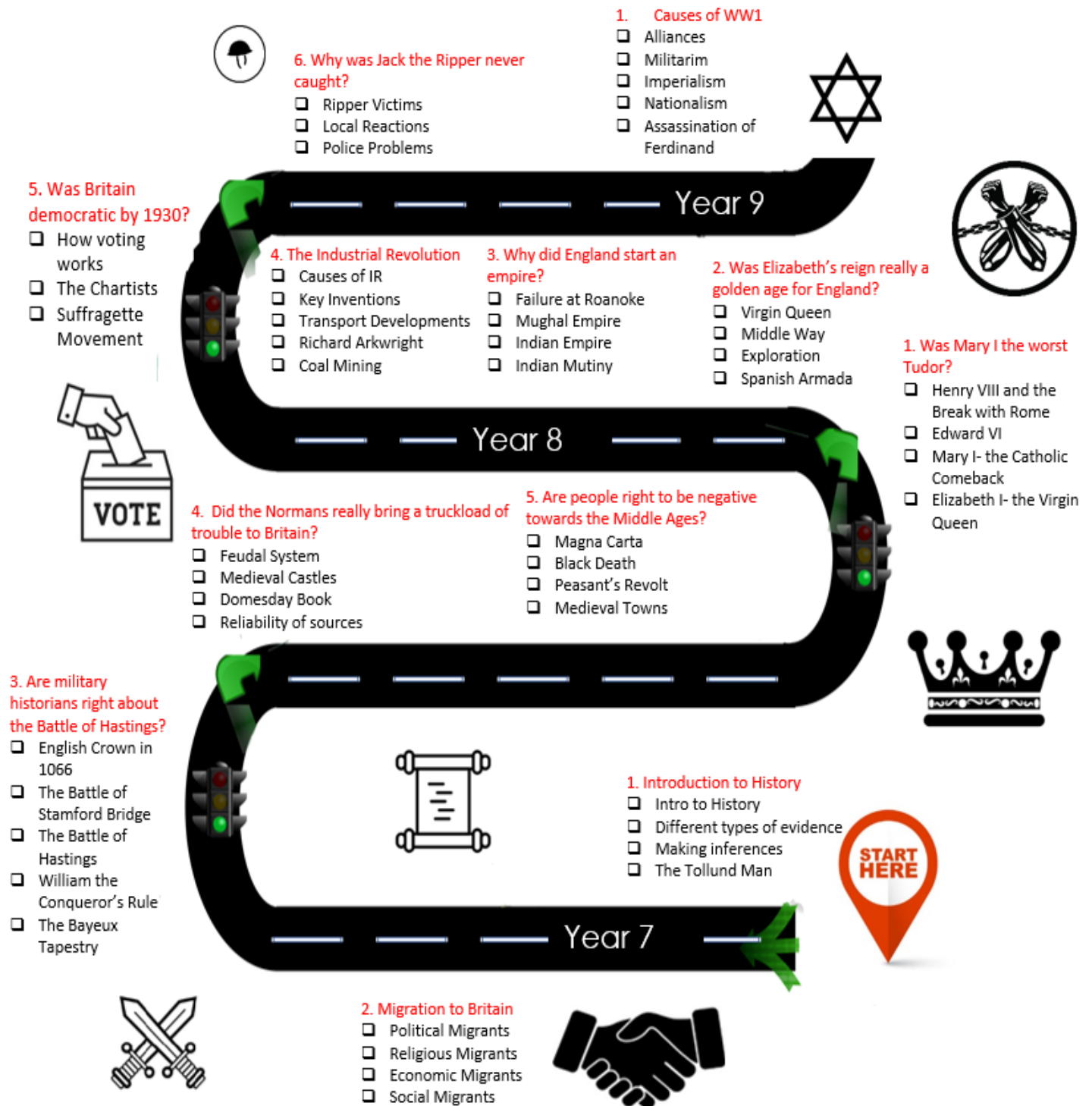


KENYA	
Human Development Index (HDI)	0.579 (147 th)
Gross National Income (GNI) per capita \$	\$1,620 (143 rd)
Life Expectancy	63.3yrs (165 th)
Infant Mortality (per 1000 people)	37.1
Literacy Rate	78%

ETHIOPIA	
Human Development Index (HDI)	0.463 (173 rd)
Gross National Income (GNI) per capita \$	\$790 (164 th)
Life Expectancy	66.2yrs (147 th)
Under 5 mortality per 1000	49.6
Literacy Rate	49.1%

Curriculum Subjects - History

Spring Term Overview



Disciplinary Vocabulary for History

Chronology
Explain
Source

BC
Describe
Evidence

AD
Cause
Reliable

Investigate
Compare
Useful

Knowledge Organiser - History

Timeline-key dates		Year 8		Key terms -	
1558	Elizabeth is crowned Queen of England.	3. How well did Elizabeth deal with her problems?		1	Heir
1559	Elizabeth implements her religious settlement.	Key people		2	Privateer
1568	Mary Queen of Scots flees to England from Scotland.	1	Pope	3	Monarch
1570	The Pope excommunicates Elizabeth	2	Mary Queen of Scots	4	Seal
1586	Babington Plot	3	Sir Francis <u>Walshingham</u> :	5	Suitor
1587	Execution of Mary Queen of Scots	4	Walter Raleigh	6	Alliance
1585	First colony in Virginia is established	What you need to know		7	Xenophobia
1588	Philip II launches the Spanish Armada	Her strengths of her character as well as her weaknesses. The issues she faced when she first came to the throne; religion, marriage and having a heir, Mary Queen of Scots, Spain & exploration		8	Parliament
1603	Elizabeth dies	You will need to know a pro and con of why Elizabeth would need/not need to marry. You will need to know that there are 4 suitors and that she did not choose any. Also the impact that this would have on how she was viewed across Europe and by Philip II of Spain.		9	Plot
		You will need to know why Mary Queen of Scots was a threat. You will need to know how Mary Queen of Scots was involved in the Babington Plot and the reason why Elizabeth made the decision to execute her.		10	Execute
1	Introduction to the enquiry: What were Elizabeth's problems?	You will need to know the reasons why Philip launched an Armada. You will also need to compare the tactics, leadership and ships of England to Spain and why England won the Armada. What impact this had on the relationship between England and Spain.		11	Provoke/provocation: to wind up/make fun of/make angry
2	How did Elizabeth respond to her problem of marriage?	You will need to know why countries began to explore and colonise. You will need to know about how Walter Raleigh planned but failed to be successful in the colonisation of Roanoke. You will need to know why it failed but also that it was the blueprint of further English colonies.		12	Privateering
3	How did Elizabeth respond to her problem of Mary Queen of Scots?	You will need to know the importance of propaganda for Elizabeth and how she wanted to be viewed throughout her reign. You will need to know how portrait contain symbolism and suggestions on what these mean.		13	Fire ships
4	How did Elizabeth deal with Spain?			14	Armada
5	Elizabeth and exploration- how well did she create her first colony?			15	Roanoke, Virginia
6	How did Elizabeth deal with how she was viewed? Portraits			16	Propaganda
				17	Portrait

Disciplinary knowledge			
Interpretation:	a view or an opinion	Cause	What is the creation of it
1			
2	Reliable	Consequence	The result or effect
3	Evidence	Change	The differences
4	Chronology	Continuity	Stays the same



Extend your knowledge- check out the QR codes

Knowledge Organiser - History

Timeline-key dates

1651	Navigation Acts which stated that trade with British colonies could only be carried in British ships
1700s	East India Company took more Indian land and had its own army and navy
1757	Battle of Plassey: EIC won and established their own Governor in Bengal
1857	Sepoy Rebellion due to animal fat on the gun cartridges
8 July 1858	EIC ended its rule in India- a viceroy was put in charge

Year 8

4. India: How far did India benefit from the British Empire?

Key people	
1	Robert Clive Governor of Bengal and worked for the East India Company
2	Elizabeth I Queen of England who allowed exploration

What you need to know

1	1. How and why did Britain get an empire? You will need to know what an empire is, the reasons Britain wanted an empire and how they went about getting and expanding theirs.
2	2. Who ruled India before the British? You will need to know who the Mughal Empire was, the fall of it and how the East India Company became established.
3	3. What impact did the East India Company have on India? You will need to know the various ways that the East India Company changed India to do with politics, society and industry. You will need to know why interpretations towards empire changed over time.
4	4. How did the East India Company lose its power? You will need to know what the Indian Rebellion of 1857 was and how this led to the end of the rule of East India Company. You will look at who benefited from the empire and who didn't.
5	5. How far did India benefit from the British Empire? You will look at answering the question on how far India benefited and how far they did not benefit.

Disciplinary knowledge

1	Interpretation: a view or an opinion	Cause	What is the creation of it
2	Reliable something that can be trusted	Consequence	The result or effect
3	Evidence can prove or disprove	Change	The differences
4	Controversial A topic that people disagree about	Continuity	Stays the same

Extend your knowledge- check out the QR codes



EIC documentary



Battle of Plassey



Sepoy Rebellion

Key terms-	
1	Empire Countries ruled by a single state/monarch
2	Colonisation When a country colonised (takes over) other countries
3	Trade buying and selling goods for a profit
4	Industrial Revolution process of change from agriculture to industry in Britain
5	Nawab A high ranking ruler/governor during Mughal Empire
6	Mughal The empire that ruled Indian from 16 th to 19 th century
7	Akbar A Mughal ruler
8	Battle of Plassey Battle between the Nawab of Bengal and East India Company
9	Sepoy Indian soldier
10	Caste system Indian class system, where your place in society is determined by birth
11	Cash crops crops in agriculture that make a lot of money
12	Agriculture farming- land or animals
13	Mutiny a revolt that is military- in this case overthrowing the British
14	Rebellion Action of resisting authority
15	Raj An Indian word meaning 'ruler'- usually describes 1858-1947 when India was ruled by the British
16	British Raj
17	Annexed territory taken over without the owner's permission
18	Missionary person sent on a religious mission often to convert people to Christianity

Curriculum Subjects - Maths

Spring Term Overview

Maths Progression Map



KS2 Prior Learning

Geometry:

- Measures of line and angle
- Area and perimeter of rectilinear shapes
- Name and know the properties of 2D and 3D shapes
- Accurately measure and draw lines and angles
- Find missing angles in triangles, quadrilaterals, on a line and round a point



Number and calculating

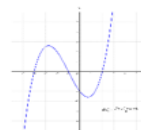
- Can order positive and negative integers and decimals
- Understand inverse operations
- Find, add and subtract fractions
- Use ratio



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Understand algebraic notation
- Use function machines

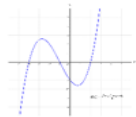


Year 7



Graphs and sequences

- Plot linear graphs
- Recognise parallel and perpendicular lines
- Solve equations graphically
- Generate sequences from term to term and position to term rules



Number and calculating

- Can order positive and negative fractions
- Prime factor decomposition
- Order of operations
- Equivalence of fractions, decimals, percentages and mixed numbers
- Apply ratio to real life situations



Year 8



Probability and statistics

- Understand the meaning of probability
- Find averages
- Read data in tables and bar charts

Probability and statistics

- Probability of things not happening
- Carroll Diagrams
- Stem and Leaf diagrams
- Scattergraphs
- Find averages from graphs



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Substitution
- Solve linear equations and inequalities
- Expand and factorise linear expressions

Geometry:

- Use scales on maps and diagrams
- Change between units of measurement
- Work with area and perimeter in trapezia and circles
- Properties of quadrilaterals
- Congruence and similarity
- Angles in all polygons
- Standard constructions on triangles
- Transformations

Year 9

Geometry:

- Use bearings
- Change units of area, volume and compound measures
- Pythagoras' theorem
- Calculate with pi
- Calculate lengths in similar shapes
- Parts of a circle
- Angles on parallel lines

Number and calculating

- Estimation
- Calculations with decimals
- Percentage increase and decrease
- Rates of change



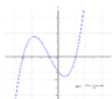
Graphs and sequences

- Use gradient and intercept to find the equation of a line
- Plot quadratic graphs
- Solve quadratic inequalities
- Find and use nth term

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Work with identities
- Solve more complex equations
- Represent solutions to inequalities on number lines
- Expand and factorise more complex equations



Probability and statistics

- Listing outcomes
- Venn Diagrams
- 2 way tables
- Use data grouped in tables
- Pie charts
- Use trends



Disciplinary Vocabulary for Maths

Measure

Area

Transformation

Perimeter

Volume

Symmetry

Circumference

Angle

Metric




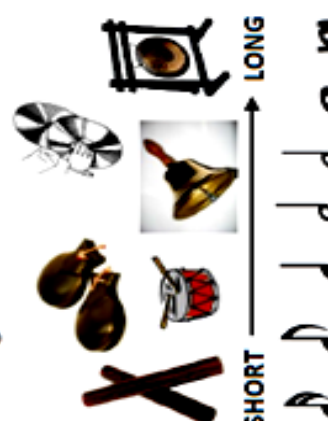

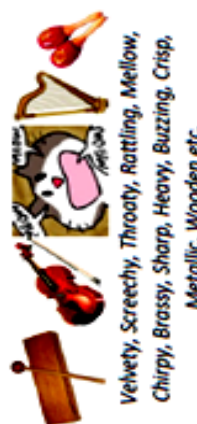
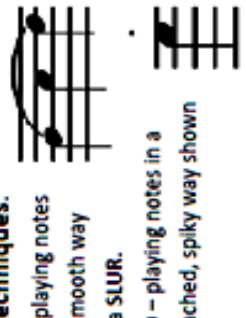


Convert

Spring Term Overview



Knowledge Organiser - Music

Knowledge Organiser—Music

<p>A. Pitch</p> <p>The highness or lowness of a sound.</p> 	<p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: Allegro, Vivace, Presto</p> <p>SLOW: Andante, Adagio, Lento</p> <p>GETTING FASTER – Accelerando (accel.)</p> <p>GETTING SLOWER – Ritardando (rit.) or Rallentando (rall.)</p> 	<p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: Fortissimo (ff)</p> <p>LOUD: Forte (f)</p> <p>QUITE LOUD: Mezzo Forte (mf)</p> <p>QUITE SOFT: Mezzo Piano (mp)</p> <p>SOFT: Piano (p)</p> <p>VERY SOFT: Pianissimo (pp)</p> <p>GETTING LOUDER: Crescendo (cresc.)</p> <p>GETTING SOFTER: Diminuendo (dim.)</p> 	<p>D. Duration</p> <p>The length of a sound.</p> <p>SHORT → LONG</p> 
<p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (sparse/solo) – small amount of instruments or melodies.</p> <p>THICK TEXTURE: (dense/layered) – lots of instruments or melodies.</p> 	<p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone quality of different instruments voices or sounds.</p>  <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Metallic, Wooden etc.</i></p>	<p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p> 	<p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p> 
<p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p> 			
<p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., supermarkets and restaurants.</p> <p>Music can create an image e.g., in response to art, a story, a poem, a character, a situation – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., end of an evening in clubs and bars.</p> <p>Music can be used for spiritual reasons e.g., worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection.</p> <p>Music can be used for commercial purposes e.g., advertising, TV themes.</p>			

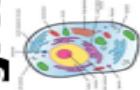
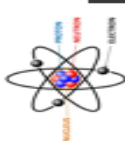
Curriculum Subjects - Science

Spring Term Overview

Science Progression Map



KS2 Prior Learning



Biology

Knowledge of **Cells**, Reproduction and ecosystems, using a microscope, flower dissection, investigating the impacts of pesticides in food chains.

Chemistry



Knowledge of **particles**, atoms and elements and Chemical reactions, understanding how to complete word equations and chemical formulae. Knowing how Mendeleev's work developed the modern Periodic table.

Physics

Knowledge of reaction **forces**, principles of wave behaviour, Principles of Energy and Space. Knowledge of electricity and magnets. Basic knowledge of series circuits investigating the extension of a spring, understanding theories behind the force of gravity. Developing theories and Scientists working collaboratively using peer review. Understanding the ideas of Newton and Galileo.

Scientific reading

Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues

Year 7 Theme: Cells, reproduction and Health, life processes, Particles, Atoms and elements, Chemical reactions. Forces and Motion, waves and energy, electricity and magnets, space

Year 7

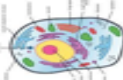
Physics

Knowledge of forces from year 7 and links to **particles** from chemistry to understand waves. Knowledge of **forces** leads to understanding motion and forces effecting motion. Links to atoms and **particles** to understand electricity and charge. Knowledge of parallel circuits. Electromagnets. Investigating electromagnets. Understanding the theory behind the big bang and how Scientists collaborated. Knowledge of Copernicus and Galileo and understanding how these Scientists worked.



Chemistry

Knowledge of **Particles and atoms** from year 7. Progression to separation methods, more complex chemical reactions, conservation of mass and simple balancing of symbol equations. Use chemical reactions to understand the reactivity series of metals. Knowledge of particles leads to rocks and their formation and the structure of the Earth.



Biology

Knowledge of body systems, Health and lifestyles and variation and inheritance. Progression of cells through year 8. Links to **year 7 cells** knowledge. Links to DNA found in nucleus to understand basic inheritance. Knowledge of peer review and understanding the development of structure of DNA. Watson and Crick and Marie Curie.



Scientific Reading

Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues. Making non biased discussions around the literature and linking to substantive and disciplinary knowledge.

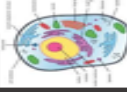
Working Scientifically
Scientific attitudes

Learn about the development of theories and understanding how Scientists work collaboratively into more complex theories
Experimental Skills and Investigation
Understanding Variables, Writing Scientific methods. Drawing Scientific equipment,
Choosing correct scientific equipment with some support.

Analysis and Evaluation
Making conclusions from data, evaluating the validity of Scientific methods
Measurement

Explaining why it is important to use certain measuring equipment. Understanding the importance of accuracy

Biology



Knowledge of the digestive system and **cells** from year 7 and 8. Understanding the importance of enzymes in the digestive system. Knowledge of photosynthesis in more detail. The structure of the leaf, chemical reactions for photosynthesis and respiration. How to **balance from atoms and chemical reactions** in chemistry. Fermentation and review of structure of **bacteria from cells year 7**. New technologies in Science, links to inheritance

Chemistry



Knowledge of the **periodic table** from year 7 and 8 to understand the patterns and reactions in group 7, 1 and 0. Links to **atoms** to balance more equations and deeper understanding of conservation of mass. Use of reactivity series in year 8 to understand displacement reactions. Write balanced equations. Knowledge of more complex reactions such as thermal decomposition. Review Mendeleev and his importance to Science. Understanding the impact of humans on Earth. Links to Earth structure and extraction of metals.

Physics



Knowledge of **particles and force** to understand pressure in year 9. Knowledge of waves in year 7 and 8 to understand light and colour and refraction of light. Knowledge of energy in 7 and 8 to calculate KW/h and understand power ratings. Knowledge of **forces** to understand moments and turning forces. Understanding of **electricity in 7 and 8** to know how different components work in series and parallel circuits.

Year 9

Year 9 Theme: Cells, Variation and inheritance, life Processes and interdependence, Atoms and elements, reactions and Earth.. Forces and Motion, waves and energy, electricity and magnets, space



Scientific Reading

Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues. Making non biased discussions around the literature and linking to substantive and disciplinary knowledge. Students look at more challenging articles around the substantive and disciplinary knowledge.

Disciplinary Vocabulary for Science

Particle
Gas
Condensation

Mixture
Melting
Sublimation

Substance
Freezing
Diffusion

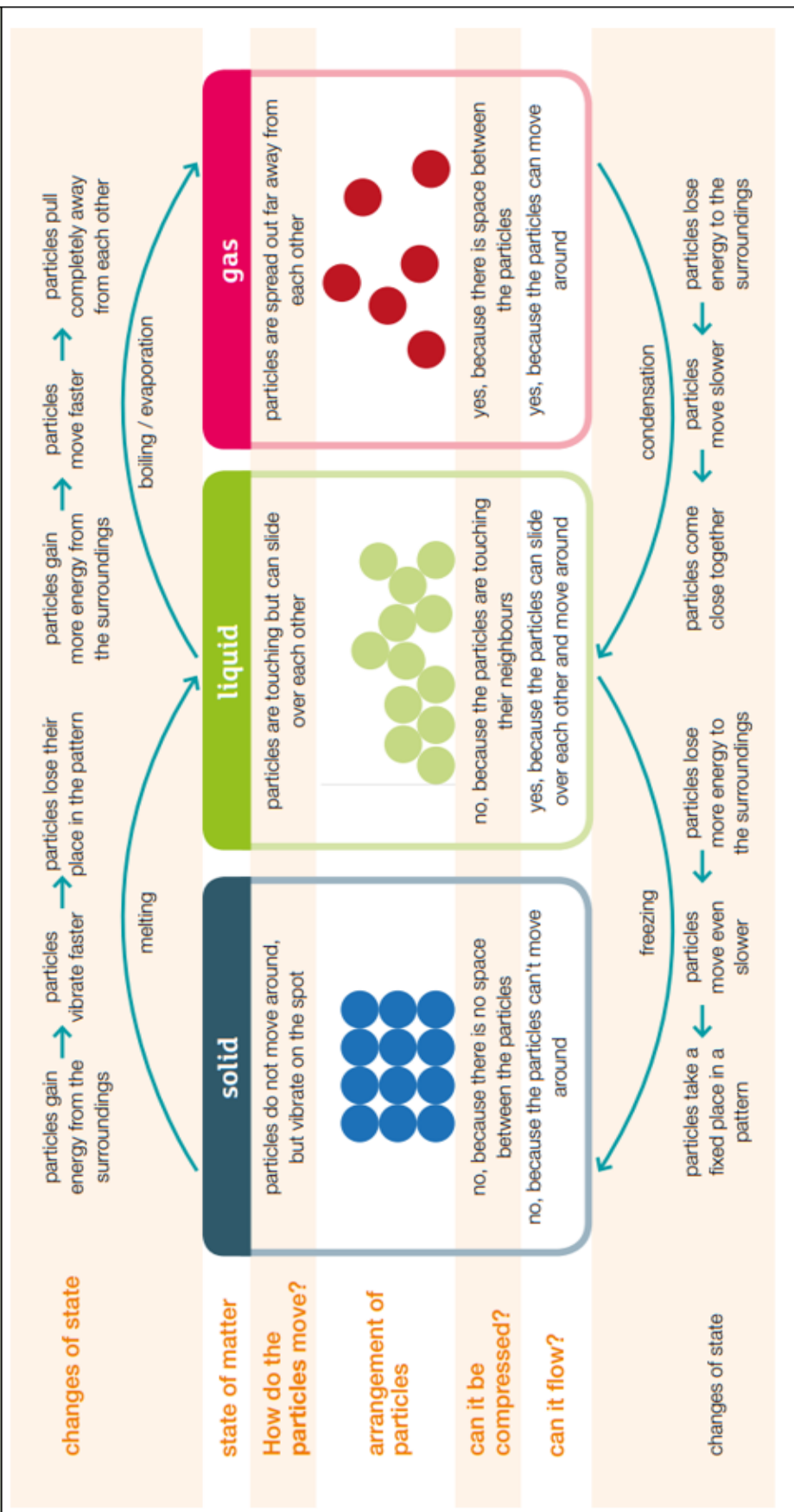
Solid
Boiling
Pressure

Liquid
Evaporation
Material



Knowledge Organiser – Year 7 Science – Particles

Section 1 Knowledge – Particle Model, States of Matter and Changes of State



What do I already know? (Prior knowledge)

- Materials can be grouped together depending on whether they are solids, liquids or gases.
- Materials change state when they are heated or cooled
- Evaporation is when a liquid changes to a solid. Condensation is when a gas turns to a liquid.

Knowledge Organiser - Science

Science Theme: Particles

Wider world and careers: Careers in forensic science, chemical engineer, environmental chemist, lab technicians, environmental chemist



Knowledge Organiser – Year 7 Science – Particles

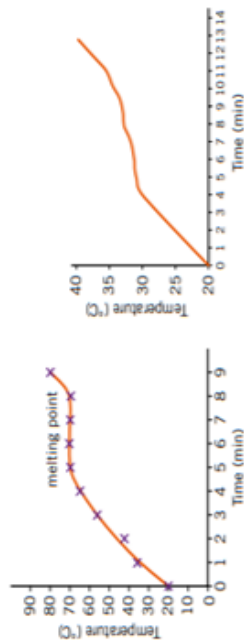
Section 2- Melting and Boiling Points

Melting and boiling points

Melting point — the temperature at which a **substance** melts

Boiling point — the temperature at which a substance boils

If you heat a **solid** and plot a graph of temperature against time:



the melting point will appear as a flat line if the substance is **pure** (has only one type of particle).

If you don't see a flat line, the substance is a mixture (has different types of particle).

Section 3 – Diffusion

Diffusion

Particles move about randomly in liquids and gases and spread out through **mixtures**. This process is called diffusion. How quickly diffusion happens depends upon three variables:

Variable	Effect on diffusion
temperature	diffusion is faster at higher temperatures because particles move faster when hotter
particle size	diffusion is slower with larger, heavier particles
state of matter	diffusion is: <ul style="list-style-type: none"> • fast in gases • slow in liquids • doesn't happen in solids

Section 4 – Gas Pressure

Gas pressure

Gas particles move around, colliding with the walls of a container they are in. This causes a force called pressure. It depends on three variables:

Variable	Effect on gas pressure
temperature	Pressure increases at higher temperatures because particles move faster and therefore collide more frequently with the container.
particle size	Pressure increases with greater numbers of particles because there are more particles colliding with the walls of the container.
state of container	Pressure decreases as the size of container increases because particles have more space to move around, so they don't collide with the walls of the container as often.

Key Words

Material – The different types of stuff that things are made from

Particle – The tiny things that materials are made from

Mixture – Made up of substances that are not chemically joined together

Substance – A material that is not a mixture. It has the same properties all the way through

Property – A quality of a substance or material that describes its appearance or how it behaves

Solid – A substance that cannot be compressed and it cannot flow

Liquid – A substance that can flow but not be compressed

Gas – A substance that can flow and be compressed

Melting – The change of state from solid to liquid

Freezing – The change of state from liquid to solid

Boiling – The change of state from liquid to gas that happens when bubbles of the substance in its gas state form throughout the liquid

Evaporation – The change of state from liquid to gas that happens when particles leave the surface of the liquid. It can happen at any temperature

Condensation – Change of state from gas to liquid

Sublimation – Change of state from solid to gas

Diffusion – Movement of particles from an area of high concentration to an area of low concentration

Pressure – Force exerted over an area

Curriculum Subjects - Spanish

Spring Term Overview

Spanish Progression Map



The Spanish-Speaking World

Knowledge of which countries speak Spanish, and why Spanish is an increasingly important commercial and cultural language in today's society.



phonics

Phonics

Knowledge of how to pronounce Spanish words, recognising rules and patterns, and making a correlation between the written and spoken word.



Myself & Family

Knowledge and use of the language needed to introduce themselves, giving details such as name, age, birthday, pets, siblings. Use of key verbs in the PRESENT tense.



My Life at School

Knowledge and use of the language needed to talk about aspects of school, such as opinions of subjects, details of timetable and description of school. Use of opinion verbs, connectives and adjectives.

Food & Drink

Knowledge and use of the language needed to talk about food and drink, including their opinions, details of mealtimes, and how to order in a restaurant. Knowledge of the traditional / typical dishes of Spain and other Spanish-speaking communities



Technology and Media

Knowledge and use of the language needed to talk about spare time activities, focusing upon mobile technology, music and TV. Knowledge and use of language needed to make arrangements to go out. Awareness and use of the CONDITIONAL tense.



Holidays & Tourism

Knowledge and use of the language needed to talk about holidays - destinations, travel, accommodation, activities and opinions. Use of the PRETENSE tense to describe one-off actions and events in the past.



Where I Live

Knowledge and use of the language needed to talk about their house and town. Use of the NEAR FUTURE tense to refer to upcoming events.

Year 8

Everyday Life

Knowledge and use of the language needed to talk about their likes and dislikes, describe a typical week. Use of the NEAR FUTURE tense to discuss upcoming events



Cinema

Knowledge and use of the language needed to talk about film and cinema. Knowledge of important films from Spain and other Spanish-speaking communities



The World of Work

Knowledge and use of the language needed to discuss different jobs, and talk about what they would like/dislike to do as a job in the future. Use of the CONDITIONAL tense. Knowledge of the career benefits of a MFL qualification.



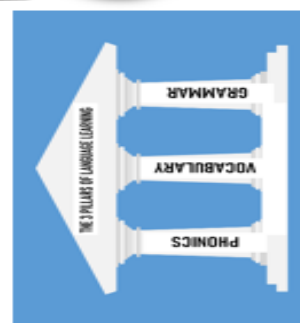
Healthy Lifestyle

Knowledge and use of the language needed to talk about lifestyle in terms of diet and exercise habits, and how to lead a more healthy lifestyle. Knowledge and use of the language needed to discuss different sports and physical activities, and talk about illness and injuries.



Year 9

Year 9: Everyday Life, Cinema, World of Work, Healthy Lifestyle



THE 3 PILLARS OF LANGUAGE LEARNING

GRAMMAR
VOCABULARY
PHONICS

- understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to ANY language
- development of metacognitive, problem-solving and communication skills • extension of students' cultural capital

Disciplinary Vocabulary for Spanish

Pronunciation
Gender
Singular

Phonics
Definite articles
Plural

Syllables
Indefinite articles

Emphasis
Adjectival agreement

Knowledge Organiser - Spanish

¿Te gustaría ir al cine? Would you like to go to the cinema?

¿Te gustaría ir...?	Would you like to go...?	al parque	to the park
a la bolera	to the bowling alley	al pista de hielo	to the ice rink
a la cafetería	to the café	al polideportivo	to the sports centre
al centro comercial	to the shopping centre	¿Te gustaría venir a	Would you like to come to
al museo	to the museum	mi casa?	my house?

¿Dónde quedamos? Where do we meet up?

al lado de la bolera	next to the bowling alley	enfrente del	opposite the sports
delante de la cafetería	in front of the café	polideportivo	centre
detrás del centro	behind the shopping	en tu casa	at your house
comercial	centre		

Lo siento, no puedo I'm sorry, I can't

¿Quieres salir?	Do you want to go out?	pasar al perro	walk the dog
Tengo que...	I have to...	salir con mis padres	go out with my parents
cuidar a mi hermano	look after my brother	No quiero.	I don't want to.
hacer los deberes	do my homework	No tengo dinero.	I don't have any money.
lavarme el pelo	wash my hair	No puede salir.	He/She can't go out.
ordenar mi dormitorio	tidy my room		

Gramática

You use the present tense to talk about what usually happens.

There are three groups of regular verbs:

-ar verbs	-er verbs	-ir verbs
hablar	leer	compartir
hablo	leo	comparto
hablas	lees	compartes
habla	lee	comparte
hablamos	leemos	compartimos
habláis	leéis	compartís
habian	leen	comparten

Some verbs are stem-changing:
jugar → to play juego → I play

Gramática

When you give opinions with me gusta, make sure you use el, la, los or las before the noun. You may not use the in English, but you must use el, la, los or las in Spanish.

Me gusta el rap.
I like rap.

Le encanta la música pop.
He/she loves pop music.

However, you don't need el or la if you are saying what style of music you listen to.

Escucho rap. I listen to rap.

Gramática

When you want to compare two things, you use the comparative.

más + adjective + que... more... than...

The adjective must agree with the noun.

Las realitäts son más divertidas que los concursos.
Reality shows are funnier than game shows.

Las series policíacas son más aburridas que las telenovelas.
Police series are more boring than soaps.

Gramática

You use:
the present tense to talk about what usually happens.
the preterite to talk about past events.

All types of verbs (regular -ar, -er and -ir verbs, stem-changing verbs and irregular verbs) change their endings to show whether they are in the present or the preterite.

Present
monto, juego, veo,
salgo, hago, voy

Preterite
monté, jugué, vi,
salí, hice, fui

¿Qué haces con tu móvil? What do you do with your mobile?

Chateo con mis amigos.	I chat with my friends.	Juego.	I play.
Comparto mis vídeos favoritos.	I share my favourite videos.	Leo mis SMS.	I read my texts.
Descargo melodías o aplicaciones.	I download ringtones or apps.	Mando SMS.	I send texts.
Hablo por Skype.	I talk on Skype.	Saco fotos.	I take photos.
		Veo vídeos o películas.	I watch videos or films.

¿Con qué frecuencia? How often?

todos los días	every day	a veces	sometimes
dos o tres veces a la semana	two or three times a week	de vez en cuando	from time to time
		nunca	never

¿Qué tipo de música te gusta? What type of music do you like?

el rap	rap	¿Qué tipo de música escuchas?	What type of music do you listen to?
el R'n'B	R'n'B	Escucho rap.	I listen to rap.
la música clásica	classical music	Escucho la música de...	I listen to ...'s music.
la música electrónica	electronic music	Escucho de todo.	I listen to everything.
la música pop	pop music		

Opiniones

Me gusta (mucho)...	I like... (very much)	¿Te gusta la música de...?	Do you like... 's music?
Me encanta...	I love...	Me gusta la música de...	I like... 's music.
No me gusta (nada)...	I don't like... (at all)	mi canción favorita	my favourite song
la letra	the lyrics	mi cantante favorito/a	my favourite singer
la melodía	the tune	mi grupo favorito	my favourite group
el ritmo	the rhythm	En mi opinión...	In my opinion...
porque es guay/triste/horrible	because it is cool/sad/terrible		

Me gustan las comedias I like comedies

un programa de música	a music programme	el telediario	the news
un programa de deportes	a sports programme	más... que...	more... than...
un concurso	a game show	divertido/a	funny
un documental	a documentary	informativo/a	informative
un reality	a reality show	interesante	interesting
una comedia	a comedy	aburrido/a	boring
una serie policíaca	a police series	emocionante	exciting
una telenovela	a soap opera		

¿Qué hiciste ayer? What did you do yesterday?

Bailé en mi cuarto.	I danced in my room.	Vi una película.	I watched a film.
Fui al cine.	I went to the cinema.	Salí con mis amigos/as.	I went out with my friends.
Hablé por Skype.	I talked on Skype.	No hice los deberes.	I didn't do my homework.
Hice gimnasia.	I did gymnastics.	ayer	yesterday
Hice karate.	I did karate.	luego	later, then
Jugué en línea con mis amigos/as.	I played online with my friends.	por la mañana	in the morning
Jugué tres horas.	I played for three hours.	por la tarde	in the afternoon
Monté en bici.	I rode my bike.	un poco más tarde	a bit later

Knowledge Organiser - Spanish

Year 8 Spanish

Knowledge Organiser

Term TWO



Todo sobre mi vida
¿Qué HACEMOS?

SKILLS

Giving opinions

- Use a range of opinion-giving phrases to make your sentences more interesting:
♥♥♥ Me encanta...
♥♥♥ No me gusta nada...
♥♥♥ Give a reason: porque es guay/triste/horrible... porque me gusta el ritmo...
♥♥♥ Make an exclamation: ¡Qué va! ¡Estás loco/a?

¿A qué hora?

- a las seis
- a las seis y cuarto
- a las seis y media
- a las siete menos cuarto
- a las siete menos diez

Pronunciación

In Spanish, the letter **h** is silent:
¡Hola! ¿Te gustaría ir a la pista de hielo?
You learned it in **hipopótamo** in Libro 1.

Time markers can sometimes help you to work out whether someone is referring to the present or the past. For example:
normalmente (present);
ayer (past).

Make sure you use the correct article and remember to change singular to plural.
Es **un** concurso. → Me gustan **los** concursos.
Es **una** comedia. → Me gustan **las** comedias.
Note: The word **programa** is **masculine** (un programa de.../los programas de...).

Gramática

Me/Te **gustaría** is the conditional form of me/te gusta. You use it to say what you would like to do. It is often followed by the infinitive.

¿Te **gustaría** ir a la cafetería?
Me **gustaría** ir al cine.
Would you like to go to the café?
I would like to go to the cinema.

de + el → del
de + la → de la

a + el → al
a + la → a la

tener = to have

No **tengo** dinero. I don't have any money.

tener que + infinitive = to have to

Tengo que pasear al perro. I have to walk the dog.

To ask if someone wants to go out, you can use:

¿Quieres ir a la playa mañana?

Do you want to go to the beach tomorrow?

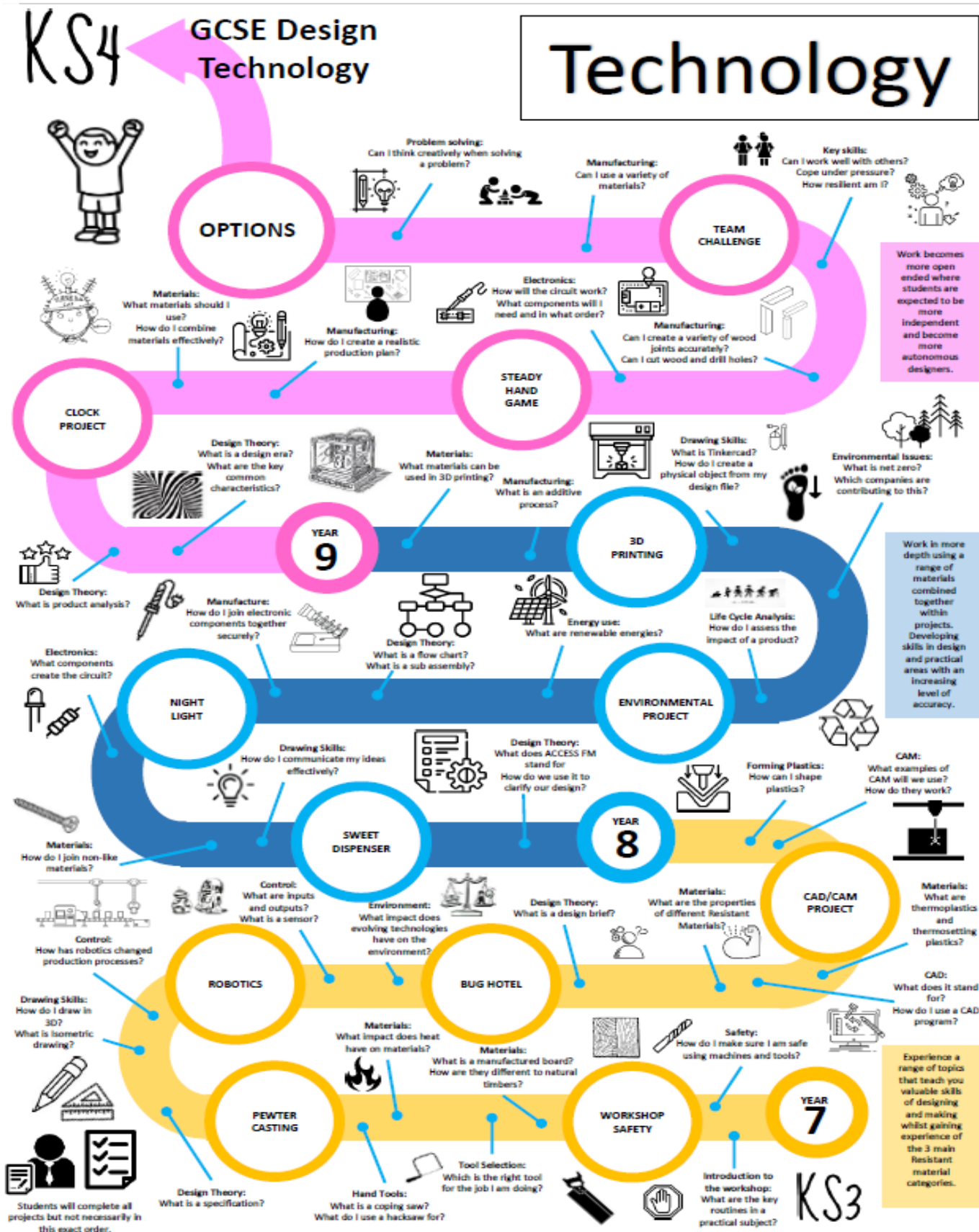
or

¿Te **gustaría** ir a la playa mañana?

Would you like to go to the beach tomorrow?

Curriculum Subjects - Technology

Spring Term Overview—Technology



Knowledge Organiser - Technology

Technology Knowledge Organiser Year 8—Colour Changing light

Specialist Vocab








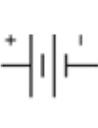
SUB-ASSEMBLY: A unit assembled separately but designed to be incorporated with other units into a larger manufactured product.

FLOWCHART: A type of diagram that represents a workflow or process

DURABILITY: The ability to withstand wear, pressure or damage.

SOLDER: Is a Tin alloy with a melting point of approximately 227°C. It is composed of 99.3% Tin (Sn) and 0.7% copper (Cu)

Components

LED		A Light-emitting diode lights up when a voltage is applied, they have a positive and negative leg so will only work if they are connected the correct way	
Resistor		A resistor is used to create resistance for an electrical current, in our circuit it stops the LED from receiving too much current	
Switch		When the switch is compressed the connection is made which allows the electricity to flow and the device the switch is connected to switch "on"	
Battery connector		The battery holder is used to hold 2 AA batteries. Red wire is positive, black wire is negative. On the right we have shown the circuit symbol for a battery	

Tools



Soldering Iron



Fret saw



Disc Sander



Tenon saw

Key Knowledge

What is the difference between natural and manufactured wood?

There are two categories of natural wood, called hardwoods and softwoods. A hardwood tree is often defined by a tree that loses its leaves, examples of these are oak, ash and teak. A softwood tree doesn't lose its leaves and is sometimes referred to as coniferous or evergreen. Christmas trees are a good example of a softwood such as pine or spruce

Manufactured wood is produced to meet a need, you cannot get a tree big enough to cut into sheets. All Manufactured woods are engineered to have certain properties and characteristics, this could be strength, durability, the ability to withstand a wet environment. Plywood, MDF and chipboard are examples of manufactured wood

Why do we measure in millimetres?

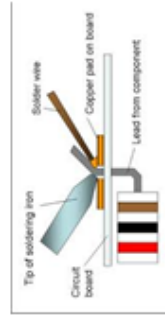
It is important to measure accurately when cutting the joints for the box, we use a metal rule, a try square and a sharp pencil to ensure accuracy and that our lines are square to the wood and precise. We use Millimetres as that is the smallest measurement that can help us to work accurately.

How is soldering used for small batch production and continuous production?

A soldering iron system would be appropriate for smaller types of production however, if you were working for a company such as Samsung you would use a different technique when making electronic printed circuit boards. This technique is called flow soldering and works by passing each circuit board over a pan of molten solder. A pump in the pan creates a "wave" of solder that washes over the board, soldering the components to the board. The PCB then receives a water spray or air blowing to safely cool it and fix the parts in place.

Safety precautions when using the soldering iron:

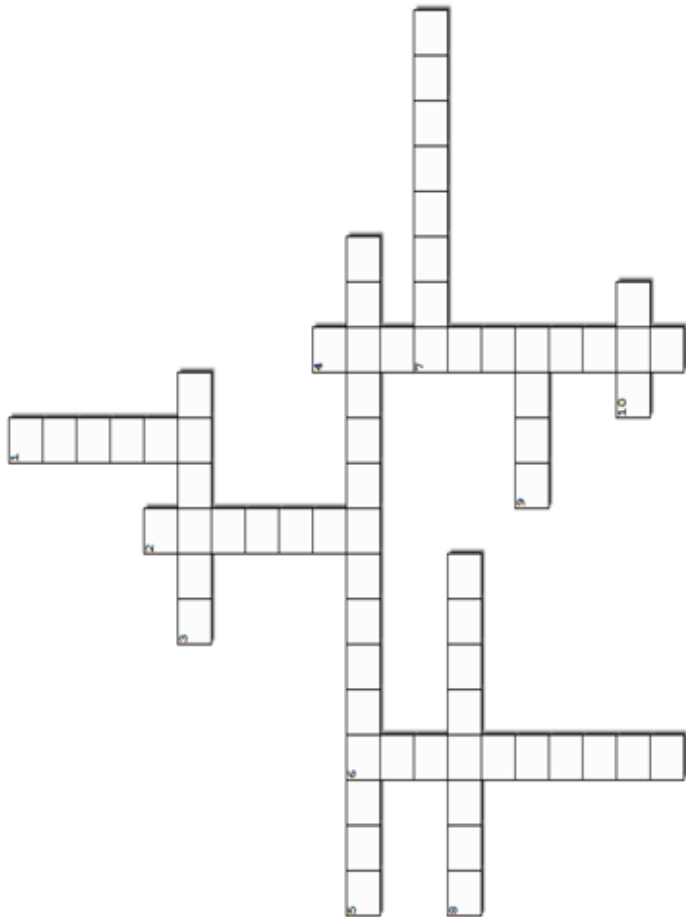
- Never touch the element of the soldering iron it is approximately 400°C!
- Hold wires or components to be heated with tweezers or clamps.
- Keep the cleaning sponge wet during use.
- Always return the soldering iron to its stand when not in use. Never put it down on the workbench.



Knowledge Organiser - Technology



Technology Knowledge Organiser Year 8 Light Project

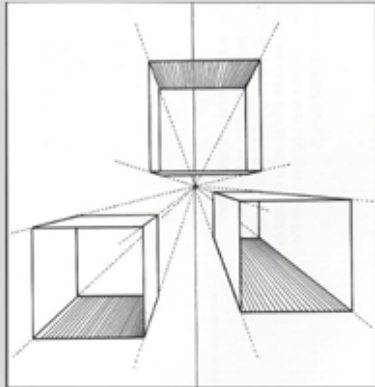


Across

- 3. Melts at over 200 degrees centigrade
- 5. Making a small amount of the same product
- 7. The joint used in the corner of our boxes
- 8. An electronic component that restricts voltage
- 9. A soft wood
- 10. Lights up when current passes through

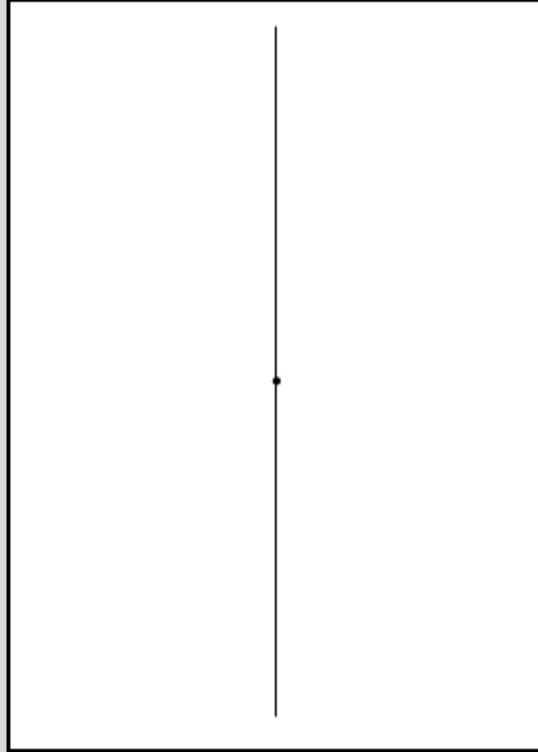
Down

- 1. Used to clean your soldering iron tip
- 2. A manufactured board
- 4. A unit of measurement
- 6. Another name for a softwood tree



Can you recreate these 1 point perspective cubes in the space below?

We will be using this technique to draw our final design.



Assessment

Formative Assessment

Formative assessment is an ongoing process which happens each lesson in each subject. Through formative assessment, teachers are able to ascertain whether a student has grasped the essential knowledge and concepts needed to move on, and can adapt their planning as a result.

Formative assessment may take many forms, and students will probably be unaware that their teacher is assessing their learning. Common formative assessment may include:

- Asking questions
- Quizzes
- Plickers (an online quizzing tool)
- Marking written work
- Check ins during independent tasks
- Discussion

Summative Assessment

Summative assessments are more traditional, written and graded assessments. These are used to assess whether a student is reaching the expected standard for that part of the year. These may take the form of:

- End of unit tests
- End of term tests
- Extended written responses

Summative assessments usually test knowledge from a specific topic as well as retention of previous topics.

Reporting in Year 7

We will report your child's attainment and progress to you twice per year. This is to ensure that students have sufficient time to embed essential knowledge and revise what they need to know. Teachers will base the grades given on class work, homework, formative and summative assessments and contribution to discussion. Your child will be awarded one of three grades:

*Working at **Greater Depth** within the expected standard. Your child is consistently working above where we expect them to be and has a secure understanding of the knowledge taught in Year 7*

*Working at the **Expected Standard** Your child is consistently working at the level we would expect and has a good understanding of the knowledge taught in Year 7*

*Working **Below the Expected Standard** Your child is consistently working below the level we would expect and has not secured the knowledge taught in Year 7 yet.*

Progress, Homework and Attitude to Learning

Alongside attainment, we will also report on your child's progress, homework and attitude to learning. We will only report on progress in the second report. This is because it is possible for a student to remain at the same attainment level, but be making exceptional, good or insufficient progress within that grade. For instance, a child may be working at Greater Depth, but be making exceptional progress within that and we believe it is important to recognise this.

These grades are displayed as the following text:

- Exceptional
- Good
- Not good enough

Finding Your Way Round our School

A Block

Upstairs in A Block is the **Modern Foreign Languages Faculty**, as well as a **Specialist Computer Room, A1**. Downstairs we have the **School Office**, the **Finance Team**, and **Mrs Matthews' Office**.

B Block

In the **Learning Resource Centre (LRC)**, students are able to access our wide range of books and our computers, at break, lunch and during Homework Club. Our **Careers Advisor** is also available for Careers Information, Advice & Guidance. One of our specialist **Computer Rooms, B1** is next to the LRC.

The **Canteen & Hall** are in B Block, next to the LRC. Assemblies will be held in here, as well as some Drama lessons. Of course the Canteen is also there for food at break and lunch! The **Gym and Gym Changing Rooms** are next to the Hall.

The **Maths Faculty** is upstairs in rooms B10 to B16. You will also find the Exams Office and the Year 11 Common Room on the first floor in B Block. **Mrs Hutchinson's Office** is next to B16.

On the top floor in B Block are two of our **Geography** classrooms, B17 & B18.

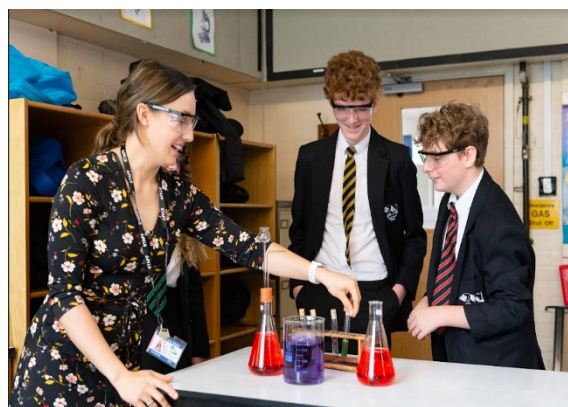
The **Wellbeing Hub** is situated at the entrance to B Block and provides a fantastic space to support individuals and groups of students at break, lunch and before/after school. Outside the Hub is our **Sensory Garden**, where students can go if they need to have a quiet space at social times. Next to the Hub is **Mrs Westwood's Office**.

The **Science Corridor** runs the length of B Block downstairs and contains **Laboratories B2 to B5**, as well as the **Science Prep Room**, where Spot, our therapy dog is based, with her owner Mr Etherington, and the **Science Office**. On this corridor you will also find the **Year 10 & Year 11 Toilets**.

Just along from the Science Office is our **Pastoral Support Room**, where you will find our Year 11 Prefects running our **Student Hub** each week, as well as our **School Chaplain, Counsellors and School Nurses** (available to support via referral from Head of Year).

B Block Extension

Our **Music** and **Drama** rooms are accessed at the end of the Science corridor, with our Music classroom in B6, along with 3 **Music Practice Rooms**. Next door to Music is the **Drama Studio**, B7 and the **Year 8 Office**.



Finding Your Way Round our School

C Block

Computing (part of the Technology Faculty) is based in our specialist computer rooms, C1 & C2, next to the **IT Support Office**, where students can ask any technical questions regarding email accounts etc. **Mr Dudley's Office** is on the corner of C Block corridor, next to the **Humanities Faculty**, which consists of **Geography, History and RE**, taught in rooms C3, C4, C5 and C6.

Art & Design rooms C7 and C8 are next to the **Humanities Office**. The **Year 9 Toilets** are next to C5.

The **Food Technology** rooms are in C9 & C10, next to the **Technology Rooms** in C11, C12 and C13. These contain a wide range of specialist equipment including 3D printers and our laser cutter, which enable students to create a range of products.

The **Year 8 Toilets** are between C11 & C12.

D Block and E Block

D Block and E Block are home to the **English Faculty**, as well as the **English Office** and the **Year 7 Office** in D Block.

There is also a Year 7 Toilet in E Block for emergency use (the main **Year 7 Toilets** are in the **Sports Hall building**).

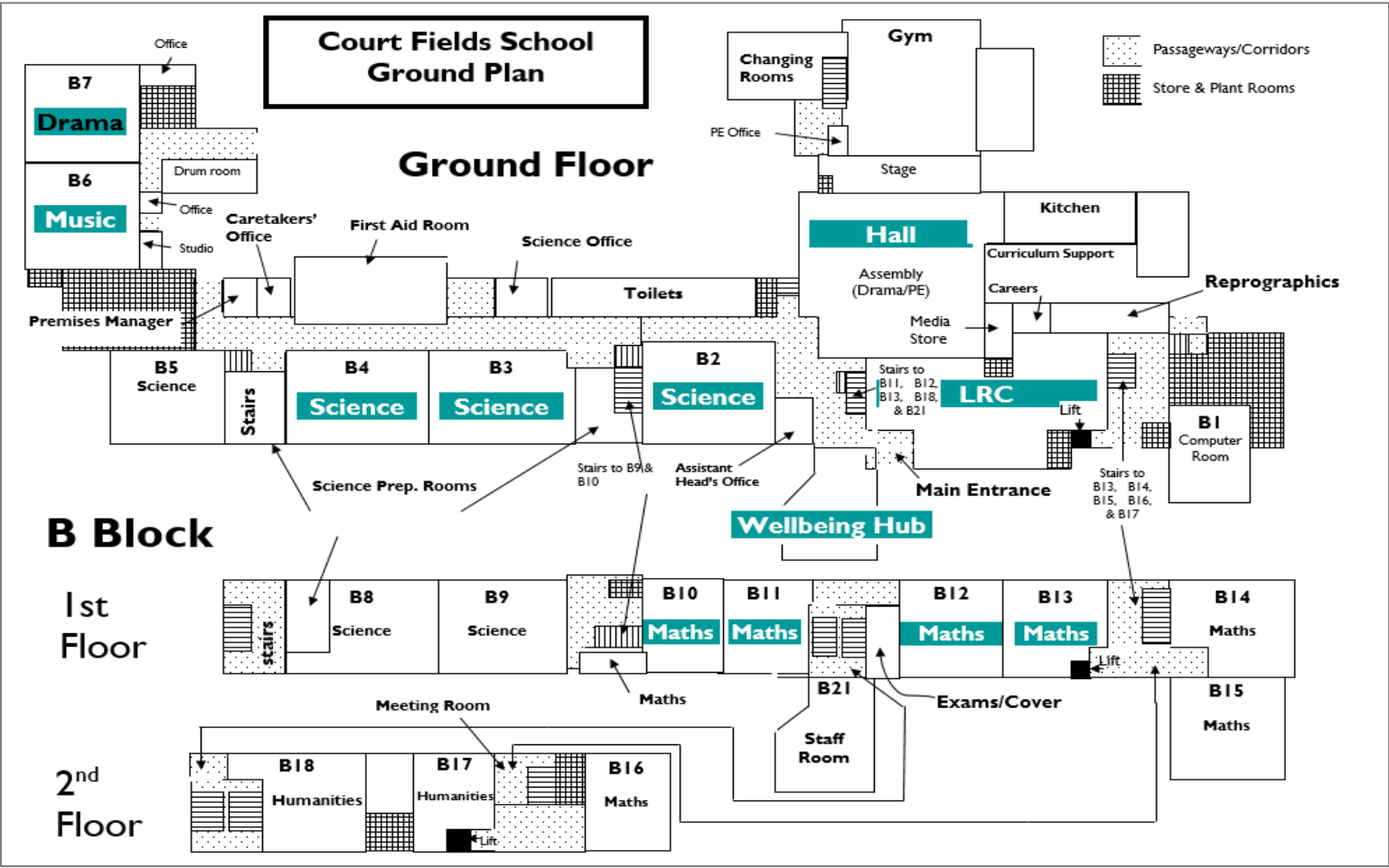
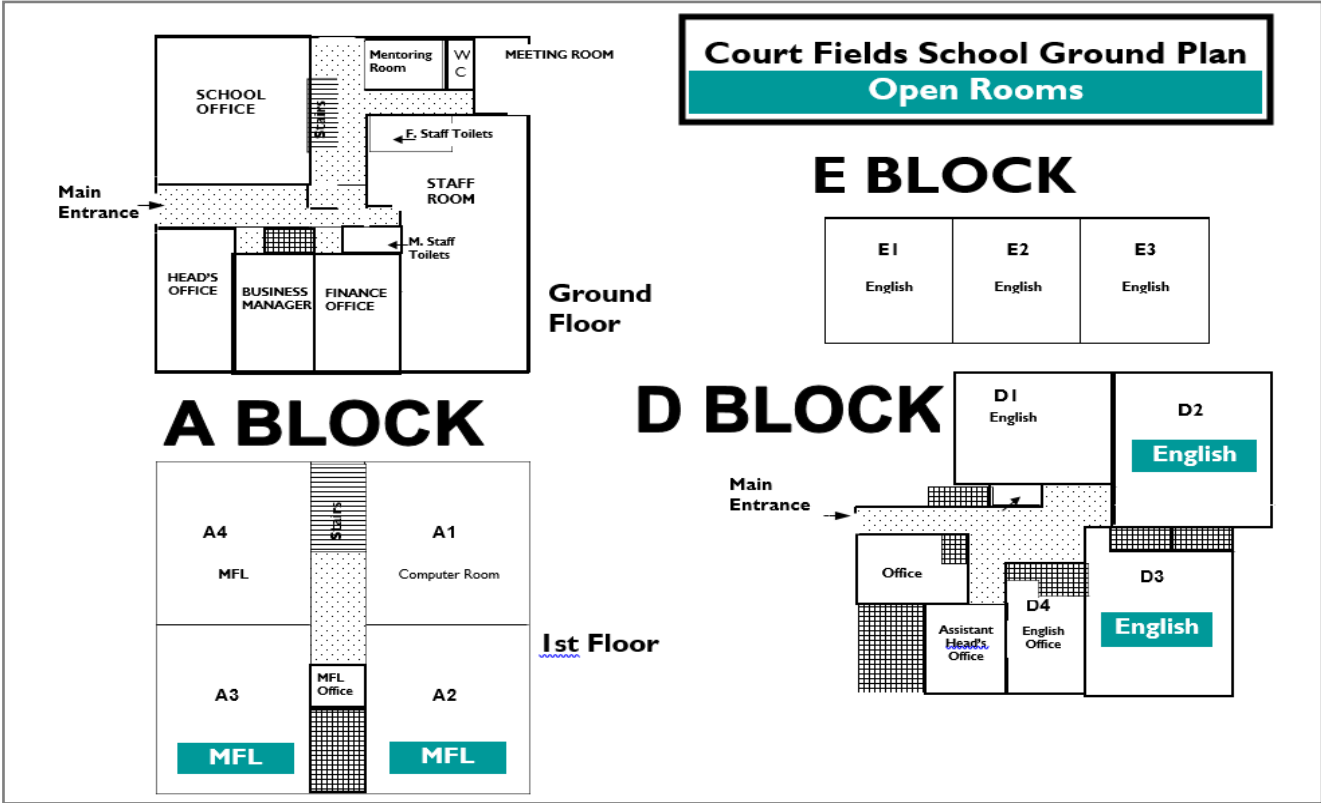
Sports Hall and Learning Support

Inside the Sports Hall Foyer you will find the **PE Office**, with the **Sports Hall Changing Rooms** and the **Sports Hall** itself straight through the double doors in front of you.

To the right of the foyer is the **Learning Support Faculty**, where a wide range of students may access interventions and support at some time in their school career. Our SENCO, Mrs McCarthy works in the **Learning Support Office**, half way along the Learning Support corridor.

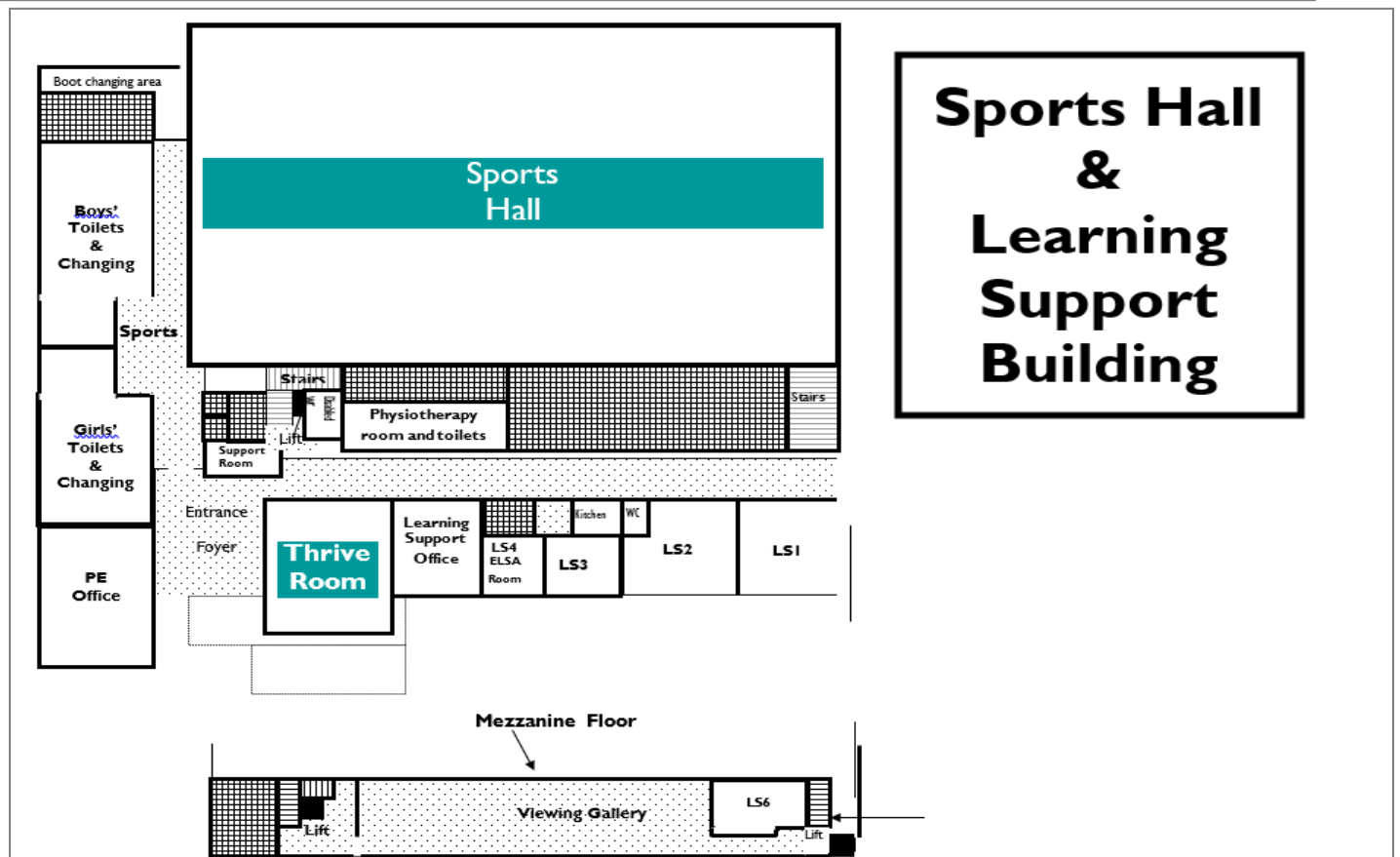
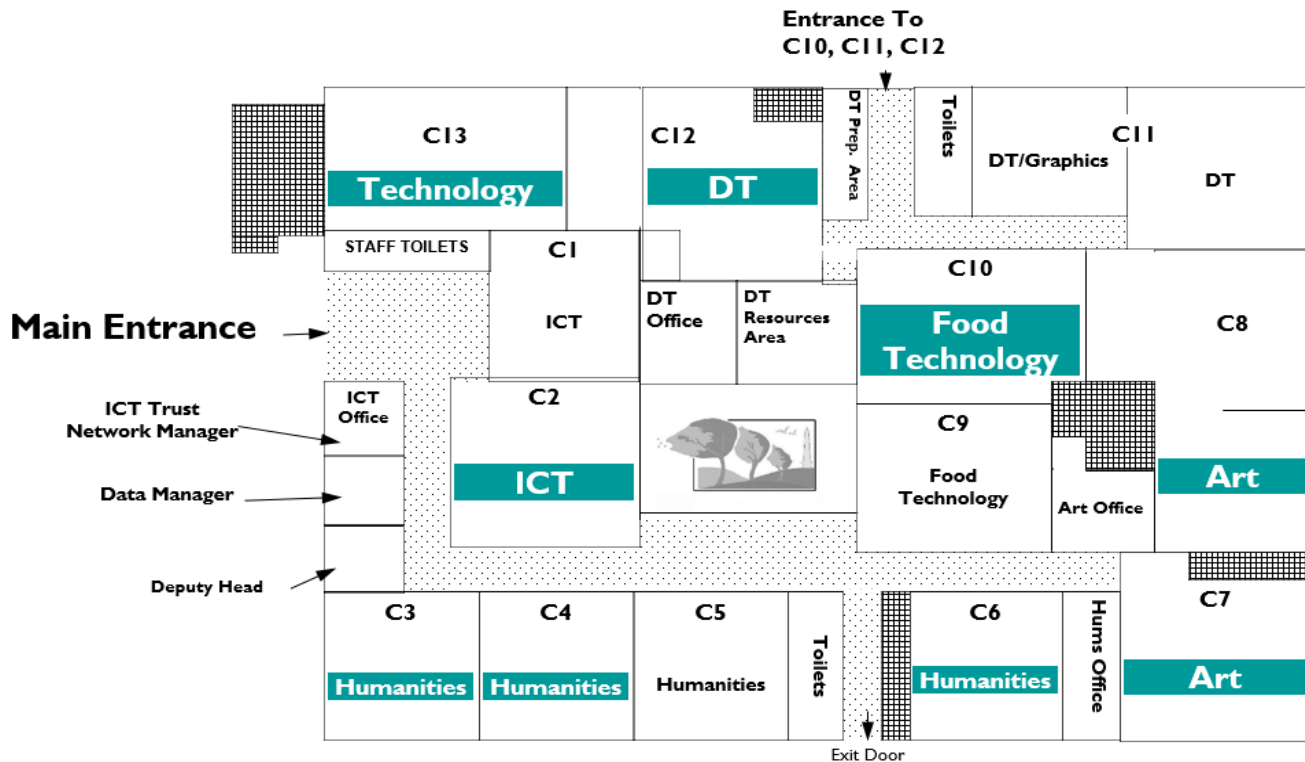


School Map



School Map

C BLOCK



Safeguarding



Mrs Westwood
Lead Designated
Safeguarding Officer

Mr Canham



Mrs McCarthy



Deputy Designated
Safeguarding Officers

Safeguarding Team



Mrs Hartnell



Mrs Lowe



Safeguarding Officers



Mrs Hembrow
Safeguarding
Governor

Mrs Matthews
SLT Designated
Safeguarding Officer



Safeguarding

Court Fields School is committed to safeguarding and promoting the welfare of children and young people.

We ensure that consistent and effective safeguarding procedures are in place to support children, families and staff at school. All concerns are passed through the members of staff who are trained as Designated Safeguarding Officers who make up the Safeguarding Team in school. This team is led by Mrs Westwood, as our Designated Safeguarding Lead.

As a wider school team we understand our obligation that Safeguarding is everyone's responsibility, not just the members of the Safeguarding team. This is a clear expectation, which is upheld by all members of our school staff.

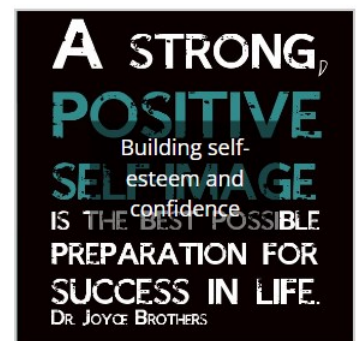
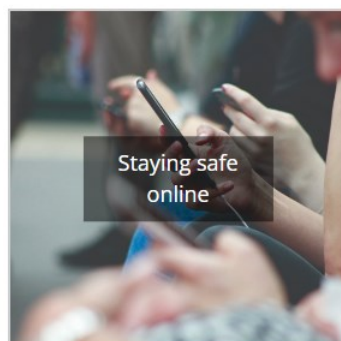
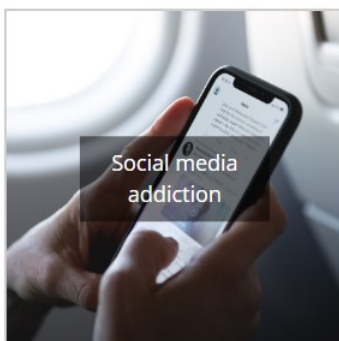
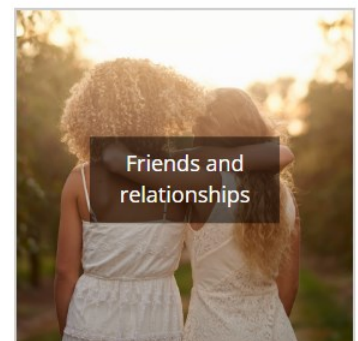
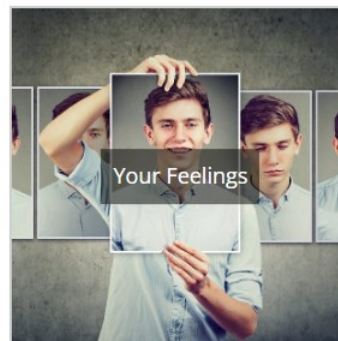
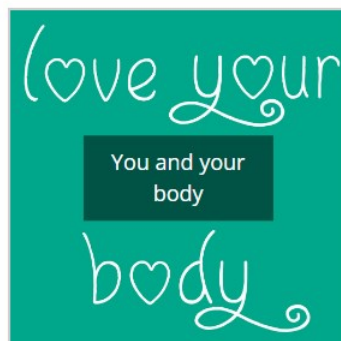
We also know how important it is for our students to safeguard each other, and we ensure that they have the opportunity to tell us if they're worried about something. That could be about themselves or someone else. They could speak to their Tutor, or one of our Safeguarding Team, to the Pastoral Staff in the Hub, to another trusted adult, or by sending an email to safeguarding@courtfields.net.

SAFE: Help & Support

Students are also supported by our 'SAFE' online resource

SAFE is there to help students whether they have a problem or maybe are worried about one of their friends, and also to support parents and families to report safeguarding issues to us and find useful information on a wide range of issues.

The online platform is available on our website – there is a tab you can click on at the bottom of our home page, we also have SAFE tabs in the search sections on the web page.



Key Dates

Spring Term

3rd January	Students return to school
3rd February	Non-uniform Day—wear red for Heart Charities
13th-17th February	Half Term
20th February	Inset Day
17th March	Non-uniform Day for Comic Relief
31st March	Inset Day
3rd-14th April	Easter Holiday

Summer Term

17th April	Students return to school
1st May	Bank Holiday
8th May	Bank Holiday
29th May-2nd June	Half Term
22nd June	Inset Day
23rd June	Inset Day
26th-30th June	Enrichment Week for Years 7-10
3rd-7th July	Year 10 Work Experience Week
4th July	Year 6 Transition Day 1
5th July	Year 6 Transition Day 2
5th July	Year 6 Parents' Meeting 6:00-8:00 pm
21st July	Last day of term – early finish at 12:45 pm

Useful Information & Contacts

If you have any questions or would like more information about any aspect of school, please follow the contacts process below. The school operates a 48 hour response system to ensure that you receive a response in a timely manner. We encourage parents and staff to use email where possible as this is the quickest and easiest method of communication.

General/Pastoral Questions

Please contact your child's Tutor using the email contacts on page 6. Tutors can either answer your query, or direct it appropriately to someone in a position to respond.

Subject/Lesson Questions

If your query relates to a specific subject/lesson please contact that Faculty using the details on the Subject pages in this guide.

For anything else, please contact the School Office on our email address schooloffice@courtfields.net, or by phone on 01823 664201.

SEND Questions/Support

Please contact our SEND Team using the email address sen@courtfields.net.

Safeguarding Concerns

Please use our email safeguarding@courtfields.net. If you believe a child is at immediate risk of harm you should contact the Police or Somerset Children's Social Care on 0300 123 2224.

Achieve. Belong. Participate.

To keep up to date with all school matters please visit our new website regularly at www.courtfields.net. In particular please see the 'For Parents' and the 'Safeguarding' tabs. On our website you will find a wide range of useful information, including information on our ClassCharts online system for behaviour, attendance and homework, our uniform guidance and much more.

We also have a Parent Bulletin which is uploaded to our website, Facebook, Instagram and twitter each week to keep parents informed and up to date with what is happening in school, key messages and celebrations of success. Please do read this weekly as it contains key information as well as good news. At the end of each term we publish on our website a Termly Magazine for parents, students, staff and our wider community. Again, this provides vital information, but also gives greater opportunities for celebrating our successes.

We also run our Court Fields Community Group (formerly the Friends of Court Fields). We would encourage prospective parents/carers to join this group, so please do get in touch using the email schooloffice@courtfields.net, or by phone on 01823 664201 to express your interest.

www.courtfields.net
f CourtFieldsSchool
t @CourtFieldsSch
i @courtfieldsschool



Court Fields School
Mantle Street, Wellington
Somerset, TA21 8SW
T: 01823 664201
E: schooloffice@courtfields.net