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PREFACE

This Curriculum booklet contains details of each subject's curriculum plan. It has been designed for parents/carers, so that they can support their daughters' learning at home.

I hope you find this information helpful.

Shahina Ahmad
Principal
Eden Girls School, Waltham Forest



Whole School Specialisms

LEADERSHIP & BIG SOCIETY

Lead by:

Ms A. Mayet: Assistant Principal – Specialisms

What is the aim of the school's specialism?

At Eden, not only do we meticulously plan for our students to achieve academic excellence but we also aim to instil our students with the skills set required for the outside world. We have a holistic approach to delivering Our Mission Statement, Our Vision and Our Values. The school's specialism facilitate in recognising and realising the full potential in each of our students.

What is the school's specialism?

There are two main branches to the school's specialism – Leadership and Big Society (Civic Leadership). The Leadership strand aims to develop a student's tenacity and resilience, by facing challenges; whereas the Big Society strand aims to facilitate the student's character development, by fostering a sense of responsibility for our community. Overall our determination is to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.

What is Leadership at Eden?

We strive for excellence through Leadership by embedding the 5Cs – Communication, Cooperation, Collaboration, Competition and Creativity. A variety of extra-curricular activities have been mapped for each year group where students gain transferrable skills in a practical way exploring learning through Design and Technology, Music, Drama and performance.

Each year group has one Leadership day each half-term where they are inspired by workshops, speakers from the corporate world and visits to the world of work. In addition, we plan team building trips to excel in outdoor pursuits in order to be empowered with the core qualities of good leadership. One example of this is Mosaic Enterprise Challenge, for which we were the National winners of 2015-16.

Students also have Leaders from amongst themselves, these include the Student Shura team – who are elected by their peers annually from all year groups. The Students Leadership team – consisting of the Head Girl, Deputy Head Girl and the Prefect team from Y9-11, who are appointed after application and interview. The Subject Specialist team – recognising the highest achiever within each subject for each year group, awarded annually.

What is Big Society at Eden?

We aim to instil honesty, integrity, compassion and mutual respect in all of our students; with the strong self-belief that inspires each student to become the best person they can be. We have a strong commitment to charitable endeavours in order to make a difference to our world.

We deliver half-termly fundraising campaigns, some of these are for local causes such as homelessness, others are national charity events, such as Children in Need and Comic Relief/Sport Relief and other causes are international humanitarian crises such as Syria. Last year we raised over £12,500 and since opening in September 2014 we have raised over £32,000.

We have been running a student led weekly food bank since January 2015. We support an average of about eight families a week with the equivalent of about five meals. Through this we meet the needs of the most desperate and destitute members of our society through a discreet yet professional service.

As an Islamic ethos school we want to instil the concept of giving in charity through donations and actions from an early age. During key events of Islamic significance such as Ramadhaan or Eid al Adha we run specific campaigns – to capture the essence of these dates. The aim is to nurture students who will develop a 'habit' of giving throughout their life.



ART

The Staff:

Ms T. Dauhoo – Teacher of Art

Subject: Art, Year 7

Art is an important area of study for all learners, as it will help them develop as an individual and as a member of society, by engaging with our British Heritage and the wider world. Pupils will study three half terms of Art in Year 7.

Why is Art important?

Involvement in Art is associated with gains in maths, reading, cognitive ability, critical thinking, and verbal skills. Learning Art can also improve motivation, concentration, confidence, and teamwork. Learners will develop their drawing and observational skills, they will refine their skill by drawing a range of everyday objects from first hand observation and by understanding how shape and form are manipulated to represent a still-life composition. Learners will also experiment with and select methods and approaches, synthesise observations, ideas and feelings to create a composition for a painting, using still life and natural objects. They will be encouraged to explore their artistic styles by studying a few artists and their drawing and painting styles around the subject of still-life.

Furthermore, learners will explore the colour wheel and colour theory. They will have the opportunity to experiment with colouring pencils, paints and oil pastels. They will do studies of still life objects such as bottles, mugs, ornaments and natural objects such as flowers, leaves, twigs, rocks which will allow them to explore visual and tactile qualities, investigate materials and processes. They will learn how objects and values have different meanings in Art. The artists they will look at are Kandinsky and Audrey Flack. They will also explore collage ideas by looking at artists such as Henri Matisse and Pablo Picasso.

The Curriculum:

	TERM 1	TERM 2	TERM 3
Key Concepts	The basics- Still life	The basics- The Colour Wheel	Landscape composition
Themes	Line, tone, basic shapes, geometric forms	Colour theory, monochrom atic colours,	Mark making, Van Gough, Anne Garney

What will learners be required to do in class and at home?

All learners are provided with a sketch book and a plastic folder to keep their sketch book and any research work or cut outs from magazines. The folder is kept at school but learners are allowed to take the sketch book home when homework is given. In class they are expected to do the tasks set which involves drawing, colouring in and painting. In addition, all learners will be given homework to develop key skills and knowledge; please encourage your daughter to read around the subject. We expect each homework to take about 1 hour or more to complete to the best of their ability and ready to submit on time on the due date. Students may use the internet for research such as when they do title page and research about an artist, but please do not allow them to 'Copy + Paste' from the web.

See overleaf...



How will learners be assessed?

All learners will be assessed half-termly in each subject through a tonal drawing and/or painting which is a homework set and a final task on the topic being studied during that half-term. The final task is usually done at school over two lessons. Teachers will go through the criteria sheet with them so they understand what they need to do to achieve the level they are aiming for.

Useful resources:

Visits to galleries such as William Morris and National Gallery will inspire and fuel their creativity. Websites such as the following are very helpful:-

<http://kids.tate.org.uk/>

<http://www.nga.gov/kids/kids.htm>

Who you should see if you have any questions:

Please contact Ms Dauhoo if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.



COMPUTING CURRICULUM

The Staff:

Mrs A Ayub: Director of Learning for Computing and Creative studies

Mr N Swati: Teacher of Computing and Maths

Subject: Computer Science, Year 7

Learners will be studying the exciting new KS3 computing curriculum. A high quality computing curriculum will allow learners to use computational thinking and creativity to change the world. Computing has deep links with Mathematics, Science and Design Technology, and provides insight into both natural and artificial systems. Pupils will study 2 lessons of Computing in year 7.

The core of computing is Computer Science, in which learners are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Pupils will study a range of topics covering Computer Science, Digital Literacy (includes E-safety), and Information Technology.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
COMPUTER SCIENCE – YEAR 7	Communications & Networks E-Safety	Foundations of Computing & Think like a computer scientist	Programming SCRATCH &/Or BBC Microbits	Under the hood of a computer & Operating systems	Binary, Command line and File extensions Exam Revision	Digital Creativity Designing a HCI – hand held digital device.

What will learners be required to do in class and at home?

Learners must ensure that they know their login user ID and password and that they ensure it is kept safe. It is the responsibility of the learner to ensure that they are pro-active in protecting their login details.

Learners must bring their books to each lesson and ensure all work is completed to the best of their ability. ICT catch up clubs are available at lunchtime throughout the week.

How will learners be assessed?

All learners will be assessed half-termly. The assessment will be made up of peer assessment, homework, class project tasks and end of unit tests. Learners will sit an end of year test in June, where their final grade will be assessed.

How will learners progress at KS4?

In KS4, all learners study a BTEC Tech Award or Computer Science dependent upon their pathway choices in Year 8. Pupils will complete their KS4 course in year 10.

Useful resources:

<http://www.bbc.co.uk/education/subjects/zvc9q6f>

<http://code.org/learn>

<http://www.learnpython.org/>

<http://www.codecademy.com/>

<https://www.khanacademy.org/computing/cs>

<http://www.w3schools.com/>

Who you should see if you have any questions:

Please contact Mrs Ayub if you have any queries or questions by either writing a note in your daughter's planner or leaving a message at reception.



ENGLISH

The Staff:

Ms Patel: Director of Learning for English

Miss Attas: Teacher of English & SEND Coordinator

Ms Descombes: Deputy Director Learning for English

Ms Begum: Teacher of English

Ms Malik: Teacher of English and Assistant Principal

Miss Hassan: Teacher of English

Miss Khatun: Teacher of English

Subject: English, Year 7

Year 7 at Eden Girls' School will be given the opportunity to express their creativity as well as challenge themselves academically through a variety of topics and tasks throughout the year. The range of subjects that will be covered in English cater perfectly for the new curriculum, encompassing the rich literary works of pre and post 19th century in poetry, prose and drama, alongside contemporary texts and functional skills. The nature of the curriculum has been designed to allow the learners to become familiar with the skills and knowledge that will effectively prepare them for their GCSE exams and beyond.

The Curriculum:

	AUTUMN TERM 1 AUTUMN TERM 2	SPRING TERM 1 SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH	<i>Chinese Cinderella</i> Essay writing (reading) + Describing an unlikely villain (writing) + A newspaper article about a famous event (writing, non- fiction)	High Quality Works through Poetry - Pre 19 th Century: Romanticism – Essay writing (reading) + Writing to describe a setting- using a stimulus (writing)	Exam skills Preparing for exams (based on Paper 1 of new AQA English Lang.)	Cultural Understanding: <i>Romeo and Juliet</i>

What will learners be required to do in class and at home?

Eden Girls' School expects learners to be highly punctual, well-equipped, and always working to the best of their ability. Class work will include various reading, writing and speaking and listening tasks throughout the year, as well as a significant emphasis on spelling, punctuation and grammar elements. Drama will also be practised within the curriculum. Learners will be set homework on a weekly basis, usually in sync with the topic that is being covered in class work at the time. Learners will also be set reading homework, and they will be tested on this via Accelerated Reader.

How will learners be assessed?

Tracking learner's progress is of extreme importance to us at Eden Girl's School. Learners are assessed on a daily basis via their classwork and homework, assessed formally at the end of every half term through a reading or writing assessment in class and sit a formal end of year examination. Learners' reading ability will also be tested through Accelerated Reader and STAR reader tests.

How will learners progress at KS4?

In KS4 all learners will complete two English GCSE exams: English Literature and English Language

Useful resources:

There are many useful websites to assist with English skills and learning, here a few well-known sources:



<http://www.bbc.co.uk/bitesize/ks3/>
<http://www.oed.com/>

<http://nfs.sparknotes.com/>

Who you should see if you have any questions:

If you have any questions regarding English, please contact Ms Patel or any other teacher.



MODERN FOREIGN LANGUAGE: FRENCH

The Staff:

Ms F. Kane: Teacher of French and Spanish

Ms R. Nady: Teacher of French and Spanish

Subject: French, Year 7

Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity
Themes	Greetings Classroom Expressing likes/dislikes Gender Description	School Giving opinion Food	Internet Sport Activities	Places in town Going out France	Holidays Food	Animals Poesy Painting

What will learners be required to do in class and at home?

Learners are expected to come to lessons fully equipped. A text book and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing



- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

How will learners be assessed?

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

Useful resources:

The following websites might be helpful to practice French independently:

- [Courrier international](#) (READ - newspaper)
- [RFI Savoir](#) (LISTEN - radio)
- [Linguascope](#) (WRITE)
- [Duolingo](#) (SPEAK)
- [Learn French with FrenchPod101.com](#) (LISTEN)

Who you should see if you have any questions:

Please contact Ms Nady or Ms Kane if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.



MODERN FOREIGN LANGUAGE: SPANISH

The Staff:

Ms F. Kane: Teacher of French and Spanish

Ms R. Nady: Teacher of French and Spanish

Subject: Spanish - KS3

Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Linguistic Competence Knowledge about language Intercultural understanding Creativity					
Themes	Greetings Classroom Gender Numbers Culture	School Expressing likes/dislikes Food	Family Description	House and activities Europe	Time Sport Going out	Places in town Weather

What will learners be required to do in class and at home?

Learners are expected to come to lessons fully equipped. A text book and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, such as (where relevant):



feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

How will learners be assessed?

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

Useful resources:

The following websites might be helpful to practice Spanish independently:

- [El Mundo](#) (READ - newspaper)
- [RTVE](#) (LISTEN - radio)
- [Linguascope](#) (WRITE)
- [Duolingo](#) (SPEAK)
- [Learn Spanish with SpanishPod101.com](#) (LISTEN)
- [RTVE Series](#) (LISTEN – Watch series in Spanish)

Who you should see if you have any questions:

Please contact Ms Nady or Ms Kane if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.



FOOD TECHNOLOGY

The Staff:

Ms H. Dadabhoy

Ms T. Dauhoo

Subject

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Key Stage 3

- ❖ Understand and apply the principles of nutrition and health.
- ❖ Cook a repertoire of predominantly sweet and savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
- ❖ Become competent in a range of cooking techniques (i.e. selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes).
- ❖ Understand the origins and characteristics of a variety of ingredients.

Why is Food Technology important?

Food is a necessity of life. We are all consumers, users and makers of food. If children are not educated about food from an early age they will make food choices, develop preferences and find ways of meeting their food needs – this may not be in accordance with a healthy understanding of what benefits and damages the human body.

Involvement in Food Technology is associated with gains in mathematics, reading, cognitive ability, critical thinking, verbal skills, life skills and general health. Learning food technology can also improve motivation, concentration, confidence, and teamwork. Learners will develop knowledge, skills and practical capability to meet needs and requirements, they will refine their skill by cooking a range of basic foods that are healthy and according to the government guidelines. Pupils will develop their knowledge and understanding of ingredients and healthy eating, develop food preparation and cooking techniques, develop their knowledge of consumer food and drink choice, be able to apply their knowledge to make informed choices, develop the creative, technical and practical expertise needed to perform everyday tasks confidently, build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users, evaluate and test their ideas and products and the work of others.

Furthermore, A little basic food education can make a real difference to the quality of people's lives. It empowers them to make choices and provides them with a greater range of options.



The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1
Key Concepts	The basics - Food Hygiene and kitchen safety.	The basics - Food preparation and cooking skills.	The basics - Nutrition and health eating
Themes	Introduction to the Food room, safe use of knives, peeling, slicing and washing up procedures.	'Rubbing In' method, using the oven, weighing and measuring. Following a recipe accurately.	Healthy Breakfast – Eatwell Plate, Nutrients, use of the hob and or oven.

What will learners be required to do in class and at home?

All learners are provided with a food technology booklet. The booklet provides vital information regarding the dos and don'ts in the food technology room, it also provides information regarding the ingredients that required for further lessons. In class they are expected to do the tasks set which involves cutting, washing and cooking. In addition, all learners will be given homework to develop key skills and knowledge; please encourage your daughter to read around the subject. We expect each homework to take about one hour or more to complete to the best of their ability and ready to submit on time on the due date. Research different typically healthy foods, using the library, books, magazines and the internet. Research food hygiene and food poisoning. Pupils are to also organize their ingredients for the following week and plan how they will be presenting their food.

How will learners be assessed?

All learners will be assessed at the completion of all practical lessons - skills such as, preparing, cutting, slicing, the rubbing in method and safety of using the ovens will be assessed. The cooking task is usually done at school over two lessons. Teachers will go through the criteria sheet with them so they understand what they need to do to achieve the level they are aiming for.

Useful resources:

www.foodafactoflife.org.uk
www.nutrition.org.uk
www.food.gov.uk
cyop.potato.org.uk
www.dairy.ahdb.org.uk
www.grainchain.com
www.meatandeducation.redmeatinfo.com
www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx

Who you should see if you have any questions:

Please contact Ms Dadabhoj if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.



HUMANITIES

History, Geography, RS and PSHCE

The Staff:

Ms A. Mayet: Assistant Principal & Director of Learning - Humanities

Ms J. Munteanu: Teacher of Geography

Ms Z. Aswat: Teacher of History & Geography

Ms A. Ahmad: Teacher of History & Citizenship

Moulana Yahya: Teacher of RS & Geography

Ms R. Hassan: Teacher of Geography & English

Ms M. Attas: Teacher of PSHCE & English (SENCo)

Ms R. Nady: Teacher of PSHCE & MFL

Ms R. Rafiq: Teacher of PSHCE & Science (Assistant Principal & Director of Learning – Science)

Ms S. Hossain: Teacher of PSHCE & Maths (Deputy DoL - Mathematics)

The Humanities Faculty Subjects:

In Year 7, all learners have separate specialist teaching of History, Geography, Religious Studies (RS) and Personal Social Health and Citizenship Education (PSHCE). Within the faculty, all learners will have two History and Geography lessons a week and one each of the other subjects this year; this will increase in subsequent years. In RS, the six major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism); as well as humanism will be studied. In PSHCE, students will learn about puberty, relationships and aspects of sex education later in the year.

Why are Humanities subjects important?

Humanities is an important area of study for all learners, as it will help them develop as an individual and as a member of society, by engaging with our British heritage and the wider world. They will develop their ability to articulate themselves in written and spoken form; they will hone their skill in presenting arguments by executing an acute analysis of information before reporting a balanced point of view thus leading them to make an informed judgement. Our learners' excellence in the Humanities field will have a direct positive impact on their involvement in Eden Girls' Big Society projects.

What will learners study in Year 7?

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
HISTORY	What is History? / England before 1066	The Norman Conquest	Life in the Middle Ages – Medieval Medicine	The Tudors / Tudor Religion	The Stuarts / Exam Revision	The Slave Trade
GEOGRAPHY	What is Geography?	Maps and Mapping	Exploring the Physical features of Britain	Exploring the Human features of Britain	Water on Earth / Exam Revision	Africa
RS	Expressions of Faith – Symbolism	Beliefs & Teachings – God	Ethics – Right & Wrong	Expressions of Faith – Practices	Exam Revision	Beliefs & Teachings – Creation
PSHCE	Personal Wellbeing	Social Education	Being an Active Citizen	Economic & Financial Capability	Keeping Healthy	Independent research project



What will learners be required to do in class and at home?

All learners are expected to come fully equipped for lessons with their exercise book. In class they need to immerse themselves into the lesson with active participation, through speaking, listening, reading and writing. In addition, all learners will be given homework to complete in all four subject areas once a week to develop key skills and knowledge; please encourage your daughter to read around the subject. We expect each piece of homework to take about 30 minutes to complete to the best of their ability and ready to submit on time on the due date. Students may use the internet for research, but please do not allow them to 'Copy + Paste' from the web.

How will learners be assessed?

All learners will be assessed half-termly in each subject through a written assessment based on the topic being studied that half-term. In June, they will have an End of Year exam, assessing them on all topics studied that year, within each subject.

How will learners progress at KS4?

The key stage 3 course in all Humanities subjects will last for two years, at the end of Year 8 students will be given an opportunity to make a guided choice on whether they want to study GCSE History or GCSE Geography in Year 9 to the end of key stage 4. In addition, all learners will begin their GCSE in Religious Studies and Citizenship. Therefore at the end of Year 11 all students will leave the Humanities Faculty with three GCSEs.

Useful resources:

Generic (suitable for all subjects)

BBC Bitesize - KS3: www.bbc.co.uk/education/levels/z4kw2hv

BBC Schools – Secondary: www.bbc.co.uk/schools/websites/11_16/

Channel 4 Learning – Secondary: www.channel4learning.com/index.html

BBC Two Learning Zone – Educational Video clips:

www.bbc.co.uk/programmes/articles/2yTv1VbknpXX03VsfqmqPTL/learning-zone-ages-11-13

History:

www.historylearningsite.co.uk/

www.schoolhistory.co.uk

Geography:

www.geographyalltheway.com/ks3_geography.htm

www.coolgeography.co.uk

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to the teacher for that subject, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Assistant Principal & Director of Learning for Humanities & Sport – Ms Mayet.



PHYSICAL EDUCATION

The Staff:

Ms I. Kolitsopoulou: Teacher of PE

Ms. H. Dadabhoy: Teacher of PE (Head of Year 9 & 10)

Physical Education:

In Year 7, all learners will have two Physical Education lessons a week. In PE, your daughter will have an opportunity to engage and participate in physical sports, focusing on different sports every half term. Your daughter is expected to arrive equipped to learn for every PE lesson, with the correct full PE kit and footwear.

Why is PE important?

Physical Education focuses upon the different ways of staying fit and healthy. Pupils engage in various activities throughout the year including sports and aerobics. Whilst undertaking these activities they learn, maintain and develop their skills through coordination, balance, agility and many more. Physical Education teaches students the importance of physical health. Secondary school is an age where students misinterpret the meaning of "overweight" and eating disorders prevail. Physical health and education informs students on sound eating practices and the essential guidelines for nutrition. She will develop her ability to articulate herself in written and practical form. Your daughter's excellence in the Physical Education field will have a direct positive impact on her involvement in Eden Girls' sports days and tournaments where she will have an opportunity to represent the school and showcase Sports Leadership in action.

What will my daughter study in Year 7?

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
PE	Tennis	Badminton / Volleyball	Netball	Gymnastics	Football	Athletics

What will my daughter be required to do in class and at home?

Your daughter is expected to come fully equipped for lessons with her P.E kit. In class she needs to immerse herself into the lesson with active participation, through speaking, listening and practicing. In addition, your daughter will be given homework to practice specific sporting techniques once a week to develop key skills and knowledge; encourage your daughter to practice the techniques. We expect each homework to take about 30 minutes to complete to the best of her ability and ready to submit on time on the due date. Your daughter may use the internet and DVD'S for research and practice.

How will my daughter be assessed?

Your daughter will be assessed half-termly for each sport through a written or practical assessment based on the topic being studied that half-term. In June, she will have an End of Year exam, written and practical assessing her on all topics studied that year.

Useful resources:

BBC Bitesize - KS3: www.bbc.co.uk/education/levels/z4kw2hv

BBC Schools – Secondary: www.bbc.co.uk/schools/websites/11_16/

Channel 4 Learning – Secondary: www.channel4learning.com/index.html

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to your daughter's PE teacher Ms Kolitsopoulou; by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Assistant Principal & Director of Learning for Humanities & Sport – Ms Mayet.



MATHEMATICS

The Staff:

Mrs H.Chana: Acting Director of Learning: Mathematics
Mrs S. Hossain: Acting Deputy Director of Learning: Mathematics
Mr S. Khaliq: Deputy Principal & Teacher of Mathematics
Mrs. D. Omorogbe: Teacher of Mathematics
Ms. D. Abukar: Teacher of Mathematics
Ms I. Ali: Teacher of Mathematics
Mr A. Mohammad: Teacher of Mathematics, Science & Drama
Mr N. Swati: Teacher of Mathematics & Computer Science

Subject: Maths, Year 7

Mathematics contributes to the Eden curriculum by enabling learners to develop fluent mathematical methods and concepts, solve problems, reason mathematically and communicate mathematical information in a variety of forms.

Here at Eden Girls' School the Mathematics Department aims to ensure that student enjoyment and progress is at the core of all teaching, learning and activity.

The Curriculum:

During the course of the year, learners at Eden Girls' School, will follow the Key Stage 3 National Curriculum for Mathematics. This caters for all learners and prepares them well for the GCSE content.

The Scheme of Work in place is fully differentiated and covers all the key areas of Mathematics which include:

TERM	UNIT	TOPICS
AUTUMN TERM 1	Number	Place Value, Decimals, Negative Numbers
	Measures	Metric Measure, Perimeter, Area
	Algebra	Simplifying Expressions, Substitution, Formulae
AUTUMN TERM 2	Number	Equivalent Fractions, Improper Fractions, Fractions of an amount, Add/subtract Fractions, Finding Percentages
	Measures	Measuring & drawing angles, Parallel lines, Angles in Triangles
	Algebra	Coordinates, line graphs, conversion graphs
SPRING TERM 1	Number	Addition, Subtraction, Order of Operations
	Statistics	Planning & Collecting Data, representing Data, Averages
	Measures	Transformations, Tessellations
SPRING TERM 2	Algebra	Solving Equations
	Number	Factors, multiples, primes, square numbers
	Measures	3D shapes, nets, Surface Area, Volume
SUMMER TERM 1	Algebra	Sequences
	Number	Multiplication/Division
	Ratio & Proportion	Simplifying Ratios, Sharing in a given Ratio, Proportion
SUMMER TERM 2	Probability	Probability Scale, Venn Diagram

In addition to these areas, learners will also be given extensive practise in becoming fluent in mathematics, problem solving and reasoning mathematically.



What will learners be required to do in class and at home?

A variety of teaching methods will be employed during the mathematics lessons and a range of tasks will be set that challenge, enthuse, motivate and demand the active participation of learners.

Learners will be encouraged to progress through the tasks and hence deepen their knowledge and understanding of mathematics.

Learners will also be set a 30 minute mathematics homework task per week. The aim of this homework is to consolidate, extend or research.

How will learners be assessed?

Learners will continually be assessed during lessons to ensure that they understand the content and that the mathematical ideas can be applied.

They will also be sitting end of Unit Assessments, half termly progress tests and review tests to demonstrate the progress they are making. In June, they will have an End of Year exam, assessing them on all the topics studied during the course of the year.

Useful resources:

www.vle.mathswatch.co.uk

www.nrich.com

Who you should see if you have any questions:

If you have any queries or concerns about the Mathematics Curriculum here at Eden Girls' then please do not hesitate to contact your daughters' Mathematics teacher or Mrs H. Chana—Acting Director of Learning for Mathematics.



SCIENCE

Biology, Chemistry, Physics

The Staff:

Ms R Rafiq: Director of Learning: Science
Mr Z Ahmed: Teacher of Science and Maths
Miss A Salebhan: Teacher of Science
Mr I Abdur-Rahman: Teacher of Science
Miss Salma Ahmed: Teacher of Science
Mr Avaes Mohammed: Teacher of Science, Maths and Creative Arts

Subject: Science, Year 7

Science Year 7 - Exploring Science – Working Scientifically

The Curriculum:

	BIOLOGY	CHEMISTRY	PHYSICS
Autumn Term 1	Cells, Organs, Tissues and systems	Acids and Alkali	Energy
Autumn Term 2	Reproduction	Mixtures	Current & Electricity
Spring Term	Muscles and Bones	The Particle Model	Forces
Summer Term	Ecosystem	Atoms, Elements and Compounds	Sound

What learners will be required to do in class and at home?

There will be a higher focus on skills for Year 7 Science. Learners will be working on both theoretical and experimental aspects of Science. This will enable our learners to gain practical skills and understand the thinking behind scientific phenomenon.

Learners are expected to complete 2-3 pieces of homework (for every topic) to reinforce their learning from class. This will also help learners to revise and prepare for the End of Unit Test.

How will learners be assessed:

End of Unit Tests - Every 2 weeks at the end of the topic, to assess their understanding of the topic of study. This means that there will be an assessment for a biology topic, a chemistry topic and a physics topic every half term.

Useful resources:

CGP **workbooks** for Biology, Chemistry and Physics. Can be bought from shops and websites such as WH Smith, Amazon and Online GCSE bitesize for Key Stage 3 (KS3).

Who you should see if you have any questions:

Ms Rafiq (Director of Learning for Science)

