



Eden Girls

Year 7 Curriculum Booklet 2020



CONTENTS

PREFACE	2
Whole School Specialisms	3
ART	5
ENGLISH	7
COMPUTING CURRICULUM	9
MODERN FOREIGN LANGUAGE: FRENCH and SPANISH	10
FOOD TECHNOLOGY	12
HUMANITIES	15
PHYSICAL EDUCATION	17
MATHEMATICS	19
SCIENCE	21
CREATIVE ARTS	23

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.

Our ambition and intent are for our school to be in the top 5% nationally for attainment and progress at the end of KS4. In addition, we expect pupils to make better progress from their starting points than that seen nationally and a higher proportion of pupils attaining the greater depth standard in secondary schools and grades 9-7 in secondary schools. To that end, our curriculum is designed to match the ambition that all pupils are sufficiently stretched and challenged through the taught curriculum.

Our 5 Curriculum Principles are as follows:

- essential **subject knowledge** and **terminology** is carefully sequenced year-on-year.
- key subject **skills** and subject **concepts** are introduced sequentially and logically.
- **content** and **coverage** are planned to **enable progress** to be demonstrated and measured.
- **age related expectations** can be defined (i.e. what subject learning should be mastered in each year).
- **'catch-up and keep up'** is a driving principle of the curriculum design.

We have a broad curriculum offer so that all students can enjoy and experience many different subjects and disciplines including Music through the Creative Arts Curriculum, Technology and Drama. The curriculum beyond the classroom is also supported through an enrichment programme offered through after school and lunch time clubs and students can have world class experiences to build cultural capital during our Five Leadership Days.

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 facilitates 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 strands 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 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 two half terms of Art in Year 7.

Why is Art important?

Involvement in Art is associated with gains in math's, 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 Roy Lichtenstein and Paul Cezanne.

The Curriculum:

Autumn one	Autumn two	Spring one	Spring Two	Summer one	Summer two
The basic skills in Drawing and Painting		Pop art	Pop art	Contemporary art	ContemporaryArt
Drawing – Geometrical shapes focusing on form and tone	Still-life composition	Abstract composition	Abstract composition	Observation drawings	Observation drawings
Artist Research	Artist Response	Artist study	Artist Response	Artist study	Artist Response

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 can 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.

ENGLISH

Staff:

Ms Patel: Director of Learning for English

Ms Descombes: Deputy Director Learning for English and Literacy Coordinator

Ms Attas: Teacher of English and SEND Coordinator

Ms Begum: Teacher of English

Mr Janoff: Teacher of English

Ms Khatun: Teacher of English

Ms Mensah: Teacher of English

Ms Mohmed: Teacher of English

Ms Noor: Teacher of English (maternity leave)

Subject: English, Year 7

Year 7 students 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. Students will have the opportunity to study a wide range of texts: from Shakespeare's plays to modern novels and including poetry, prose, drama and literary non-fiction. The curriculum has been designed to allow our learners to become familiar with the skills and knowledge that will effectively prepare them for their GCSE exams and beyond.

The Curriculum:

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Myths, Legends and Fairy Tales		Shakespeare	Describing our world		Stories We Tell
Myths and Legends	Play: Grimms' Tales Other fairy tales	Romeo and Juliet	Writing about nature Poems, fiction and non-fiction texts about nature from <u>19th Century and modern day</u>		Novel <i>Kensuke's Kingdom</i>
Narrative Writing	Narrative Writing	Some non-fiction articles/speeches on gangs and violence	1. Writing transactional texts: articles, letters and speeches 2. Improving creative writing: writing to describe/narrate		Writing to describe: focus on setting, character
		Viewpoint writing			

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. Students will work on improving the technical accuracy of their work to become effective communicators: they will work on their spelling, punctuation, and grammar. Playscripts are studied as part of the curriculum with students encouraged

to participate in the performance as well as the analysis of the scripts. Drama will also be used for students to respond to other texts, for example, through hot seating and role-play in character.

Students at Eden are encouraged and supported to become independent and enthusiastic readers. Year 7 students will have a reading lesson each week which will focus on improving their independent comprehension of texts and developing their own love of reading. Students are expected to read at home for at least 20 minutes a day. At Eden we use Accelerated Reader to support students' progress as readers: students take a quiz on every book they read to see how well they have understood the text.

How will learners be assessed?

Tracking learners' progress is of extreme importance to us at Eden Girl's School. Learners are assessed regularly: on a daily basis via their classwork and homework; every half term through a portfolio of reading and writing assessments and at the end of the year they sit a formal 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:

- <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.

COMPUTING CURRICULUM

The Staff:

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

Mr N Swati: lead teacher of computer science and creative media

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. Pupils will be encouraged to take part in the Idea challenge. A nationally accredited award by the Duke of York.

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	Digital literacy and Computational Thinking	Programmin g SCRATCH &/Or BBC Microbits	Data Representatio n	Data manipulatio n and modelling	System Architecture Exam Revision	Creative project

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/>

Teach-ict.com

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

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

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

Repel.it

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.

MODERN FOREIGN LANGUAGE: FRENCH and SPANISH

The Staff:

Mrs Nady: Director of Languages French and Spanish

Mrs Sanchez: Teacher of Spanish and French

Mrs Sidi Khoya: 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					
Themes	Greetings Classroom Expressing likes/dislikes Gender Description	School Giving opinion Food Telling the time	Free time Internet Sport Activities	Animals Family Where you live Breakfast Bastille day	Places in town Food	Revision French culture Poesy Painting

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

Learners are expected to come to lessons fully equipped. A textbook 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
- learn the vocabulary set by the teacher every week
- 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](#) (ask the teacher for the logins)
- [Duolingo](#) (SPEAK)
- [Languages online](#)
- [Quizlet](#) (Vocabulary)

Who you should see if you have any questions:

Please contact Mrs Nady 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 M Parrot: Teacher of Food Technology

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.

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.

Pupils will study 2 half terms of Food Technology in year 7.

Long Term Plan

	Autumn 1	Autumn 2
Year 7	<ul style="list-style-type: none">• Time for Lunch: Understanding Basic Ingredients, Techniques and Healthy Eating Principles• Balanced Diet• Various recipes	<ul style="list-style-type: none">• Safety and food hygiene• Food labels• Various recipes
Key Skills and Concepts	<ul style="list-style-type: none">• demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment• develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks• understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health	<ul style="list-style-type: none">• demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment• develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks• understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health

	<ul style="list-style-type: none"> • understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices • demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food • Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes. 	<ul style="list-style-type: none"> • understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices • demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food • Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.
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What will my daughter be required to do in class and at home?

In Food Tech, all learners will have one lesson a week for a term; this will allow them to study another subjects within the faculty on a rotation basis. Learners will learn the theory and practical side in Food Technology. Year 7s will do one practical lesson every two weeks. Learners are expected to bring the ingredients and a container to take the food home.

How will my daughter be assessed?

Your daughter will be assessed half-termly through a written or practical assessment based on the topic being studied that half-term. By the end of the term, your daughter will do a cumulative assessment for that whole term, in a practical and theory.

How will learners progress at KS4?

At the end of Year 8 students will be given an opportunity to select the Hospitality and Catering as a vocational course option. All students will continue with having weekly lessons to meet the statutory requirement.

Useful resources:

BBC Bitesize - KS3: <https://www.bbc.co.uk/bitesize/topics/zrdtsbk>

BBC Schools – Secondary: <https://www.bbc.co.uk/search?q=food+tech>

BBC- <https://www.bbc.co.uk/bitesize/topics/zqmpb9q/resources/1>

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to your daughter's class teacher, 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 Subject Lead for Food Tech, Ms Dauhoo and then to the Assistant Principal – Ms Ayub

HUMANITIES

History, Geography, RS, PE and PSHCE

The Staff:

Ms A. Mayet: Assistant Principal & Teacher of RE

Ms Z. Aswat: Subject Lead for History, Citizenship & PSHCE (maternity leave)

Ms J. Munteanu: Subject Lead for Geography

Mr I. Jasat: Subject Lead for RE, Teacher of Geography and Civic & Community Leadership Coordinator

Ms A. Ahmad: Teacher of History & Citizenship

Ms H. Hussain: Teacher of History

Ms F. Gheewala: Teacher of Geography and RE & Head of Year 7

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 our Leadership Specialism.

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?/ Tollund Man Enquiry	England before 1066	The Norman Conquest	The Tudors / Tudor Religion	The Stuarts / Exam Revision	The Slave Trade
GEOGRAPHY	What is Geography?	Maps and Mapping	Exploring Britain	Restless Earth- Volcanoes	Water on Earth / Exam Revision	Kenya-an example of development
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 Year 11. In addition, all learners will begin their early entry in GCSE in Religious Studies in Year 9 to be completed at the end of Year 10. Some learners will also have an opportunity to select GCSE Citizenship as their early entry option subject to be completed at the end of Year 10. Therefore, at the end of Year 11 all students will leave the Humanities Faculty with up to three GCSEs.

Useful resources:

Generic (suitable for all subjects)

BBC Bitesize - KS3: www.bbc.co.uk/education/levels/z4kw2hy

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/2yTv1VbknpXX03VsfcqmPTL/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 Subject Lead and then to the Assistant Principal – Ms Mayet

PHYSICAL EDUCATION

The Staff:

Ms L. Irvine: Lead Teacher of PE & Sports Leadership and Duke of Edinburgh Award Coordinator

Ms. M. Murphy: Teacher of PE

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 inform 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	Netball	Football	Basketball	Fitness/ Health related exercise	Multi-sports/ Yoga/Pilates	Rounders

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.

How will learners progress at KS4?

At the end of Year 8 students will be given an opportunity to select the OCR Cambridge National in Sports Science as a vocational course option. All students will continue with having weekly lessons to meet the statutory requirement.

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 class teacher, 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 Subject Lead for PE and then to the Assistant Principal – Ms Mayet.

MATHEMATICS

The Staff:

- Mrs J. Phillips:** Director of Learning: Mathematics
- Mrs. Y. Delli:** Deputy Director of Learning: Mathematics
- Mrs A. Chamad:** Teacher of Mathematics and in charge of STEM
- Ms. H.Phull :** Teacher of Mathematics & Careers Coordinator
- Mrs S. Hossain:** Teacher of Mathematics & in charge of Numeracy
- Ms. H. Rahman:** Teacher of Mathematics
- Mrs I. Ali:** Teacher of Mathematics
- Mr. Y Uddin:** Teacher of Mathematics
- Ms.D. Abukar:** Teacher of Mathematics

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:

The curriculum for the year 7s is a new curriculum developed by the Trust’s Math consultant that is designed to develop the problem- solving skills of the students. At the end of each unit they are assessed to ascertain understanding and learning. All assessments including end of unit assessments are all Non-calculator assessments. 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 below:

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> • Place value, ordering, rounding & calculating • Fraction, decimal & percentage. • Integer, powers and roots • Revision & cumulative assessment 1 	<ul style="list-style-type: none"> • Algebra • Properties of shapes • Ratio and proportion • Revision & cumulative assessment 2 	<ul style="list-style-type: none"> • Sequence • Measure and mensuration • Angle properties and parallel lines. • Revision & cumulative assessment 3 	<ul style="list-style-type: none"> • Solving equations • Area and volume • Coordinates and graphs • Revision and cumulative assessment 1 	<ul style="list-style-type: none"> • Transformation of shapes • Handling data • Revision and eoy exams 	<ul style="list-style-type: none"> • Probability • Using a calculator • Constructions • Maths and quran project • End of term activities
Key Skills and Concepts	<ul style="list-style-type: none"> • Place value, ordering, rounding • Multiply, divide numbers • Use top-heavy fractions, 	<ul style="list-style-type: none"> • Algebraic notation • Simplify and manipulate algebraic expressions by collecting like terms 	<ul style="list-style-type: none"> • Investigate number patterns • Explore number sequences • Measure accurately 	<ul style="list-style-type: none"> • Explore way of solving equations • Solve two-step and three-step equations. • Inverse operation 	<ul style="list-style-type: none"> • Describe transformations • Explore types of data • Construct and interpret graphs 	<ul style="list-style-type: none"> • Outcome of probability. • Probability scale. • Efficient use of new calculator

<ul style="list-style-type: none"> • Explore links between fractions and percentages • Use the vocabulary of prime numbers, factors, multiples, highest common factor and lowest common multiple 	<ul style="list-style-type: none"> • Geometrical conventions and notation • Understand and use ratio notation 	<ul style="list-style-type: none"> • Convert between measures • Investigate angles • Explore geometrical situations involving parallel lines 	<ul style="list-style-type: none"> • Develop knowledge of area • Investigate surface area. • Explore volume • Explore lines on the coordinate grid 		
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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 and extend the learning in the classroom.

How will learners be assessed?

Learners will continually be assessed during lessons and at the end of units of work 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 year.

Useful resources:

www.vle.mathswatch.co.uk

www.corbettmaths.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', please do not hesitate to contact your daughters' Mathematics teacher or Mrs J. Phillips the Director of Learning: Mathematics.

SCIENCE

The Staff:

Mr Z Ahmed: Director of Learning: Science

Mr I Abdur-Rahman: Deputy Director of Learning, Science

Mr A Ajaib Vice Principal and Teacher of Science

Ms R Rafiq: Assistant Principal and Teacher of Science

Ms A Saleban: Teacher of Science

Ms S Ahmed: Teacher of Science

Dr. A Mohammed: Teacher of Science and Drama

Ms R Rizvi: Teacher of Science

Ms M Ahmed: Teacher of Science

Subject: Science, Year 7

Science Year 7 - Exploring Science – Working Scientifically

The Curriculum:

	BIOLOGY	CHEMISTRY	PHYSICS
Autumn Term	Cells, Organs, Tissues and systems Food and nutrition	The Particle Model Mixtures and Separation	Energy Current & Electricity
Spring Term	Reproduction Muscles and Bones	Acids and Alkalis Atoms, Elements and Compounds	Forces
Summer Term	Ecosystems, variation and food chains	The Periodic Table	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 phenomena.

Learners are expected to complete 2-3 pieces of homework (for every topic) to reinforce their learning from class. It is essential that students regularly review their learning between lessons to ensure they retain their knowledge and understanding.

How will learners be assessed?

End of Cycle Tests - Every half-term at the end of a set of topics, to assess their understanding of the topic of study. This means that there will be assessments containing a biology topic, a chemistry topic, and a physics topic every half term approximately. These will be cumulative as we progress through the year.

Useful resources:

Online BBC Bitesize for Key Stage 3 (KS3)

CGP **workbooks** for Biology, Chemistry and Physics, these can be bought from shops and websites such as WHSmith and Amazon.

Who you should see if you have any questions:

Mr Z Ahmed (Director of Learning for Science) or Mr I Abdur-Rahman (Deputy Director of Learning for Science)

CREATIVE ARTS

The Staff:

Dr Mohammad: Teacher of Drama & Science

Ms. Sidi Khoya: Teacher of MFL & Creative Arts

Ms Maryam Noor: Teacher of English and Creative Arts

Subject: Creative Arts, Year 7

The course will run over one complete term with formal assessments taking place at the end of each half term. As well as developing public speaking, confidence and group working skills, the course has also been designed to prepare students for the GCSE Drama course should they choose to study it in Year 9. Students will study performance poetry, develop their own performance skills and work in groups to devise unscripted theatre.

Additionally, we are developing the music curriculum through the creative arts and your daughter will have the opportunity to experience a unique music offer at Eden.

The Creative Arts course constitutes the following:

- **Exploration of performance poetry** This includes the study and active exploration of performance poetry.
- **Developing performance skills** This includes developing physical and vocal performance skills, the ability to work and contribute in a group and the development of creative ideas.
- **Developing unscripted theatre** This includes working within a group to create a unique mini play.

The Curriculum:

	HALF TERM 1	HALF TERM 2
CREATIVE ARTS	Exploration of performance poetry & introduction to performance skills	Exploration of playwriting & introduction to performance skills

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

All learners are provided with folders in which all learning is recorded, research is documented, and homework carried out. Self-evaluation and peer-evaluation is an important part of the learning experience, for which maturity and consideration are expected learner qualities. Formal homework will periodically be set. Learners will be expected to carry out independent research to develop their learning and prepare them for class activities. Clear, presentable, and organised folders will always be expected

How will learners be assessed?

Learners will be assessed every half-term by delivering a performance they will have been developing through the term. The teacher will go through the assessment criteria with learners to ensure they understand what will be required to achieve the grade for which they are aiming.

Useful resources:

The following websites can help learners develop their understanding of drama:

- <http://www.bbc.co.uk/education/subjects/zbckjxs>
- <http://www.supersummary.com/drama-theater-guide/>
- www.theatre crafts.co.uk
- www.horseandbamboo.org
- www.theatredesign.org.uk
- www.nationaltheatre.org.uk/newconnections
- www.stageplays.co.uk
- www.nationaltheatre.org.uk
- www.pilot-theatre.com
- www.rsc.org.uk

Who you should see if you have any questions:

If you have any questions regarding Creative Arts, please contact Dr Mohammad directly by either writing a note in your daughter's planner or leaving a message at reception.

TEXTILES

The Staff:

Ms M.Parrot– Teacher of Textiles

Subject: Textiles, Year 7

In year 7 students are introduced to Textiles, their functions and properties. Students learn the skills required to investigate, design and make and evaluate how to make a pillow using heat transfer and exploring a culture of their choice.

Why is Textiles important?

Textiles is a creative and problem solving subject. It enables learners to analyze work, express thoughts and make individual and personal choices whilst being prepared to experiment and take risks. Learners will work independently and collaborative which helps to develop their intra and interpersonal skills. We provide opportunities for our students to build confidence, express themselves, explore media, techniques and processes and create innovative ideas, see a journey from concept to realization and learn life skills.

The Curriculum: Textiles is on a rotation basis

Autumn one	Autumn two
Pillowcase	
Designing and research based on culture of choice	Heat transfer on pillowcase

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

All learners are provided with a plastic folder to keep their sketches and any research work. The folder is kept at school, but learners can take work home when homework is given. In class they are expected to do the tasks set which involves drawing, designing and colouring in. In addition, all learners will be given homework to develop key skills and knowledge; please encourage your daughter to read and explore more on 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. See *overleaf...*

How will learners be assessed?

All learners will be assessed half-termly in textiles one of 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 one lesson. 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:

<https://www.bbc.co.uk/bitesize/search?q=textiles>

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to your daughter's class teacher, 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 Subject Lead for Textiles, Ms Dauhoo and then to the Assistant Principal – Ms Ayub