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THE

# SUTHERS

## SCHOOL

**MEET THE TUTOR – YEAR 7**



## INTRODUCTION FROM MRS WATKIN: HEAD TEACHER

Dear Parents/ Carers,

There is something very special about The Suthers School and we hope that you have had an enjoyable and calm start to the term.

There is no doubt that, as a brand-new school, The Suthers School is in an enviable position—able to craft a curriculum that meets the needs of all students, providing exciting enrichment opportunities which guarantees access to a wealth of extra-curricular activities and student leadership responsibilities.

The Suthers School promises to deliver a highly academic curriculum and to empower the young people of Newark to do more than they ever thought possible. During your time here at The Suthers School, you will learn how to become the best version of yourself, by committing to your studies and taking part in all the opportunities you are faced with and grasping them in both hands.

**Nic Watkin**

Head Teacher



# THE SUTHERS SCHOOL 2022 RESULTS

We were incredibly proud to celebrate our first ever set of GCSE results this summer. There were some incredible individual performances and all students have gone on to secure their chosen pathway at Post-16. Academic performance, along with a commitment to character development, is a key focus for all students at The Suthers School.



## Results Overview 2022

### PROGRESS 8

0.15

Final Prediction: 0.08

### PROGRESS 8 BASKETS

ENGLISH 0.30

MATHS 0.53

### ATTAINMENT 8

47.06

Final Prediction: 46.46


### ENGLISH/MATHS ATTAINMENT

EN/MA 4+ 73%

EN/MA 5+ 52%

# CULTURE FOR LEARNING

The Suthers School is a calm, safe, purposeful, and positive place to learn. Our aim is for all lessons to be free from disruption. The behaviour system is designed to provide a consistent approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to.



THE  
**SUTHERS**  
SCHOOL

	Student action	Staff action	Restorative action
<h2 style="margin: 0;">C1</h2> <p style="margin: 0;">Correction</p>	<p>I am not meeting our basic expectations and it is negatively affecting teaching and learning. I am not doing as my teacher has asked.</p>	<p>A C1 verbal warning will be given and logged on Broncom. Further support will be offered to engage you with the learning.</p>	<p>Listen and act on the advice offered. Be respectful, apologise and meet the expectations for the rest of the lesson. You may be given an emergency pass to stand outside the classroom door to help you regain focus and instructed to move seats.</p>
<h2 style="margin: 0;">C2</h2> <p style="margin: 0;">Consequence</p>	<p>I am still not complying with our basic expectations after a verbal C1 warning. My approach to learning has not improved.</p>	<p>A C2 warning will be given and logged in Broncom. You will be collected from class and taken to the Respect &amp; Responsibilities Room. Your parents/carers will be informed.</p>	<p>Wait respectfully for a member of staff to arrive; learning continues to take place for the rest of the class. Leave immediately with the member of staff and walk sensibly to the Respect &amp; Responsibilities Room where you will complete your reflection task and sanction. Restorative conversations with staff to prevent issues reoccurring.</p>

## Serious Incident

Student action	Staff action	Restorative action
<p>Repeated non co-operation Verbally or physically abusing students or staff Derogatory language towards staff or other students Inappropriate use of electronic device/visibility of devices Dangerous conduct Vandalism</p>	<p>Immediate removal from the lesson and taken to the Respect &amp; Responsibilities Room whilst the incident is investigated. A restorative action and/or sanction will then be issued.</p>	<p>Complete reflective work, be honest and restorative conversations to be held with staff to resolve the situation.</p>

## Whole School Action

The school may use the following consequences depending on the severity of the incident:

<ul style="list-style-type: none"> <li>Immediate lunch/after-school detention</li> <li>Removal of unstructured times (e.g. break/lunch times)</li> <li>Community Service in the form of litter picking/removal of graffiti</li> <li>Exclusion from areas of the school (e.g. the school field at lunchtimes)</li> </ul>	<ul style="list-style-type: none"> <li>Removal of IT rights (e.g. email and internet)</li> <li>Confiscation of mobile phones/tar buds</li> <li>Correction conversations with staff for up to 10 minutes after school</li> <li>Referral to the school police liaison officer and other outside agencies</li> <li>Formal Inclusion in school</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion at another school</li> <li>Fixed term Suspension or permanent exclusion</li> </ul>
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## EXTRA CURRICULAR & ENRICHMENT

We know that young people need both a strong academic foundation and well-developed character strengths to succeed in education and the world beyond. That's why we are committed to delivering an extensive enrichment programme—and through our extended school day we are able to guarantee participation for all, no matter what their starting point.

Our extended curriculum provides all pupils with guaranteed access to an exciting range of activities; from German language lessons and computer programming to creative arts, sport, leadership, charity work, sports clubs and running a student newsletter- students at The Suthers School benefit from a truly enriching curriculum.

Our current Enrichment provision is as follows:

Tuesday 2:55pm – 4pm	Enrichment for all (All students take part in an enrichment activity of their choice)
Wednesday 2:55pm -4pm	Study Hall (students have the option of signing up for additional time for Practice Learning, where access is provided to IT rooms and to teachers for support with their learning where necessary).
Thursday 2:55pm -4pm	Optional Enrichment (Students may opt in to a range of enrichment activities).
Friday 2:55pm -4pm	

### Whole School Enrichment Activities: -

The enrichment activities currently on offer on a Tuesday are:

Amnesty Club	Chess	Girls Football	Strategy Board Games
Apps for Good	Choir	Journalism	Study Room
Baking	The Fern Club	Netball	Typography
Basketball	Cricket	Rugby	Young Enterprise
Boxing	German	STEM	

### Whole School Enrichment Activities: -

At present, the following activities are available on a Thursday/Friday after school

- Netball
- Football
- Rugby
- Baking
- Photography
- Dance





# THE FERN & LITERACY STRATEGY

## Literacy at The Suthers School

At The Suthers School we take pride in developing literacy skills across all subject areas and promote reading, writing and oracy with effective whole school strategies. We value the importance of developing the key skills of literacy within our students to enable them to fully access the broad and diverse curriculum on offer and to foster articulate individuals who are able to navigate the learning world around them. Some of our whole school strategies include...

- **DEAR (Drop Everything And Read):** dedicated daily time to pause curriculum learning and promote reading for pleasure through listening to a story being read aloud by class teachers.
- **Yellow Highlighters:** all staff wear their yellow highlighters with pride and use these to give live feedback to students on literacy errors and misconceptions in their writing. Students are taught to edit and respond in red pen to ensure standards remain high.
- **Vocabulary learning letters:** students receive a half-termly poster containing five key words for every subject they study. This forms part of our Practice Learning (homework) strategy in which, students are directed to carry out an activity to help them learn, spell and understand the key term that is crucial to their curriculum learning that half term. This is celebrated through an optional spelling bee, broadcast during form time, to celebrate those students who excel in this area.
- **Word of the week:** through our form time programme, students learn a word of the week, designed to teach a concept throughout the year and promotes the learning of etymology. Throughout their time in school, students complete a cycle of learning word patterns to develop their language learning.
- **SHAPE:** All classrooms develop oracy through our acronym to remind students of how to SHAPE answers in their lessons. This is supported by our 'no hands up' policy in class to allow teachers to target questions and ensure that all learners are challenged appropriately so they are contributing and learning at their level
- **Literacy Leaders:** our older students in school are training to become our literacy leaders to support students in Y7 with their reading during form time each week. We have scope for this to progress into a mentoring scheme to support writing too.

## The Fern

The Fern is our library, learning and careers hub at The Suthers School, aptly named after our location in Fernwood and in line with our TORCH tree emblem. We use the motto 'Learn at The Fern' as we have dedicated space for students to read, study and research. Students are able to access The Fern in their lunchtimes and during enrichment sessions. KS3 English lessons also take place in The Fern once per week to support our Accelerated Reader programme. We host termly events for students, parents and carers in The Fern including book stalls and workshops to support parents and carers with how to develop reading for pleasure at home. We also provide students with an opportunity to engage with competitions and reading-related events throughout the year, as well as exposing them to author talks and community events.



# ENGLISH

## Year7 Content Summary

Students will study a variety of topics designed to broaden their minds and empower their individual voices. They will explore a broad range of voices through high quality literary fiction and non-fiction, crossing cultural and historical boundaries, to inform our current 21<sup>st</sup> century perspective of the world. In building this basis of knowledge, students will understand the influences behind creation and begin to develop the specific skills necessary to identify the purpose and the power of the written and spoken word.

## Our Year 7 Long Term Plan:

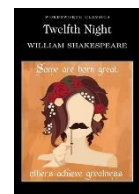
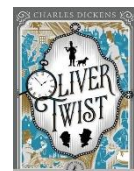
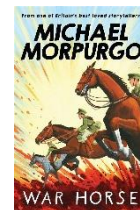
- **Half Term One:** *A Christmas Carol* by Charles Dickens
- **Half Term Two:** *A Christmas Carol* by Charles Dickens
- **Half Term Three:** A Collection of War Poetry from a multitude of perspectives.
- **Half term Four:** *War in the Media* - An in-depth interrogation of the intentions behind non-fiction writing.
- **Half Term Five:** *A Midsummer Night's Dream* by William Shakespeare
- **Half Term Six:** *A Midsummer Night's Dream* by William Shakespeare

## Reading preparation:

*Oliver Twist* by Charles Dickens

*War Horse* by Michael Morpurgo

*Twelfth Night* by William Shakespeare



## Useful website links:

[www.freerice.com](http://www.freerice.com) – A UN initiative to help end world hunger, one word at a time.

<https://www.rsc.org.uk/shakespeare-learning-zone> - A student dedicated learning zone for all things 'Shakespeare'.

<https://soundcloud.com/harpercollinspublishers/war-horse-written-by-michael>  
An audiobook version of 'War Horse'

## GCSE exam and exam board:

AQA English Language GCSE

AQA English Literature GCSE

# MATHEMATICS

## Year 7 Content Summary

Mathematics is a fascinating, enthralling subject that is vital in everything that we do. Fostering a love of learning the subject and appreciating the beauty of Mathematics are key elements that underpin the curriculum at the Suthers School.

The Mathematics curriculum, informed by educational research and exceeding the demands of the National Curriculum, has been carefully crafted and sequenced to be ambitious for all students, no matter of their starting point.

Topics are broken down into small connected and structured steps, each one acting as a building block for the next. Year groups study the 'story' of a topic as they progress from one year to the next, with their depth of their knowledge of the story increasing over time.

The first topic students in Year 7 will study is sequences, where students are instantly exposed to the fact that Mathematics and patterns occur everywhere, from nature to the most famous pieces of art. Students will learn about the work of Leonardo Fibonacci, considered to be one of the most talented Mathematicians of all time.

The Mathematics curriculum at the Suthers School empowers all students by:

- Stimulating, developing and nurturing the **passion** of all students
- Equipping students with the tools to become **resilient problem solvers**
- Developing the school wide **character strengths** in every lesson
- Identifying **misconceptions** to anticipate common mistakes and increase understanding for all
- Exploring **historically, current** and **culturally important** Mathematicians and Mathematical events
- Making links to further and **higher education** and **careers**
- Delivering a consistent focus on **real world applications** of Mathematics
- Narrowing the vocabulary gap, by promoting a high level of **oracy**, giving all students the opportunity to **talk like an expert**
- Making **connections** between topics through careful and effective sequencing
- Making **cross curricular** links to other subjects

### **Useful website links:**

[Corbettmaths.com](http://Corbettmaths.com)

[Mathsgenie.co.uk](http://Mathsgenie.co.uk)

[Mrbartonmaths.com](http://Mrbartonmaths.com)

[Nrich.maths.org](http://Nrich.maths.org)

**GCSE exam and exam board:** AQA GCSE Mathematics



# SCIENCE

## Year 7 Content Summary

**Year 7 Content Summary-** Students will study a range of topics within the domains of biology, chemistry and physics, interleaving 'working scientifically' skills throughout.

Our bespoke curriculum begins with an introduction to several scientific principles, such as classification, acidity and pressure, through the context of coral reefs and diving.

We then deliver the following content in Year 7:

Biology	Chemistry	Physics
➤ Cell structure	➤ The particle model	➤ Forces & motion
➤ Structure & function of body systems	➤ Atoms, elements & compounds	➤ Waves
➤ Reproduction	➤ Chemical reactions	➤ Earth & space
	➤ Acids & alkalis	

Each topic identifies the most important concepts that will help to further students' scientific understanding, whilst making contextual links to society and the natural world. Practical activities are carefully planned to support students' learning and to encourage the development of investigative skills.

### **Reading preparation:**

No additional resources are required to access our curriculum. However, if you are keen to expand your horizons and wish to learn more about science, then you might like to try the following publications:

For our curriculum:

- Any 'CGP KS3 Science' study guide or workbook is a beneficial learning aid

Just for fun:

- 100 Things to Know About Saving the Planet (Various authors)
- Secret Science: The Amazing World Beyond Your Eyes (Dara O'Briain)
- The Science Book: Big Ideas Simply Explained (DK)
- A Really Short History of Nearly Everything (Bill Bryson)
- Women in Science: 50 Fearless Pioneers Who Changed the World (Rachel Ignotofsky)

### **Useful online resources:**

- SciShow Kids (Youtube channel)
- Mystery Doug (Youtube channel)
- Science Max (Youtube channel)
- BBC Bitesize KS3 Science

### **GCSE examination options and exam board:**

All KS4 students study either: AQA GCSE Combined Science: Trilogy (2 GCSEs), or can opt for separate GCSEs in Biology, Chemistry & Physics.

# PHYSICAL EDUCATION

## Year 7 Content Summary

Students will participate in a variety of activities this year including... Fitness, Football, Rugby, Netball, Basketball, Gymnastics, Outdoor activity, Hockey, Badminton, Rounders, Cricket, and Athletics

### OUR PE Vision

- We want students who love participating and talk passionately about sport and physical activity for the rest of their lives
- We want students who enjoy being part of a team and are on a journey to personal success
- We want global citizens who triumph over adversity and demonstrate respect
- We want students who are ignited by sport and want to improve their health
- We want performers who understand you can fail in order to succeed

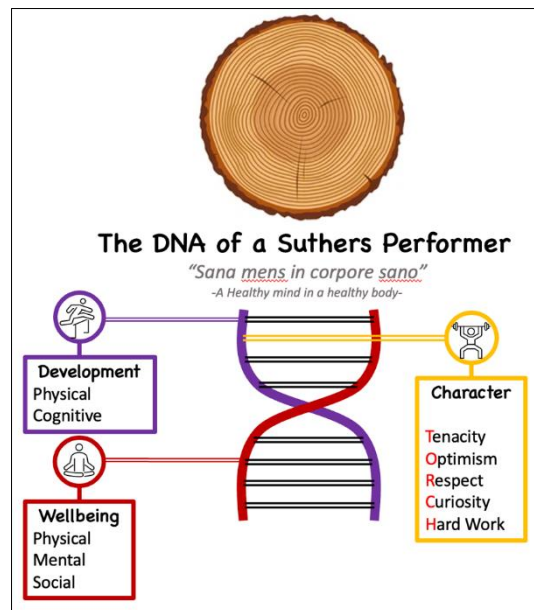


Students will learn rules and regulations for all sports through the exploration of core and advanced skills. These are taught in isolation or in controlled practices. They will use this to gain confidence and an understanding of the sport.

Pupils check their progression against our assessment benchmarks and set targets to improve. They also will learn about health and physical themes which affect physical activity and how they can overcome barriers to be successful.

### Current GCSE course:

OCR Cambridge National Sport Studies



# PERSONAL DEVELOPMENT

## Year 7 Content Summary

Students will learn who they are and what they can become focussing on their character strengths. Through a carefully sequenced series of 1-hour timetabled lessons they explore the following topics;

- character education and TORCH
- resilience competencies,
- puberty,
- careers,
- relationships
- e-safety

Below is a chart of what these topics will include, the colours refer to the different strands of the PD curriculum.

### Health Education

### Relationships Education (ReE) and Relationships and Sex Education (RSE)

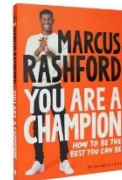
### Living in the Wider World

Autumn		Spring		Summer	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Transition and Identity</b> Who I am and why character matters. Understanding TORCH character strengths, FBV and Resilience in life.	<b>Resilience Competencies</b> <i>[Bounce Forward]</i> Activating events, beliefs and consequences, challenging our Gremlins, Flexible and Realistic Thinking. .Breathe Training MISP (mindfulness in Schools Project)	<b>Body Changes and Healthy Choices (Part 1)</b> - Puberty (including menopause) - Sleep - Diet and Exercise - Dental Hygiene	<b>Developing skills and aspirations – What’s in your locker?</b> -Unifrog learning plan Y7 - Skills and Personality test - Recording evidence - Dream Jobs -How TORCH links to Careers	<b>Friendship, Families and Relationships*</b> 6 forms of Relationships Different types of committed relationships. Trust in relationships and human happiness. Impact of bullying on self and others. Protected characteristics including LGBTQIA+.	<b>Digital literacy – E-safety</b> Social Media Investigated – Media Navigator <i>[Bounce Forward]</i> Understanding how to navigate through social media successfully and boundaries that we set ourselves to stay safe.

In Term 2 Students will start a course in resilience competencies through a qualified Bounce forward Ambassador within the school. This will continue throughout their journey at The Suthers School enabling them to have the skills and strategies to deal with the challenges of navigating their way through school and beyond.

### Reading preparation:

You Are A Champion: Unlock Your Potential, Find Your Voice and Be The BEST You Can Be. Marcus Rashford and Carl Anka.



### Useful website links:

<https://bounceforward.com/healthy-minds-for-secondary/>



# HISTORY

## Year 7 content summary

Students will develop an understanding of the powers of medieval monarchs and how and why this had diminished by the 17<sup>th</sup> century. They will learn about the importance of religion to past societies and how this influenced peoples' lives. In doing so, they begin to explore the complexities of the relationship between the Church and State over time and start to make comparisons and connections to contemporary life. Key topics this year include:

- **Invasion and Settlers** - Retrieving primary school knowledge of the Romans, The Vikings and Anglo-Saxons before looking at the Battle of Stamford Bridge and Battle of Hastings to determine who will rule England after 1066.
- **Norman Conquest** – This unit looks at the different ways that the Normans tried to gain control of England including Castle building (Motte and Bailey castles), Domesday Survey and the Harrying of the North.
- **Medieval Realms** – Students will look at the influence of the Catholic Church in England as well as exploring religion in other countries. They will then look at the start of the parliamentary democracy with the introduction of the Magna Carta (1215) and the impact of the Black Death on society.
- **Religious Revolution** - We will look at the origins of the Reformation and the influence of Martin Luther in creating a divide in the Catholic Church with the introduction of Protestantism. Students will use this knowledge to explore why Henry VIII broke away from Rome and what this meant for the Tudor era.
- **Renaissance England** – Here students will start to see the changing relationship between monarchy and parliament as well as understanding the world that Elizabeth I ruled in. We will look at the different experiences between the rich and poor, attitudes towards women and experiences of a female monarch, lives of Black Tudors and the voyages of discovery.
- **English Civil War** – Our final topic in Year 7 will look at the Civil War, which saw the decline in influence of the monarchy. Students will have an opportunity to visit the Newark Civil War Centre and understand the local experiences of this event.

### Reading preparation:

Horrible Histories: Stormin' Normans

Medicine: A Magnificently Illustrated History by Briony Hudson

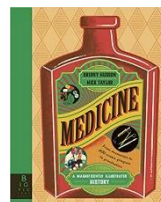
KS3 History All-in-One Complete revision and Practice: Prepare for Secondary School (Collins KS3 Revision)



### Useful website links:

<https://www.bbc.co.uk/bitesize/topics/ztjrbat>

<http://htck.github.io/bayeux/#!/> - Create your own Bayeux Tapestry



### GCSE Exam and Exam Board:

Health and the People (AQA)

Elizabethan England (AQA)

Conflict and Tension: Interwar 1919-1939 (AQA)

Germany 1890-1945 Democracy and Dictatorship (AQA)



# GEOGRAPHY

## Year 7 Content Summary

Students will study elements of physical, human and environmental geography.

Students will use a variety of scales to study place and space from local to global, travelling to different parts of the globe within the classroom and gaining a better understanding of the world they live in.

Students will study the following units over the year:

- Our Place – What makes a great geographer?
- UK climate – Why are some parts of the UK wetter than others?
- Ice processes – How did ice shape the Lake District?
- Stewardship of planet Earth – How are we supporting our home planet?
- Globalisation – How are we interconnected with the rest of the world?

All units in year 7 will also deliver careers education as part of the curriculum, along with Literacy and Numeracy skills, map skills and oracy.

### **Reading preparation:**

Horrible Geography Collection: Blooming Rainforests, Raging Rivers etc.

300 Geography facts for kids by Kentish Press

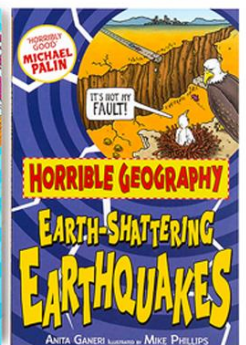
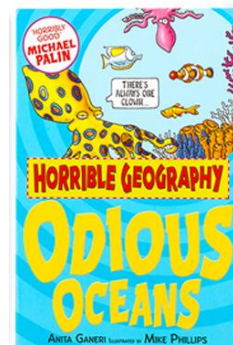
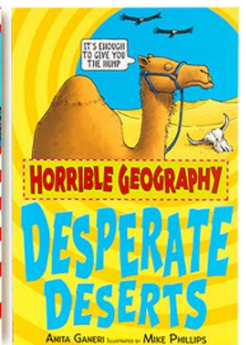
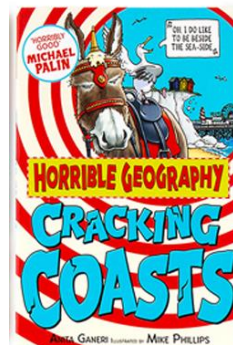
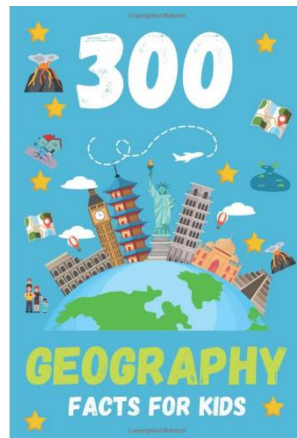
### **Useful website links:**

[KS3 Geography - BBC Bitesize](#)

[Homepage | National Geographic](#)

### **GCSE exam and exam board:**

AQA Geography





# DESIGN TECHNOLOGY

## Year 7 Content Summary

Students will study Hospitality, Catering, graphics, CAD/CAM and product design.

Students will complete a range of projects during their first year in Design Technology. Students will complete technology projects that will last predominantly for 9 weeks in duration. We currently deliver the following projects in year 7:

- Car project- Introduction to Health & Safety, material technology and basic workshop practical skills
- Restaurants & Menus- Introduction to hygiene, preparation of ingredients and basic practical skills
- Christmas project -Introduction to CAD/ CAM to manufacture a Christmas tree decoration
- Graphics -An introduction to basic technical drawing skills, Computer Aided Design and rendering

All projects in year 7 will also deliver careers education as part of the curriculum. Throughout the year, students will work towards the following certificates in Design Technology:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Design</b>	Design apprentice	Product Designer	Engineering apprentice
<b>Food</b>	Porter and Chef de partie	Sous Chef certificate	Head Chef
<b>Project focus</b>	H&S and restaurants	Fake aways and takeaways	Careers/ options
<b>Gatsby Bench Marks</b>	1,2,4	1,2,4,5	1,2,4,5

### Reading preparation:

Masterpieces of Modern Design (Design Museum) Catherine Dermott

I'm Good at: Design Technology What Job Can I Get? Richard Spilsbury

Food Anatomy: The curious parts & pieces of our edible world Julia Rothman

### Useful website links:

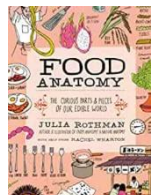
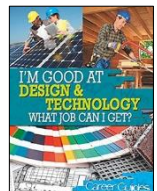
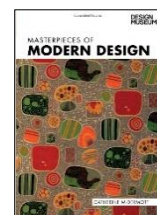
[Technologystudent.com](http://Technologystudent.com)

[BBCgoodfood.com](http://BBCgoodfood.com)

### GCSE exam and exam board:

Cambridge National in Engineering Design (OCR)

Cambridge National Hospitality & Catering Level 1&2 (OCR)



# ART

## Year 7 Content Summary

Students in year 7 will study a 'foundation to art' approach looking at the following formal elements:

- Line
- Form
- Pattern
- Shape
- Texture
- Colour
- Tone



### **TERM1:**

Students complete the Sweet Treats project and study the artist Sarah Graham.

### **TERM2:**

Students have an introduction to sculpture and produce a 3D sculpture project where students produce a 3D doughnut using card and paper. We inspire students by introducing them to the artist Wayne Thiebaud.

The sculpture project is then followed by a culture capital project where students study the artist Frida Kahlo. Students study the Day of the dead festival and design Day of the Dead inspired bunting.

### **TERM 3:**

The final term involves year 7 students using marine life as an influence to consider art and societal issues that we face in modern times. Students study the artists Vincent J Scarpace and Kirkby Rosannes

### **Reading preparation:**

What adults don't know about art: Inspiring young minds to love and enjoy art.

Women and art: 50 fearless creatives to inspire the world- Rachel Ignotofsky

### **Useful website links**

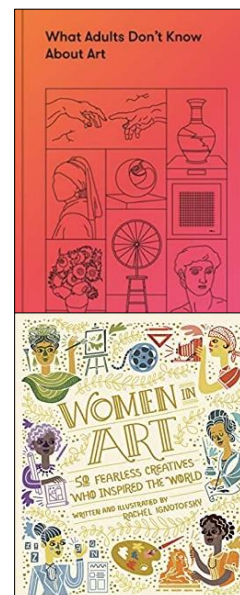
<https://www.tate.org.uk/>

<https://www.vam.ac.uk/>

<https://www.thebluecoat.org.uk/>

### **GCSE exam and exam board:**



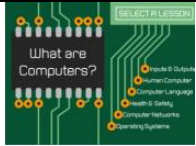
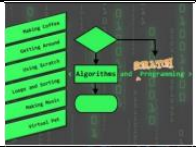


**Edexcel GCSE Art, Craft and Design**



# COMPUTING

## Year 7 Content Summary

The new computing curriculum has been developed to fit in with the current National Curriculum for computer science, as well as preparing pupils to study Computer science, Business and Creative iMedia at KS4 and beyond. It also incorporates key skills which will teach pupils how to leave a good digital footprint, effectively search for information and stay safe online. The lessons will also give pupils the required skills that will benefit them in other lessons throughout their school life.

	<p><b>7.1 E-Safety</b> Learners will investigate different threats of being online and ways to stay safe while using online technology. They will study digital foot prints, its impact, computer viruses, online bullying and online computer games. The aim is for learners to have a full understanding of how to be safe while taking maximum advantages of online technologies.</p>
	<p><b>7.2 Digital Literacy</b> Gives learners a basic introduction to key Information Technology skills through using Microsoft Office tools. This includes attaching files and using OneNote, writing a formal business letter in Word, use of interactivity in PowerPoint and basic formulas and graphs in Excel.</p>
	<p><b>7.3 What are computers</b> Gives learners an understanding of the key components that make up a computer system, including inputs and outputs and hardware. In addition, they will be introduced to binary and how to convert between binary and denary numbers and will gain a basic understanding of computer networks and operating systems. They will also look at health and safety issues surrounding the use of computers.</p>
	<p><b>7.4 Algorithms and Programming</b> This will give learners an introduction to algorithms in the form of flow charts and pseudo code and introduce them to key programming concepts in Scratch. They will learn how to turn a pseudocode into coding blocks in Scratch to program a maze game. They will be introduced to two key programming concepts: sequencing iteration.</p>
	<p><b>7.5 Web Awareness</b> Gives learners an understanding of the fundamentals of the World Wide Web. Covering how the Web works, how to be safe and responsible online, an understanding of ethical issues surrounding the use of the Web and look at security risks and how they can be prevented. This finishes with students creating their own basic web pages using a combination of HTML and CSS.</p>
	<p><b>7.6 Grand Designs</b> Aims to teach learners how to plan and carry out a project while applying a variety of IT skills, such as 3D modelling, spreadsheet modelling and presentation skills. Learners will plan their project by using a Gantt chart, design a house using Google SketchUp, calculate the expenditures of the project using Excel then produce a presentation to explain why their house should be built. The topic finishes with an evaluation of the work produced.</p>
<p><b>Useful website links:</b>  <a href="https://hourofcode.com/uk/learn">https://hourofcode.com/uk/learn</a>  <a href="https://www.bebros.uk/">https://www.bebros.uk/</a>  <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zvsc7ty">https://www.bbc.co.uk/bitesize/topics/zvsc7ty</a></p>	<p><b>GCSE exam and exam board:</b>  GCSE in Computer Science (OCR)  Cambridge National in Creative iMedia Level 1&amp;2 (OCR)  Cambridge National in Enterprise and Marketing Level 1&amp;2 (OCR)</p>

# SOCIAL STUDIES

## Year 7 Content Summary

- My School Community
  - Students examine what it means to be part of The Suthers School community, including looking in depth at our school values of Tenacity, Optimism, Respect, Curiosity and Hard-work.
- Society and Religion
  - Religion has shaped society for thousands of years. In this unit of work we will look at how religion has influenced the development of UK society and still continues to do so today.
- Respect through the lens of world religion
  - In this unit of work we look at the paramount importance of respect in society, as well as all world religions.
- The Nature of God through the lens of Christianity
  - In this unit of work, we will examine the omniscient, omnipresent and omnipotent nature of God in Christianity.
- Eastern Philosophies
  - To explore the history of different Eastern Philosophies including Hinduism, Buddhism, and Judaism.
- How can I contribute to Society?
  - We want to ensure that students leave The Suthers School ready to make a positive contribution in society. In this unit of work we look at different ways individuals can be a force for good in the world.

## **Key Stage 3 Content Summary -**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Unit 1</b>	My School Community	What it means to be a citizen of the UK	Introduction to Philosophy
<b>Unit 2</b>	Society and Religion	Democracy in the UK	How democratic is the UK?
<b>Unit 3</b>	Respect through the lens of world religion	Understanding where laws come from	Understanding Human Rights
<b>Unit 4</b>	The Nature of God through the lens of Christianity	The Nature of God in world religions	Law, religion and morality
<b>Unit 5</b>	Eastern Philosophies	Abrahamic Religions	Introduction to the UK Legal System
<b>Unit 6</b>	How can I contribute to society?	Justice in Society and in religion	World religions and democracies

- **Reading preparation:**

- The Accidental Prime Minister by Tom McLaughlin
- Kensuke's Kingdom by Michael Morpurgo

- **Useful website links:**

- Parliament.uk
- BBC Bitesize – KS3 Religious Studies
- Byc.org.uk (British Youth Council)

- **GCSE exam and exam board:**

- This subject prepares students for GCSEs in Citizenship, Philosophy, Ethics, Politics and RE



# MUSIC

## Year 7 Content Summary

In music, year 7 students will gain a broad understanding and appreciation of a range of musical styles, genres and instruments alongside developing performance skills. Through a largely practical curriculum, students will learn to read music using standard notation and perform pieces using keyboards, ukulele and percussion, alongside developing ensemble singing.

TERM 1	TERM 2	TERM 3
<p>EXPLORING MUSIC.  <b>Curriculum Intent:</b>            By completing this unit students will be able to...            Play a variety of styles of music using different instruments. They will be able to interpret graphic scores, standard notation in treble clef, guitar and ukulele chord symbols to perform as a soloist and part of a group.            This will allow students to gain a foundation in music that will allow them to access the rest of the music curriculum and beyond.</p> <p><b>Content:</b>            Graphic Scores, instrumental families, dynamic markings, note values, rhythm composition, drum kit, treble clef notation, triad chords, Christmas keyboard, Classical Period: Ode to Joy and Fur Elise, scales (keyboard warm-ups), conjunct and disjunct movement, ukulele skills and notation and class singing.</p> <p><b>Selected Key Vocabulary</b>            Score, Graphic, Dynamics, Ensemble, Rhythm, Tempo, Bar, Time Signature, Beat, Pitch, Stave, Middle C, Bar line, Melody, Chord, Structure.</p>		<p>GLOBAL MUSIC  <b>Curriculum Intent:</b>            By completing this unit, students will be able to...            Identify, describe and perform a variety of music from around the world.            This will help students to understand music from different cultures and improve their performance skills.</p> <p><b>Content:</b>            Key musical elements, solo and ensemble performance of Gamelan, Samba, Ragas and Talas, Calypso, class singing</p> <p><b>Selected Key Vocabulary</b>            World music, Gamelan, Raga, Tala, Improvisation, Samba, Ensemble, Drone, Ethnic, Calypso</p>

- Wider Opportunities in Music

We are also planning to offer students the opportunity to undertake individual instrument lessons in a variety of instruments, alongside the option to join our ensembles and take part in a range of performance opportunities each year.

- Useful Website links

<https://www.bbc.co.uk/bitesize>

<https://www.bbc.co.uk/teach/ten-pieces>

- Recommended Reading- Turn it Up!: A pitch-perfect history of music that rocked the world by Michaela Weglinsk
- GCSE Exam Board- EDUQAS GCSE Music



# DRAMA

## Year 7 Content Summary

In drama, year 7 students will focus on developing key drama skills, both individually and as part of a group. The drama curriculum provides students the opportunity to explore key social and moral issues and develop their own imagination and creativity. Through practical sessions students will develop their skills in the key areas of devising, performing from texts, analysis and reflection.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Darkwood Manor	Ernie's Incredible Illucinations	Shoes	Frankenstein	Harry Potter	Showcase Performances

- Wider Opportunities in Drama

As part of our enrichment programme, students will be offered the opportunity to participate in our annual musical theatre production.

- Useful Website Links

<https://www.artsonthemove.co.uk>

<https://www.bbc.co.uk/bitesize>

- GCSE Exam Board

Edexcel GCSE Drama



# FRENCH

**Year 7 Content Summary-** Our curriculum is designed around up-to-date research on language acquisition. With a strong focus on phonics and learning through highly structured language modelled by expert teachers, students at The Suthers School quickly learn to speak confidently and fluently in French.

- C'est moi! (It's me)  
Students will learn to introduce themselves, to describe their personality and appearance.
- Ma famille (My family)  
Students will learn the necessary language to talk about their family and family life.
- Chez moi (At home)  
Students will learn to describe their home and to say what they do when they are at home.
- Ma ville (My town)  
Students will learn how to describe the town of Newark and to talk about what they do when they are in town.

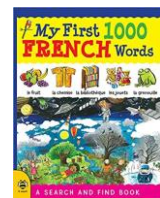
Regular activities ensure that students also develop an awareness of the culture of France and the wider French speaking world. In each year of Key Stage 3, students will also study a French language film.

	Year 7	Year 8	Year 9
<b>Unit 1</b>	C'est moi ! (It's me!)	Ma routine quotidienne (My daily routine)	Le weekend dernier (Last weekend)
<b>Unit 2</b>	Ma famille (My family)	Mon collège (My school)	Mes vacances (My holidays)
<b>Unit 3</b>	Chez moi (At home)	Le weekend (The weekend)	Ma planète (My planet)
<b>Unit 4</b>	Ma ville (My town)	Mes loisirs (My hobbies)	Mon avenir (My future)

## Reading preparation:

My First 1000 French Words by Sam Hutchinson

France: Travel for Kids by Dinobibi Publishing



## Useful website links:

Duolingo (Website or App)

BBC Bitesize – KS3 French



## GCSE exam and exam board:

# SEND

## **The Team**

Sarah Halls Dally – SENDCo

Kelly Bentley – Assistant SENDCo

Emily Braithwaite - Specialist Teaching Assistant

Rebecca Wiltshire - Teaching Assistant

As the school grows over time, the numbers in our team will continue to expand to meet the needs of the cohorts of students.

## **What we do**

Our aim is always about students being in the classroom; whether that be with adult support or through utilising the tools given through group and / or 1:1 work.

Our department are increasingly working alongside our feeder primaries to gather information before your child starts their time at The Suthers School. On entry to school, all students will undertake a number of baseline assessments to ensure we have a full understanding of their strengths and areas for development. These include:

- New Group Reading Test (NGRT)
- Vernon Spelling Test
- Basic Number Screening Test
- Cognitive Abilities Tests (CATS)

## **Interventions available:**

Based upon information from our baseline assessments, information from feeder primary schools, from families and from staff observations, we may offer your child one of the following in school interventions:

- Switch on reading
- Lexia
- Power of 2 – Maths
- Rainbow Maths
- ELSA (1:1 or group)

This list is not exhaustive and our interventions with your child will be based around their needs. If necessary, and through discussion with parents and carers, we may refer for more specialist support from outside agencies.

If you would like to discuss in more detail what we can offer, please do get in touch to arrange an appointment to meet with one of the team.