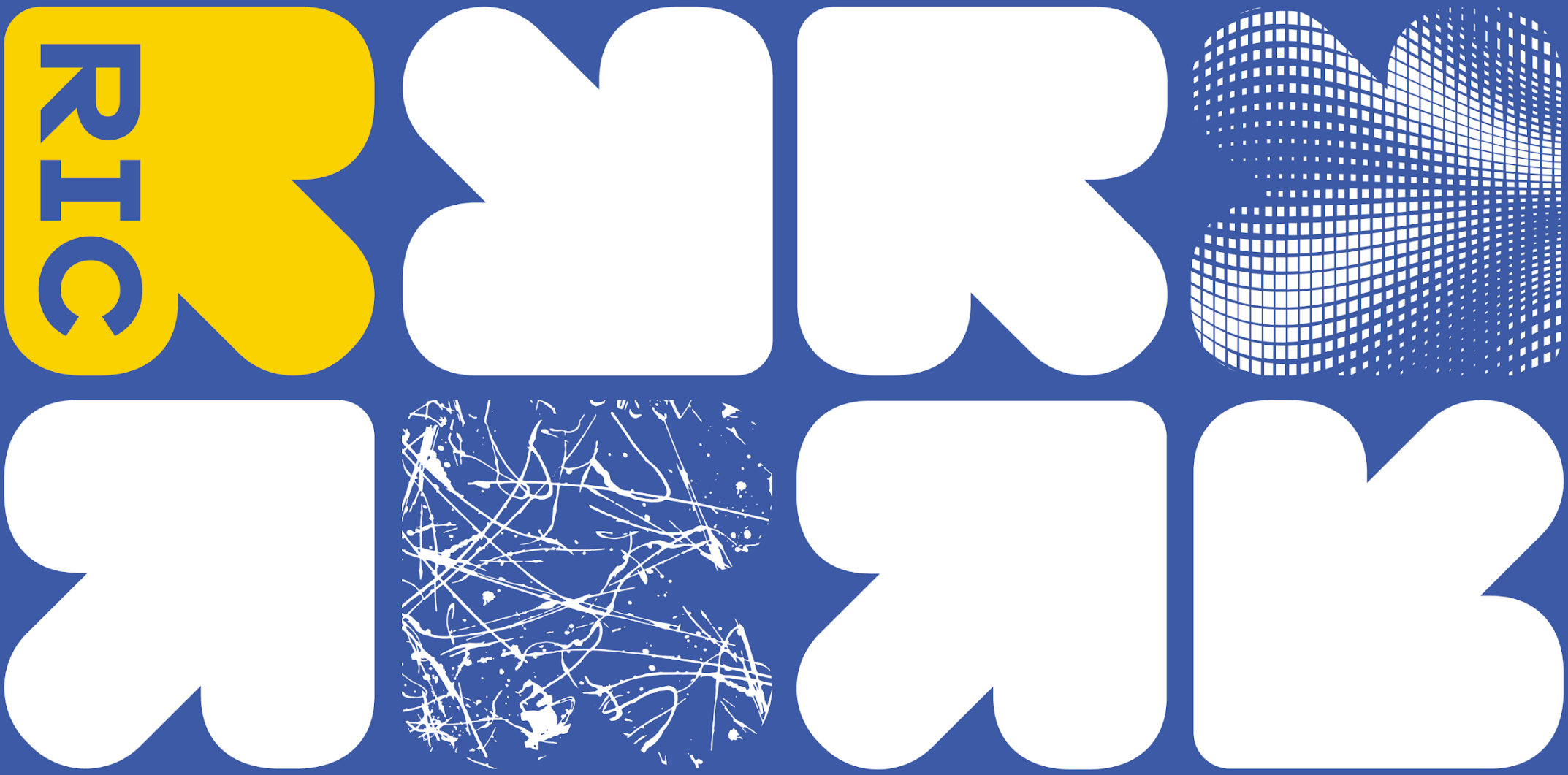
ROCHESTER
INDEPENDENT
COLLEGE

Year 7 Curriculum



Welcome and Overview

This booklet provides an overview of our Year 7 curriculum. You will find a summary of each subject in Year 7—what work will be covered, how your child will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your child going through this booklet together as it will 'map out' the year ahead for them.

The Year 7 Curriculum at RIC

There are six lessons a day, each 55 minutes long. We offer a hugely varied inclusive and accessible curriculum that values the academic and creative equally. You will find course overviews for each subject in the main body of this booklet.

Homework

Students in Year 7 are set 20 minutes of homework per subject per week with the exception of Maths where one hour per week is set on the Sparx Maths platform. Homework is set on Google Classroom; the 'To do' lists tells students what work needs to be submitted in the coming days. Tasks could include a project over a number of weeks, research, reading comprehension or extended writing tasks or revision ahead of tests.

Homework Club takes place Monday to Thursday, 4-5pm in the Library and all students are welcome to attend.

Holistic Personal Development & PSHE

You will find the full Year 7 PSHE curriculum later in this booklet. We welcome parent input into and feedback on our PSHE Curriculum. Please contact kayleigh.simpson@rochester-college.org.uk.
PSHE is delivered through:

- Weekly PSHE lessons
- Assemblies and form time activities
- Off-timetable workshops, visiting speakers and trips

Key themes include:

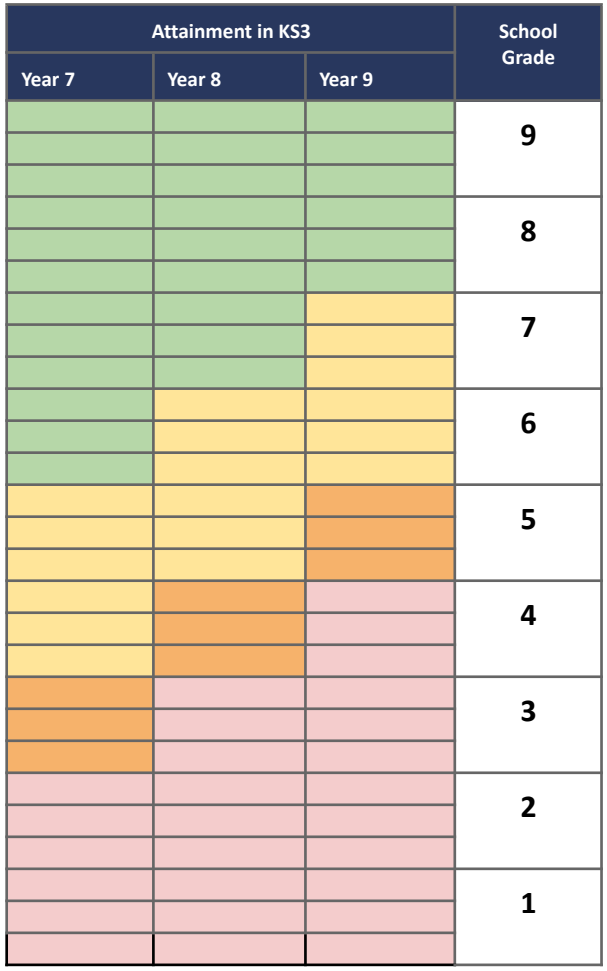
- Navigating school, self and society
- Careers
- Understanding the law
- Wellbeing and Wisdom: Thriving in Body, Mind and life
- Relationships and sex education
- Online safety

Assessing student progress

In Year 7, students receive half-termly report cards (excluding the May half term) and one full report before the summer holidays. We assess student progress in Years 7 to 9 using RIC levels. Key pieces of work are marked to subject specific descriptors of the skills required at each level. In order to achieve a level, the student needs to exhibit the knowledge and skills outlined in the descriptor.

On the report, teachers provide the grade the student is working at. This is translated into 'exceeding', 'meeting', 'working towards' and 'working below' expectations to gauge where your child is in relation to norms for their age group. The level the student received in their most recent assessment also appears as a letter and a number in the Assessment Grade column. 5a is higher than 5c. A student achieving 5a is close to moving up to a Level 6.

Attainment in KS3	With current rate of progress, likely to gain
Exceeding Expectations	(i)GCSE grades 8-9 (A*)
Meeting Expectations	(i)GCSE grades 5-7 (A-C)
Working towards expectations	(i)GCSE grades 4-5 (C-D)
Working below expectations	(i)GCSE grade 3 and below (E-U)



Supporting Literacy

Parents and carers can support their child's literacy by encouraging them to regularly read and listen to podcasts for pleasure, and then by discussing them. Teachers across English, History, Geography and Science have been trained in discursive **Reciprocal Reading** strategies to develop stronger skills in reading for meaning.

Parents can support fluency in writing by encouraging students to undertake touch typing practice on the **Touch Type Read & Spell** platform.

Supporting Numeracy

Parents can help students' numeracy by discussing everyday problems that require numeracy to solve them. Parents can encourage students to complete **Sparx Maths** homework, which adapts tasks to the students current ability and pace of working. If a student gets stuck, they should watch the instructional video, pausing at each step to apply it to the problem. Some students benefit from having complex worded questions read out to them. Asking students questions: 'what would you do next?' is more helpful than providing answers.

Students should not Google, use AI or receive too much help as the work set will quickly become inaccessible. If you think this has happened, or if your child is struggling with Maths, contact your child's Personal Tutor so that we can work on resetting the algorithm and look at additional support.

There is an Independent practice function on Sparx that students can use to improve areas of weakness and revise.

Supporting Digital Wisdom

We teach, collaborate and communicate via **Google**; all students have their own **Chromebook**. Homework is set on **Google Classrooms**. Subjects develop online research, academic integrity, word processing, presenting and spreadsheet skills as appropriate. Parents can help by ensuring students' Chromebooks are charged overnight, ready for the day's lessons.

Computer Science, Digital Media and Music lessons teach coding in Python, use a range of visually creative, soundscape design and composition digital tools.

Online safety is explicitly taught in PSHE and Computer Science lessons and reinforced across subjects..

Screen time & Wellbeing

RIC is phone free in the Lower School. Students put their phones in a Yondr pouch at the beginning of the day. We discourage computer games at break time in the summer months.

Supporting neurodiversity and SEND

The breadth of our curriculum provides opportunities for neurodiverse students to excel academically, creatively, digitally, and in physical performance. The varied curriculum in Year 7 enables students to find what they love and play to their strengths.

Though we are not a special school, neurodiverse students make good progress here thanks to:

- small classes and individual tuition
- a flexible and common-sense approach to reasonable student requests, such as facilitating independent learning
- tailored programmes of study including the supportive curriculum in literacy and numeracy mentioned above
- access to digital tools to support creativity, literacy and numeracy mentioned above
- the prominence of Equality, Diversity & Inclusion in the curriculum and in extra-curricular provision (including studying diverse texts and influential people with protected characteristics) , which enables neurodiverse and disabled students to feel accepted and find role models

Support for neurodiverse students is planned to help them succeed and grow in independence, while ensuring that all students can learn well together. Therefore any adjustments made should not undermine the learning environment of other students who also may be neurodiverse. We aim to provide strategies that build confidence and lasting skills, rather than short-term, unsustainable solutions students might come to depend on.

Our SENCOs are Leighton Bright and Ian Duxbury.

Stretch & challenge

Academic streaming in English, Maths and Science enables students who are operating at a higher level to access more challenging texts and problems. As these lessons are timetabled concurrently there is the flexibility to move between groups as students improve. Students have the opportunity to undertake the UK Maths Challenge and our bespoke curriculum allows some students to take qualifications early with the agreement of subject specialists and the Head of Lower School.

Offering a broader-than-usual range of creative subjects, including Digital Media and Regenerative Design, enables students to find strengths and be challenged early.

Small class sizes allow us to both stretch the most able and ensure all can access learning. Strategies can include setting tasks with different levels of challenge and support and using questioning to extend or scaffold.

Peripatetic music lessons for Piano, Vocals, Drums, Bass and Guitar are offered and students can sit examinations for RSL music grades at the College as we are an approved centre.

A series of extra-curricular activities is offered that provide challenge, previously including Model UN, Duke of Edinburgh Award, Debating Society, Sports Leaders and Chess Club.

ART & DESIGN

Curriculum Intent

The Art & Design Curriculum aims for all students to experience a broad range of creative disciplines, developing the ability to independently experiment with materials and techniques. The visual arts are a key part of the cultural heritage of every student and are integral to their creative quality of life. As such, our curriculum enhances well being, social skills, self esteem, and crucially allows for self expression in a creative capsule that always welcomes personal opinion. Our curriculum celebrates diversity, studying creative expression throughout history and across cultures. We aim for students to treat art making as a visual mode of communication, developing analytical, critical and discursive skills which in turn contribute to improving literacy, enabling them to become effective visual communicators and the creative artists of the future.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How do we Investigate Objects? Students use observational drawing to understand everyday objects and to look again at their surroundings. **Skills:** looking and seeing analysis and interpretation of objects. mark making to understand form and space and the relationship between them. **Research/stimuli:** Sir Michael Craig Martin, Patrick Caulfield & ceramic artist Lucie Rie.	**How can we explore People and Identity?** Students will explore identity and how different experiences can be shared through the visual arts. **Skills:** decoding imagery 2D & 3D portraits: drawing and collage working with layers and juxtaposition to reflect the complexity of identity **Research/stimuli:** Artists who explore their own identity: Julian Opie, Jean Michel Basquiat & Nelson Makamo.	**How do we explore Movement in Art & Design Practice?** Students learn a variety of pencil drawing approaches to portray proportion and the human form moving, such as in P.E and Dance. **Skills:** Collaboration, fluid painting techniques **Research:** Artists of the Futurism Movement, photography. Gino Severini, Giacomo Balla & manu Umberto Boccinoni's *Dynamism of a Cyclist* (1913)	**How can Natural Forms be explored through Textiles and Mixed Media Approaches?** Students will analyse natural forms in the College gardens, exploring shape, colour and tone, to generate ideas for clothes design. **Skills:** exploring form & texture through touch, drawing with stitch, textile printing, fabric collage, incorporating found and natural elements **Research/stimuli:** Yayoi Kusuma	**How can we define as artists, Expressive Spaces?** Students learn a drawing system for depicting depth, discussing types of perspectives and how to create a sense of fore, middle and background through overlaps and changes of scale. **Skills:** Drawing for depth Mixed media & acrylic paint A3 and larger scale work **Research/stimuli:** Artists who depict spaces Matisse, Patrick Caulfield John Piper	**What is Your Future Land?** Students will use images of places that inspire them to convey their relationship with landscape and design 'Future-lands' linking to our Sustainability Curriculum. **Skills:** Water-colour, oil pastel, biro, photography, modroc and collage Collaboration **Research/stimuli:** Land art artists John Kippin J.M.W Turner

ART & DESIGN - Assessment

In Year 7, our learners are introduced to the Formal Elements of Art and Design; line, tone, colour, form, texture, pattern, perspective, scale, and proportion, through drawing, collage, painting, printing techniques, and a range of 3D materials. They research the work of designers, artists, both contemporary and historical, and from different cultures, to better understand their own development as artists, and provide awareness to evaluate their own work, and work of other artists worldwide. As their skills develop, students are encouraged to become more explorative..

Students are assessed according to RIC Art & Design levels. There are 4 key skills that are developed & assessed:

1. **Materials and Processes**- recognising and using a range of strategies to develop ideas that are personal, original and imaginative.
2. **Critical Engagement-** How Students critically engage with their own and other's work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work.
3. **Extend**- How students extend their ideas and sustain their investigation by responding to new possibilities and meanings.
4. **Communication**- How students communicate and collaborate their own ideas, insights and views.

We do expect students to be able to say what RIC level they are working at- rather we expect them to be able to comment on their own strengths and weaknesses within the Art and Design course and to be able to articulate what practical steps they can take to improve.

Trips & outdoor learning

Students use the College gardens and buildings as stimulus material in Terms 4, 5 and 6 as they look at space and landscape.
Gallery Visits: Aim to arrange a KS3 visit for supporting projects. Cultural Capital and ExtraCurricular/ What Careers involve the Arts/ Lunchtime Activities in the Art Department weekly schedule.

How can parents support?	**Create a dedicated space for art** to inspire creativity, enabling engagement in school and in independent spaces. **Encourage Exploration** of different art forms (painting, drawing, sculpting, digital art) to broaden artistic horizons. **Collaborate on Projects** and **Celebrate Art,** praising effort and creativity, not just the end result. **Connect Art to Learning**, exploring links to other subjects like literature (illustrating stories), history (art based on historical periods) or science (observing and drawing natural elements). **Provide a personal sketchbook journal** separate from school to write, draw, doodle & documentation ideas and observations.
Useful resources and links:	National Society for Education in Art & Design (online) ART UK; V&A (Young V&A); Somerset House; Royal Academy of Arts; Barbican; National Gallery; Tate Modern; Tate Britain; Turner Contemporary (Margate); INTRA Arts Charity Organisation; Sun Pier House Events & Art Workshops (both Rochester)

COMPUTER SCIENCE

Curriculum Intent

The Computer Science Curriculum aims to provide a solid foundation of safety and security, the web, coding skills and how computers and computer software is used across a variety of disciplines. Students also develop algorithmic thinking skills, critical to being able to organise and structure solutions to problems. for further study in Computer Science.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Can you use computers safely, effectively & responsibly? Students learn about staying safe online and while using technology. They learn how to communicate safely and responsibly using technology. Students will also explore how to stay safe from cyber-bullies and become confident and considerate computer users. This will be assessed through a quiz and presentation.	**How do we control computers?** This topic reinforces the ideas behind algorithmic and computational thinking, fundamental to many other disciplines. Students have fun making creative programs in Apple Swift and or Small BASIC. This will be assessed through a practical coding challenge.	**How does Cyber Security prevent Computer Crime?** Students become cyber-security savvy, learning how typical computer crimes might take place and what steps are taken, as well as the tools used to keep systems and the data they store and use, secure. This will be assessed through a multiple choice quiz.	**How does Python code work to control computers?** Students develop their programming skills by using one of the most widely used programming languages. This unit develops some core coding skills and will be assessed through practical coding. Outdoor: IWD discovery lesson - foraging for “hidden” knowledge - use of garden & QR codes.	**Why ones and zeroes?** This is where we start to look at the maths involved in computer communication - the ones and zeroes that make computers work and what they are used to represent. This will be assessed through a formal written assessment on binary, binary to decimal conversion and binary addition.	**How can Data Modelling help predict the future?** This unit introduces planning and modelling solutions using widely available spreadsheet tools such as Microsoft Excel or Google Sheets. Students are shown how to create useful formulas and are introduced to the concept of ‘what if’ analysis to help data projections and predictions.

COMPUTER SCIENCE - Assessment

Students are assessed according to RIC Computer Science levels. There are 3 key skills that are developed & assessed:

1. Structure and function of hardware
2. Algorithmic thinking & Programming
3. Computer communication & Ethics

These are developed and assessed through the study of computer science theory along with practical coding lessons.

We aim to develop pupils' algorithmic thinking skills, critical to being able to organise and structure solutions to problems.

Outdoor learning

We use the gardens for our International Women's Day discovery and LGBTQ+ heroes lessons where we go on a treasure hunt for facts utilising QR codes "hidden" around the gardens, giving the pupils access to knowledge about key figures in Computer Science history.

How can parents support?:	We will spend the first term exploring online safety. Support keeping your child safe by ensuring you monitor their online activities and protect their online identities. Ensure they are only using social media sites appropriate for their age and that their profiles are locked. Monitor their homework when it is set to ensure they complete it in a timely manner. From the point at which we begin programming, it is expected that students will code creatively for at least an hour per week as homework during term time.
Useful resources and links:	Get your child a head start with programming by going to the Apple Swift site and downloading Swift Playgrounds: https://www.apple.com/uk/swift/playgrounds/ We will use this particular web app during our lessons and for homework in term 2.

DIGITAL MEDIA 2026-7

Curriculum Intent

The Digital Media Curriculum aims to develop students' media literacy and media production skills, both audio and visual. We aim to improve students' digital literacy using current technology to undertake creative processes. We aim to develop students' abilities to coordinate and manage complex creative projects, fitting them for work in the digital world.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How was animation created before computers? **Can we create an animation from paper for the screen?** Animation project: Creating a character 2D model from paper **Skills:** Stop-motion animation with hands-on DSLR-photography Introduction to Video Postproduction (Adobe Premiere Pro) and optionally sound	**How was animation created before computers?** **Can we create an animation from paper for the screen?** Animation project: Animating our characters and creating a small narrative **Skills:** Stop-motion animation with hands-on DSLR-photography Introduction to Video Postproduction (Adobe Premiere Pro) and optionally sound	**What are the conventions of film poster design?** **How can typography be combined with photography for successful design?** Film poster design: Introduction to film poster history **Skills:** Research & Writing Using Adobe Photoshop for design Hands-on DSLR-photography Outdoor: main character in setting or indoor: studio setting with lighting	**How is the aural environment presented on Radio and Drama ?** This provides learning opportunities about our auditory senses, the physics of sound, and practical use of Digital technology for Sound Recording and design. **Skills:** Sound recording (studio & location including outdoor) Introduction to editing Interviewing techniques Podcast production	**What are the conventions of radio/podcast productions?** Realisation of podcast/radio programme. **Skills:** Introduction to Audio Editing softwares (ocenaudio, Audacity) Focus on editing and design of a broadcast-ready programme. Additionally, Photoshop designs for Podcast artwork design (mini project)	**How do we bring all of our skills together and build on them?** Mini Projects with Photoshop • Fantasy Planet design • Research/design of individual Google Doodle • 3D photos Digital Media • CRE8 an Animated .gif • COLLAGE photo/portrait

DIGITAL MEDIA - Assessment

Students are assessed according to RIC Digital Media levels. There are 3 key skills that are developed & assessed:

1. Coordination and management of complex creative projects, both individually and in groups
2. Engagement and production of specific media outcomes (audio, video and print) using hardware and software, e.g. DSLR Camera, iPads and the Adobe Creative Suite and a variety of third party tools
3. Development of media literacy (through research, exploration and writing)

These are developed and assessed through a variety of creative projects, from animation to poster design and audio production.

We also aim to develop pupils' collaborative and leadership skills.

Trips & outdoor learning

Students use the College gardens for sound recording and to capture video/photographic images.

How can parents support?:	Great, but not essential: if students have their own digital camera or portable sound recorder to work with **Ask questions:** Exploration of the world around us is an important aspect ask: 'What are we pointing our microphones at? What are we placing in front of our camera lens? **Developing media literacy:** Why has this image been chosen? Why has this track been used here?
Useful resources and links:	**Media Literacy:** Shoutout article, Literacy trust resource, BBC article, Family tips **Creating Digital Media also benefits from engagement off-screen.** Developing listening skills (eg. For podcasters, sound designers, etc) and the eye for detail (photography, nature, ..) becoming inquisitive/observant ... there are many facets to design and creativity. **Ensuring age-appropriate access:** Commonsense media Visit together and find out what others (parents and teens) think about specific film, books, ... media and their age-appropriateness. It is surprising how well self-policing most youngsters are. **Toolkit for parents for supporting child wellbeing, especially for those with SEND from BBC bitesize -** Two great short movies by young people on their ADHD and Autism.

DRAMA

Curriculum Intent

The Drama Curriculum aims to create confident performers and team players who are self-reflective. Introducing students to a range of drama styles from improvisation to scripted plays, students critique each other's performances, maximising their impact for performer and audience alike. Students will develop creative writing skills in script work as well as verbal and written analysis and evaluation skills enabling them to progress in both performance and exam skills. They will develop a deep understanding of Drama terminology for both explanatory and creative reasoning.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What is Drama? An introduction to movement in drama along with relevant vocabulary to evaluate this. Practical work in small groups: using Tableaux and Stimulus to devise and perform small sketches. **Skills:** Confidence Understanding of status within Drama Dramatic gesture	**How do we create a character using movement & voice?** Using scripted extracts to develop a sense of character, we explore theatre arts such as costume, set and sound design in relation to a text. **Skills:** Stage presence Stage awareness Creative thinking **Suggested text:** *Deerhurst Manor*	**How do we develop a character?** We use role play to develop a character, employing instant improvisation in a group. Students develop reasoning skills within a piece of continuous drama. **Skills:** Role play Hot seating Staying in role Original ideas **Suggested text:** *A Midsummer Night's Dream, Twelfth Night*	**How do we work effectively as an ensemble?** Students develop the basic principles of masks, exploring different types including blank mask, half mask and Trestle mask. They use this knowledge to create sophisticated pieces. **Skills:** Working as ensemble Using music to create emotion, Mime, Improvisation	**How do we stage a full production?** **Skills:** Full play, original characters, Creative thinking, Drama terminology implemented, Dramatic use of body and voice, Stage presence, Understanding choral speaking and transitions, Teamwork **Ernie's Incredible Hallucinations** ● Investigate the themes of the play ● Explore the use of stage directions and theatrical convention such as flashback ● Develop range of skills based on the text ● Consider the use of direct address, monologue and non-verbal communication in performance	

DRAMA - Assessment

Students are assessed according to RIC Drama levels. There are 3 key skills that are developed & assessed:

1. Creating
2. Performing
3. Evaluating

Students' performance skills are assessed via shorter drama exercises, improvising and scripting characters, designing set, costume and soundscape, combining these is a final piece for the Summer Festival. Critical, analytical and evaluative skills are assessed through class discussion and written pieces.

Homework tasks can include research tasks, such as into the social or historical background of a text, creative tasks such as costume design, developing written work or learning lines.

Trips & productions
We offer a wide range of Trips to theatres to see various Plays and Musicals
Full School Production
Mini showcases

How can parents support?:	Exposure to live theatre Reciprocal reading of texts and scripts Support with home learning and ideas
Useful resources and links:	https://www.nationaltheatre.org.uk/home/ https://www.lamda.ac.uk/ https://shakespeare.mit.edu/

ENGLISH

Curriculum Intent

The English Curriculum aims to ensure students read easily, fluently and with good understanding, habitually reading widely and often, for both pleasure and information, gaining an appreciation of our rich and varied literary heritage. We aim that students acquire a wide vocabulary, an understanding of grammar and of linguistic conventions for reading, writing and speech. We enable students to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We discuss in order to learn, enabling students to explain clearly their understanding and ideas. We aim for competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What are the features of (auto)biographical writing? and/or **What are the features of suspense writing?** Students study post 1914 non-fiction and fictional prose. **Skills/tasks:** Annotating, planning, drafting, summarising, interview questions. **Suggested texts:** *Autobiography excerpts* *Suspense excerpts*	**What are the features of fantasy writing?** and/or **How do writers use texts to communicate ideas about society?** **Skills/tasks:** Character description Annotation, recipes diary entries, timelines, director's notes, plays and essays. **Suggested texts:** *A Christmas Carol* *Fantasy writing excerpts*	**How do writers use poetic conventions in their portrayal of relationships?** **Skills/tasks:** Annotation, 'explain' paragraphs, extended essays, reports, diary entries and stories. **Suggested texts:** Pre-1914 love poetry (assorted) Keats	**How does Shakespeare present the cultural values of his time in his portrayal of relationships in comedy?** **Skills/tasks:** Journal entries, letters, question responses, stories, translations, articles, storyboards, poetry, diary entries, spells. **Suggested texts:** *A Midsummer Night's Dream* *Much Ado About Nothing* *The Tempest*	**How do writers use language and structure to present plot, characters and themes?** **Skills/tasks:** Diary entries, flow diagrams, character descriptions, timelines, reviews, speeches, leaflets, analysis, letters, reviews, summaries. **Suggested texts:** Post-1914 fiction prose: *Flour Babies* *Two Weeks with the Queen* *Skellig* *Face* *October, October*	**How are fairy tale conventions presented in different texts?** and/or **How is the work of dramatists communicated effectively through performance?** **Skills/tasks:** Advertisements, letters, diary entries, speeches, commentaries, extended essays. **Suggested texts:** Post and pre-1914 prose, poetry and media; post-1914 drama *The Insect Play*

ENGLISH - Assessment

Students are assessed according to RIC English levels. There are three key skills that are developed & assessed:

1. Spoken Language
2. Reading
3. Writing

These skills are developed and assessed continuously: Each unit has at least one summative assessment task (selected at the teacher's discretion) and several formative assessments leading up to and following on from this. Assessment includes self, peer and teacher evaluation and continuous verbal and written feedback.

Trips & outdoor learning

Potentially could include a trip to Warner Brothers studio or the Shrek experience to relate to our study of Fantasy and/or Fairy Tale texts; possibility of a theatre visit to see 'A Christmas Carol' and/or a visit to Shakespeare's Globe or even an excursion to see a production of our studied Shakespeare comedy.

How can parents support?:	Encourage reading for pleasure on a daily basis. Exposure to TV and Films concerning literature. Adopt a reciprocal reading approach with your child.
Useful resources and links:	https://www.bl.uk/ https://fft.org.uk/literacy/reciprocal-reading/ https://www.sparknotes.com/ https://www.bbc.co.uk/sounds/brand/p0f9sz77

GEOGRAPHY

Curriculum Intent

The Geography Curriculum aims to cultivate intrigue and interest in geography through exploring unique places and challenging perceptions. Students will develop their pre-existing knowledge of human, physical and geographical processes and develop and strengthen their cartographic and analytical skills to explore pressing geographical issues such as climate change, managing natural disasters and energy and food insecurity. Through the use of a combination of independent and collaborative learning, the curriculum aims to develop students' ability to self and peer assess their work, and nurture their social interaction skills through the process of creating innovative solutions to global issues.

Year 7:

<table>
<tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th><th>Term 5</th><th>Term 6</th></tr>
<tr><td>What is Geography?

Types of Geography: Physical, Human, Environmental.

Skills:
Grid references
Scales & keys
Compass & bearings.
Field Sketching
Data & image analysis</td><td>What makes places 'fantastic' and 'unique'?

The Aurealis Borealis/ Australis, coastal Stack formation, hydrological events, waterfall formation, challenges living in mountains, water scarcity, focussing on Las Vegas and the impacts of tourism.</td><td>How does the core of the Earth shape the landscape of our planet?

The Earth's structure, tectonic plates, convection currents, destructive margins, earthquakes, constructive waves, volcanic eruptions and managing tectonic events.</td><td>Are all African countries underdeveloped?

Poverty, globalization, capitalism, GDP, development, indicators, trade, colonisation, tourism and cultural variations.

Skills:
Map analysis
Problem solving</td><td>Why are some countries more energy secure than others?

Finite, renewable and non-renewable resources, sustainability, pathways, inflation (economic geography), consumption and conservation.

Skills:
Decision making exercises
Presentation</td><td>Why is global hunger still an issue?

Pastoral & arable farming, desertification, famine, imports, trade, geopolitical relationships and aid.

Skills:
Atlas Skills
Synoptic thinking
Enquiry skills</td></tr>
<tr><td colspan="2">Skills: Atlas skills, longitude, latitude
Graphical representation and interpretation</td><td colspan="2">Skills: Secondary research, Geographic enquiry,
Image interpretation</td><td colspan="2">Skills: Meteorological map interpretation
Map analysis, Geographic enquiry</td></tr>
<tr><td></td><td colspan="2">Image interpretation, Cross- Section creation</td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">Skills: Cartographic Skills, Extended writing</td></tr>
</table>

GEOGRAPHY - Assessment

Students are assessed according to RIC Geography levels. There are 6 key skills that are developed & assessed:

1. Contextual world knowledge
2. Geographical understanding
3. Skill & applied enquiry
4. Communication and sources

Students collaborate and reflect on cartographic and geospatial skills. Studying and analysing graphical data with correct geographical vocabulary develops numeracy and literacy. Through use of enquiry skills, data handling and analysis, students will begin to develop their critical thinking.

These are developed and assessed through the use of an end of term formal test for each unit and an end of year test. In addition, students complete one piece of assessed classwork per term. Furthermore, students' homework and verbal contribution throughout the lesson and classwork is also taken into consideration to provide a more holistic assessment of their working grade.

Trips, outdoor and extra-curricular learning
Likely trips include Rochester viewpoint field sketching at Jackson's Field, Orienteering at Jeskyns Country Park and investigating food diversity in Canterbury or Rochester. Possible cross curricular trip with the English and Science department to The Natural History Museum Volcanoes and Earthquakes exhibition. Furthermore, in term 1 there is opportunity to learn about African culture through our guest African running and crafts.

How can parents support?:	**Watch or read the news** discussing natural disasters and political developments. Use the "5 W's" to aid discussion (What has happened? Where has it happened? Why did it happen? Who is affected? When did it happen?) **Locate** using online tools such as globle and maps and a compass to encourage your child to navigate **Discuss** learning in lessons and homework, and how it connects to their home and the wider world. **Visit** museums, woodlands, towns and cities. Encourage your child to research further- why is this area significant? What processes are happening here? Take photographs, field sketches, annotate them, .
Useful resources and links:	**Locating places: Globe Game; World Geography Games; Geoguessr; Wordle** **Consolidating learning and revision: BBC bitesize; Seneca learning** **Strengthening skills: Ordnance Survey Mapzone; BBC bitesize revision; GeographyPods map skills**

HISTORY

Curriculum Intent

The Year 7 curriculum has been designed to introduce students to the fundamental skills upon which the practice of History is founded. Students develop these skills through investigations into prehistoric, ancient and mediaeval societies, the changes they have undergone and the ways historians have learnt about them. The study of the widely varied human experience across a vast span of time empowers students to consider the diversity they encounter in their own lives. Students are encouraged to find the links between stories from the past and the present day; something which promotes a positive and compassionate outlook. Engagement with sources from throughout the period of study equips students with the skills to critically evaluate, discern bias, and make informed decisions.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The First Civilisations How do we learn about the distant past? How did hunter-gatherers become sedentary farmers? Why did people build megaliths? What was life like in the first civilisations?	**The First Empires and the Classical World** Which empires arose around the Mediterranean Sea? Who was the most significant leader of the classical era? What was life like in Roman Britain? Why did some people resist the Romans?	**The Fall of Empires and New Kingdoms** Why did different empires collapse? Why did new groups of people come to Britain? What do sources suggest about life in Anglo-Saxon England? How 'dark' were the Dark Ages?	**The Age of Warriors and Norman Conquest** How did Edward the Confessor cause a succession crisis? Who had the strongest claim to the throne in 1066? Why did William win the Battle of Hastings?	**The Norman Conquest Cont.** How did the Normans change England? Why did ordinary people join the Crusades? What impact did the Crusades have on the Islamic World and Europe? Planned summer-term trip: Dover Castle/ Dover Museum	**Independent research project:** Research into civilisation/group - Origins - Beliefs - Social structure - Technology *The objective of this project is for students to apply the skills they have acquired throughout the year to thoroughly research a society of their choice from a broad period of history.*

HISTORY - Assessment

Students are assessed according to RIC History levels. There are three key skills that are developed & assessed:

1. Ability to recall, select, organise and deploy knowledge

2. Ability to construct historical explanations using an understanding of cause and consequence, chance and continuity, similarity and difference, and the motives, emotions, intentions and beliefs of people in the past

3. Ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

We also aim to develop pupils':

- Literacy (speaking, listening, reading, writing), including extended answers written under examination conditions.
- Digital literacy, where appropriate through exercises such as independent research tasks
- Positive socialisation through dialogue in class discussions.
- Independence and resilience through regular homework, with a focus on independent reading and comprehension.

These are developed and assessed through informal feedback in lessons, marked work in exercise books accompanied by individualised feedback tasks , and termly formal assessments that check students' long term recall as well as their skills of analysis and explanation.

Trips, outdoor and extra-curricular learning:

Summer trip to Dover Castle

How can parents support?:	**Encourage interest in current events-** discuss current events in the news and how they connect to history. Encourage your child to research these events further. (BBC Newsround) **Visit historical locations-** such as castles, museums and battlefields. (English Heritage) **Help with keywords-** using quizzes and flashcards to help memorise keywords and facts. (Flash Card Generator)
Useful resources and links:	**BBC Bitesize - for general reading and revision materials** **Blooket - for knowledge quizzes** **HomeschoolHistory - short videos on relevant historical topics**

MATHEMATICS

Curriculum Intent

The Mathematics Curriculum aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Why do we need to use letters in maths? **Algebra** Functions, Simplifying & writing expressions Substituting into formulae Writing formulae **Why do we need to be accurate when measuring?** **Decimals & measures** Decimals & rounding Length, mass & capacity Scales and measures Working with decimals **Extended task:** Energy - functional skills task	**Decimals & measures** Working with decimals Perimeter and area **What is more practical to use, fractions or percentages?** **Fractions & percentages** Comparing & simplifying fractions Working with fractions Fraction & decimals Understanding percentages Percentages of amounts **Extended task:** Climate change - percentages	**What is the probability of winning millions of dollars in Las Vegas?** **Probability** The language of probability Calculating probabilities Experimental probability Expected outcomes **What is the purpose of ratio?** **Ratio & proportion** Direct proportion Writing and using ratios **Extended task:** Golden rectangles task.	**Ratio & proportion** Ratios, proportions and fractions Proportions and percentages **What is a linear relationship?** **Lines & graphs** Measuring, drawing & calculating angles Lines, angles, triangles Drawing triangles accurately Angles in triangles & quadrilaterals Identifying quadrilaterals **Extended task:** Tray bake task.	**Why are sequences important?** **Sequences & graphs** Sequences & pattern sequences, including generating them Coordinates & midpoints Straight-line graphs **Why do we need reflections?** **Transformations** Congruency & enlargement Symmetry Reflection **Extended task:** Rods & triangles task.	**Transformation s** Rotation Translations and combined transformations **Extended task:** Transformations enrichment task.

MATHEMATICS - Assessment

Students are assessed according to RIC Mathematics levels. There are three key skills that are developed & assessed:

1. Develop fluency
2. Reason mathematically
3. Solve problems

These are developed and assessed through Numeracy Ninjas, self/peer assessment, half termly assessments, regular homework tasks and termly enrichment/sustainability tasks. The enrichment/sustainability tasks relate maths to the real world, so that students understand the importance of mathematics outside the classroom. We also aim to develop students' curiosity and their ability to apply their mathematics knowledge in other subjects.

Sparx Maths homework:
Students are set 1 hour of Maths homework per week on the Sparx Maths platform in line with Cambridge University's research on the most effective practice. Students should complete 100% of tasks set, which are personalised to their current level. If they get stuck, students can follow the steps in the platform's videos and speak to teachers in lessons or at lunch ahead of the deadline. Students should not use AI or find answers online as this will result in the tasks set becoming inaccessible. Students can also undertake Sparx XP Boost and Target to do extra tasks for revision.

Trips, outdoor learning and extra-curricular opportunities:
Outdoor learning is weather dependent. Tasks can include measuring and proportions of plants and distances in the College grounds, identifying angles and their functions and finding reflections. A joint Maths and Science trip to Winton Gallery at the Science Museum takes place most years. Students have the opportunity to sit the UKMT Junior challenge in April.

CatchUp Numeracy support sessions
These support sessions are run by our teaching assistant in structured one-to-one interventions for learners whose numeracy levels are lower than the expected level at the start of Year 7 and take place in two 15 minute sessions per week during form times and other lessons. Research shows that students on this programme achieve more than double the progress of typically developing learners, bringing them up to the same level as their Year 7 peers.

How can parents support?:	**Sparx Maths -** ensure that students complete all their homework every week on time, undertaking 'XP Boost' and 'Target' sections for stretch and challenge. .**Discuss** the maths that you use in your job and in everyday life. **Equipment:** ensure that your child is fully equipped for every Maths lesson including a blue/black pen, pencil, ruler, protractor, pair of compasses and a scientific calculator.
Useful resources and links:	**BBC bitesize maths** **Corbett maths**

MUSIC

Curriculum Intent

The Music curriculum aims to develop performing skills, foster creativity in composition and improvisation, encourages students to explore and experiment with musical ideas using various compositional and improvisational techniques and technologies, enhances notation proficiency, cultivates listening and critical analysis, builds contextual understanding and encourages independent and collaborative learning via self-assessment and peer feedback, as well as collaborative engagement in group performances and projects.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What is the relationship between music and language? Basics of music theory, including notation, rhythms, and appraisal. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.	**How can technology be used to express creativity?** Digital Audio Workstation skills like recording, sequencing, and mixing. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.	**Is more always more?** Minimalism with techniques like ostinato, looping, and composition. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.	**Is music algorithmic?** Chordal harmony focusing on tonalities, intervals, and pop progressions. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.	**How is the orchestra relevant in modern music?** Orchestral music covering arrangement, timbre, and range. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.	**Are knowledge, passion, and ability equal in music?** Contemporary band arrangements involving various instruments. **Project** Students work on compositions and performances tied to the focus of each term, incorporating self and peer evaluations.

MUSIC - Assessment

Students are assessed according to RIC Music levels. There are four key skills that are developed & assessed:

1. Appraising
2. Communicating
3. Composing
4. Evaluating

These are developed and assessed through self, peer and teacher assessment as well as the use of the Teaching Gadget online learning platform. We also aim to develop music technology proficiency using Digital Audio Workstations for recording, sequencing, mixing, and applying effects and cross-disciplinary skills including problem-solving, presentation and research and adaptability: adjusting to various musical genres and approaches, from classical orchestral arrangements to contemporary band setups.

Peripatetic lessons
We offer a range of instrumental lessons that compliment our main curriculum, including vocals, drums, piano, guitar, bass, ukulele and 1:1 theory tuition delivered by expert practitioners. At present, 20% of students take advantage of this offer.

Trips and outdoor learning:
Opportunities include participation in music trips, live performance visits, and school concerts, ensembles and band formation. Our new outdoor stage gives students a location for performance practice between lessons.

How can parents support?:	**Encourage regular practice** - support weekly instrument practice, composing, or using BandLab.. **Listen and discuss music together** - discussing elements such as mood, instrumentation, and structure **Ask about their termly projects** and encourage reflection using key vocabulary like *ostinato*, *timbre*, *harmony*, and *sequencing*. **Promote use of learning platforms** like Teaching Gadget and encourage your child to complete any set tasks or explorations. **Enrol for instrumental lessons** if viable. Practice routines can be supported at home through encouragement and structured time. **Attend performances** - to boost confidence and show interest in your child's musical journey.
Useful resources and links:	**BBC Bitesize KS3 Music** Useful for revision, understanding music theory, and exploring styles and context. **Classic FM for Kids** Great for exploring orchestral music and classical traditions. **ABRSM Music Theory Resources** Ideal for students preparing for instrumental grades or wishing to strengthen theory knowledge. **BandLab for Education** A beginner-friendly online Digital Audio Workstation that can be used at home to support composition work. **National Youth Orchestra (NYO) Inspire Programme** Encourages engagement with orchestral music and workshops across the UK. **Musical Futures** A resource bank for popular and contemporary music teaching methods, aligning with our band and technology focus.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Curriculum Intent

The Year 7 PSHE programme is designed to equip students with the knowledge, skills, and emotional awareness needed to navigate adolescence with confidence and integrity. Students learn to take responsibility for their actions, communicate effectively, and build respectful relationships. The programme fosters empathy, emotional resilience, and legal awareness, encouraging students to express themselves creatively, consider diverse life paths, and appreciate fairness and inclusion. By the end of the year, students begin to see themselves as individuals with unique potential, capable of shaping their own futures with a hopeful, open-minded outlook and a strong sense of social responsibility.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Navigating School, Self and Society	Careers	Understanding the Law	Being physically and emotionally safe	Relationships and sex education	Online Safety
How can we thrive at school? Thriving in secondary school, goal setting, friendship and empathy, bullying and bystanders, similarities, differences and peer influence, identity and community **Assessed task:** Understand how to deal with conflicts within friendships.	**How do we find what we love, what we are good at, what the world needs and what we can be paid for?** Exploring possibilities: dream jobs What is a career? What is an entrepreneur? What is work life balance? Careers and the future **Assessed task:** Understand entrepreneurial skills.	**How do we ensure everyone is protected?** The age of criminal responsibility, protected characteristics, hate crime, racism, homophobia, witnessing crime. **Assessed task:** Understand the Protected Characteristics.	**How can I stay mentally healthy?** ARTiculate: a programme facilitating sensitive communication through art created by the British Association of Art therapists and delivered one of our College counsellors What makes me, me? What have I learnt about myself? **Assessed task:** Understand how to look after our bodies and minds.	**What can I expect in puberty?** **What makes a healthy relationship?** Puberty and emotional changes Menstrual wellbeing Healthy and unhealthy relationships Managing conflict Introduction to consent **Assessed task:** Understand the importance of consent.	**How can I manage my online reputation?** Protecting private information and understanding the public and permanent nature of information shared online **Assessed task:** Understand the risks of spending money online.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) - Assessment

Students are assessed according to RIC PSHE levels on the following criteria:

1. Knowledge & understanding of the content
2. Application of skills and content learnt to self
3. Application of skills and content learnt to others

Like other subjects, PSHE outcomes will be reported home in half termly report cards as 'Exceeding', 'Meeting', 'Working towards' or 'Working below' the expected level. A grade of 'exceeding' results from students independently applying knowledge and skills to their own and others' situations. Working towards and working below will indicate the student has some gaps in knowledge and understanding or struggles in varying degrees to apply it to similar or new situations.

Trips and visiting speakers:
Holyroyd Howe, caterers, provide a workshop
A bystander assembly provided by 'Talk Consent'

How can parents support?:	- Discuss news items (TV, radio, online) - Discuss future careers and pathways - Discuss their experiences and explore the world around them and how they view it.
Useful resources and links:	Student Support Website: https://sites.google.com/rochester-college.org.uk/student-support/home

SCIENCE

Curriculum Intent

The Science Curriculum aims to promote a love of learning by teaching fundamental knowledge and skills alongside real life applications and scenarios. This approach not only aims to engage students but also allows them to link what they are learning in the classroom to what they see in other subjects and in the real world.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What are we made of? **Why do substances behave differently?** (The Particle Model) **Content:** Animal, plant & specialised cells, Microscopes, magnification, Particle diagrams, Energy and movement, Changing of states **Practicals:** Microscope: onion cell slides Pressure: using a vacuum bell jar Formation of salt crystals	**Can an object be in motion forever?** (Forces) **Is something changed always something new?** (Elements, Compounds & Mixtures) **Content:** Force Diagrams, Measuring forces , Contact and non-contact forces, Elements, compounds and mixtures, Filtration, Chromatography, Distillation **Practicals:** Using Newton meters, investigating: forces & springs, filtration, chromatography, distillation demo.	**Should we ever challenge what we know?** (Atomic Structure) **How does the periodic table relate to the atom?** (The Periodic Table) **Content:** What is an atom? Subatomic particles Dot & cross diagrams Understanding the periodic table: Group 1, Group 7, Group 0 **Practicals:** group 1 metals with water; displacement reactions with group 7, reactivity of metals; Testing for gases such as hydrogen	**What is health?** (Health & Nutrition) **How can we represent movement?** (Speed) **Content:** Wellbeing, Health & our environment Nutrients; Muscle groups; Defences against pathogens Scalar vs Vector quantities; Calculating speed; Distance time & Velocity time graphs **Practicals:** Testing for nutrients, Dissect chicken legs, Using ramps and cars to investigate speed	**In what ways can a substance change?** (Chemical & Physical) **How do plants get what they need?** (Transport) **Content:** Classifying chemical and physical changes Indicators of chemical reaction; Word equations ; Displacement; Brownian motion Diffusion; Osmosis **Practicals:** indicators of chemical change; displacement reactions of metals; rate of diffusion; osmosis: growing gummy bears	**How can we explore the world around us?** (Ecosystems & Environmental Sampling) **How have you grown in science this year?** (Revision of key topics) **Content:** Observing ecosystems Organisms in an ecosystem; Food chains and webs Comparing ecosystems Sampling techniques Interdependence **Practicals:** quadrats for random sampling; with tape measure for line transects

SCIENCE - Assessment

Students are assessed according to RIC Science levels. There are four key skills that are developed & assessed:

1. Scientific knowledge and understanding, specifically embedding the fundamental concepts in Chemistry, Biology and Physics.
2. Experimental and practical skills including planning, execution and evaluation of practical investigations
3. Mathematical skills in science including performing calculations and analysing data
4. Scientific literacy, teaching students to communicate scientific ideas clearly using appropriate scientific terminology

These are developed and assessed through half termly assessments, regular quizzes set for homework and practical work. The homework quizzes aim to assess student understanding of the topics covered in lessons as well as develop key scientific skills. We also aim to develop pupils' scientific curiosity and independent research skills.

Trips & Outdoor Learning:
We often run a trip to the Science museum in collaboration with the Maths department. A Cosmetic Chemistry workshop at the Urenco Young Scientist Centre is often run in term 4, linking to Term 3 chemistry topics. In Term 1, students gather leaves, small insects, bark & moss for observing under the microscope. In Term 6, students sample in different areas of the garden to observe distribution of plants & wildlife. There is also the potential to collaborate with Sustainability on a local area trip to apply sampling techniques in a new and different environment. Outdoor activities and trips are subject to change due to weather conditions, we will endeavor to reschedule planned outdoor activities if they cannot go ahead but this may not always be possible.

Project: The Parachute Project in Term 2 involves designing, making and comparing parachute drop times.

How can parents support?:	**Encourage and remind students to complete their quiz homework tasks:** up to three quizzes a term on scientific skills & content posted on Google classroom, parents can encourage students to complete them before the due date. **Guide online revision to resources for the correct key stage (key stage 3):** The topics covered in year 7 are often also covered at GCSE in more detail. Resources can vary in complexity depending on the key stage they are written for, so do check that the resources their child has found are suitable for their age group/ability. **Ask your child about their science lessons:** including what practicals they have carried out. **Ensure your child is prepared:** with a pen, pencil, ruler and scientific calculator to use in their science lessons.
Useful resources and links:	BBC Bitesize - KS3 Biology BBC Bitesize - KS3 Chemistry BBC Bitesize - KS3 Physics Seneca Learning RIC students have an account with Seneca, they can login using their school email address and password to access resources to support their learning.

SPANISH

Curriculum Intent

The curriculum aims to develop language proficiency and to promote inclusivity, diversity, and sustainability. Students are encouraged to explore the diverse cultures and identities within Spanish-speaking communities, fostering empathy and understanding. Cultural exchanges and discussions on topics such as social justice, equality, and environmental sustainability are integrated into the curriculum to broaden students' perspectives and encourage critical thinking. Through language learning, students gain insight into global issues and are empowered to become responsible global citizens.

Year 7:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
¿Tú cómo eres? - What are you like? Introducing yourself Talking about your personality, age, birthday, brothers, sisters and pets Present and talk about "my hero" Spanish black celebrities. **Skills:** Phonics: vowels, h. Grammar: articles, adjectives; gender and number of nouns; identify numbers 0-31 and complete basic sums.	**¿Qué te gusta hacer en tu tiempo libre?– what do you like doing in your free time?** Saying what you like to do, including in your spare time and sports Talking about the weather, reading about different hobbies Using questions Christmas in Spain and Latin America. **Skills:** Phonics: ll, ch, ca, co, cu Grammar:: Using "me gusta + infinitive" Conjugating verbs: "yo" form, present tense. Using numbers in dates and in dice games.	**¿Cómo es tu instituto? -** **What is your school like?** Saying what subject you study, giving opinions about school subjects Describing your school Talk about timetables and break time, details about Spanish schools **Skills:** Phonics: z, ce, ci, que, qui, ge, gi. Grammar: Using "-ar", "-er" and "-ir" verbs; saying what we do; words for a/some/the. Using numbers to tell the time. Create a spider diagram for planning a writing task	**¿Cómo es tu familia? y cómo es tu casa? - What is your family like?What is your house like?** Describing your family, your hair and eye colour and what other people look like Describing where you live, the Earth as our home planet. Reading about the Carnaval in Cadiz **Skills:** Phonics: ge, gi, gue Grammar: Possessive adjectives; verbs "ser", "estar" and "tener"; using verbs in the third person	**¿Qué hay en tu ciudad?– What is there in your town?** Describing your town or village, telling the time Ordering food and drink in a café, describing and understanding others describing a town, Saying what you are going to do on the weekend. **Skills:** Phonics: r, rr, v. Grammar: Using two tenses together: present and immediate future. Use numbers to give and understand prices and opening times.	**¿Qué quieres investigar? - What would you like to discover?** Research an aspect of the culture to choose from a Project. *Los animales; La educación; Las Meninas; ¡Pasaporte fiesta!* Develop independent study & revision skills using: *¡Resumen! and ¡Prepárate!: ¡Te toca a ti!.* **Skills**: Using a dictionary for unfamiliar language

SPANISH - Assessment

Students are assessed according to RIC Modern Foreign Languages levels. There are the five key skills that are developed & assessed:

1. Listening
2. Speaking - coherently and confidently using accurate pronunciation and intonation
3. Reading
4. Writing including translation
5. Phonics - introduced to improve clarity in oral communication

These are developed and assessed through the year, two per term using end-of-unit test papers. There is also teacher observation of oral presentation and role-play, peer and self assessment. In the Summer term there is an end-of-year exam for which the students are expected to revise.

We also aim to develop pupils' critical thinking and problem-solving skills.

Trips & outdoor learning

Activities may include:
Guest theatre: Spanish theatre performing a play whenever possible; **Trip:** Around town to identify touristic places.
Outdoor: Treasure Hunt to make the most of the school gardens by Identifying and naming animals living in it in Spanish.

How can parents support?:	Discuss the personal and social benefits of learning a modern language. Encourage and be interested in what students learn every week in Spanish. Visit Spanish restaurants and encourage them to understand the menu, or go on holiday to a Spanish-speaking country, if there is an opportunity. Remind their children to do their weekly homework, and help them by listening when they read and learn vocabulary, or even join them and learn some as well.
Useful resources and links:	**Pearson ActiveHub** RIC students have an account with ActiveHub, they can login using their school email address and password to access resources to support their learning with the exact vocabulary and skills taught in lessons. **BBC Bitesize KS3 - Spanish** helpful video clips with clear explanations of phonics, grammar and topics. **Viva 2nd Edition textbook** Used by the students in school. **Viva 2nd Edition Workbook 1A** Used for homework and further independent study.

SPORT

Curriculum Intent

The Sport Curriculum aims to promote an active and healthy lifestyle, encouraging resilience, inclusivity, flexibility and growth. Students will access a variety of team and individual sports that foster meaningful connections with their peers through teamwork and collaboration. Our programme of study reflects the Medway Secondary School Games offer, supporting their wider development, skills and attributes. This approach aims to allow all students access to a level of competition appropriate to their capability, promoting confidence and enjoyment.

Year 7: Cooperation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can effective communication and teamwork improve performance? Skill development in team sports, game understanding, teamwork & sportsmanship. Students develop an understanding of basic rules, effectively communicating with teammates & improving their physical fitness through participation in drills and matches. **Possible sports:** 'invasion sports' such as basketball, netball, football.	**How can you develop the skills and strategies needed to play individual sports effectively?** Development of skills, techniques & strategies in individual sports. Improving students' physical abilities, understanding of tactics & personal performance, while fostering independence, resilience, & self-reflection. **Possible sports:** 'net & wall sports'; tennis, badminton, volleyball.	**Why is tactical awareness important in sport?** Key focus on **developing** knowledge and understanding of a tactical throwing sport. Focusing on key throwing techniques, tactical awareness, decision making skills, teamwork and game strategies while fostering personal skill development, communication and sportsmanship. **Possible sports:** 'tactical throwing sports';; quidditch, ultimate frisbee, handball.	**What is fitness?** Focusing on promoting the importance of fitness, health and personal well-being. **Activities** may include fitness circuits, flexibility exercises, and strength training activities.	**Why should we set ourselves goals?** Introducing students to the fundamentals of track and field events, focusing on developing strength, speed and endurance. Goal setting for personal achievement. **Activities** may include sprinting relays, jumping drills, throwing events.	**How does effective communication and strategy impact your performance?** Students will **develop** their skills, techniques and strategies in striking and fielding games. Focusing on improving students' ability to apply strategy within their team to outwit their opponent. **Activities** may include rounders, kickball, softball.

SPORT - Assessment

Students are assessed according to RIC Sport levels. There are 3 key skills that are developed & assessed:

1. Understanding rules, strategies and concepts of sport
2. Performing the skill or sport
3. Evaluating own and others performance

These are developed and assessed through continuous observation of skill development and participation in drills. Peer and self assessment of performance during games and activities.

We also aim to develop pupils' communication, teamwork and leadership skills through the Young Leaders Award. This award is undertaken by Year 7 students in Sport lessons and gives them the opportunity to develop soft skills they can practice within lessons by leading small groups in the warm up or drill sections of the lesson.

Extracurricular activities & trips:

We are part of the Medway Secondary School Games partnership which gives our students opportunities to compete against local Medway schools in a number of events across multiple sports. We also provide coaching. Extracurricular clubs take place at the College and at other local facilities within the Medway area and include Netball, Badminton and Football clubs.

Possible trips include watching Netball at the Copperbox, representing the College in Netball fixtures against other local schools, the Medway schools athletics competition and the Medway schools Rounder's competition

How can parents support?:	Ensure your child has the correct clothing and footwear for sport. Encourage and promote a positive attitude towards sport by showing interest and celebrating effort as well as achievement. Pracitising simple skills at home by getting outside to throw, catch or run your local park run together. Reinforce the importance of teamwork, fair play and respect for others.
Useful resources and links:	Find a parkrun near you https://www.parkrun.com/

SUSTAINABILITY & REGENERATIVE DESIGN

Curriculum Intent

The Sustainability Curriculum aims to furnish students with the skills and design frameworks to regenerate themselves, their communities and planet. Maximising opportunities for fieldwork, we foster in our students a love for the Kent countryside so that they advocate for and protect it, and the planet, for generations to come. Curriculum content is student-led as they identify problems and craft solutions for the College and its environs. Projects change year on year as we become more sustainable.

Year 7: Water & Biodiversity

Autumn-Winter		Winter-Spring		Spring-Summer	
Harvest, Plant & Restore		Restore, Plant & Grow		Plant & Grow	
What is life & what does it depend on? Food webs, ecosystems, photosynthesis, water Why does the pond & stream need rewilding? **What are the principles of regenerative design?** Goal setting, survey & analysis of the pond & stream Design & implement aquatic, semi-aquatic and edge planting scheme	**Why is water essential for life?** The cell, plants & water, the water cycle **How biodiverse are our College gardens?** biodiversity audit **How do we identify and observe British garden birds?** Making bird feeders & bird watching OR bulb planting	**Why are rivers important?** **What are the major rivers in Kent?** **Who is polluting our rivers and what can we do about it?** Powers and responsibilities of water companies, Southern Water, the Environment Agency, MPs Possible Trips: Bough Beech Reservoir & SES Water on treated water conservation	**How can we store more water in the land?** Slow, spread, sink **How do rivers become wetlands?** **Why are wetlands important?** **How can rewilding beavers help ecosystems and global warming?** **Possible Trip:** Fordwich, River Stour, beaver tracking and looking at how they are creating a wetland	**Why should we regenerate pools and wetlands?** Wetland ecosystems The carbon cycle **How can beavers help in times of drought?** Possible Trips: Oare marshes or Ham Fen OR Canoeing on the River Stour OR Orchid conservation at Ranscombe Farm Nature Reserve for Plantlife	**How can oceans help fight the climate crisis?** Microplastics Coast ecosystems The Gulf Stream Blue Carbon Trip/Outdoor: Possible Trips: Beach Clean via train & fish & chips OR Coast near Folkestone, for fossil hunting & biodiversity audit

SUSTAINABILITY & REGENERATIVE DESIGN - Assessment

Students are assessed according to RIC Sustainability levels. There are four key skills that are developed & assessed:

Knowledge & understanding of the natural world
Observational skills and field study
Research and data collection & use
Communication, advocacy and actions

These are developed and assessed through regenerative design projects as well as quizzes, tests, projects that include photography, art and data collection and through teacher observation of students in the field. There is an end of year exam in Sustainability sat in test conditions in the Summer term for which students are expected to revise.

We also aim to develop pupils' teamwork and leadership skills

Trips & outdoor learning (subject to change due to availability of providers and weather conditions)
Outdoor learning tasks vary each year. They include observing, identifying and designing to solve water and biodiversity problems in the College gardens and/or maintaining and tweaking existing systems. Previous projects include rainwater harvesting, bulb and tree planting and stream & pond regeneration. Students should dress appropriately for the weather on days that they have sustainability lessons as they are likely to work outdoors in the gardens. Outdoor boots can be stored in our potting shed.

Possible trips include to SES water, Edenbridge to learn about water treatment, beaver tracking on the river Stour, orchid conservation at Ranscombe Farm Nature Reserve and a beach clean or biodiversity audit on the Kent coast

How can parents support?:	Spend time together outside in nature looking for patterns and the workings of natural systems. Observe with all the senses. Discuss natural systems and how they work. Do the gardening together.
Useful resources and links:	Revision materials for tests will be posted on the Sustainability Google Classroom. **The Kent Wildlife Trust** has activities and sites to visit as well as local environmental campaigns https://www.kentwildlifetrust.org.uk/ **Plantlife** runs the Ranscombe Farm Nature Reserve nearby https://www.plantlife.org.uk/ **The Woodland Trust** https://www.woodlandtrust.org.uk **Woodsell, Faversham** - rewilding project https://woodsell.org/ **The Permaculture Association** outlines regenerative design frameworks https://www.permaculture.org.uk/