

Curriculum Notes Year 7



Meet the Headmaster

A warm welcome to all our Year 7 pupils. I am confident that you will have an enriching experience and enjoy the outstanding facilities at the school that are complemented by our nurturing staff. At Cranmore, we work to enable you to develop individual talents, achieve academically and develop personally so that you thrive.

Academically, you will be taught the curriculum by specialist teachers, this is just one part of your growing to be a confident, independent and accomplished young person. There are lots of opportunities for you to do things that you enjoy, take part in activities that you may already excel at and to try new challenges. I encourage you to take advantage of all that is on offer. As you develop individually, also remember to support one another and be excellent role models.

Enjoy your journey at Cranmore.

Mr Barry Everitt, September 2024

Meet the Head of Year 7

A huge welcome to Cranmore Senior School!

The transition to Senior School is one of the biggest and most significant changes in a boy's life. This is why, at Cranmore, we place the upmost importance on getting it right to ensure that all our new Year 7 pupils are happy, motivated and primed to be the best that they can be.

By placing our emphasis on developing the child's resilience, and fostering an open culture where students are encouraged to seek help in overcoming any obstacle, we wholeheartedly believe that every student at Cranmore will have a successful year in which they feel able to tackle any challenges that they may face.

Should you have any questions please do not to hesitate to contact me or any of the Year 7 team.

Maisie Bayley
Head of Year 7

maisie.bayley@cranmore.org

'Pupils across the school show excellent level of self-confidence and self-discipline. As they move through the school, their self-esteem increases and they understand that hard work is the route to success.'

ISI Report February 2022

Key People

Mr Barry Everett Headmaster	barry.everitt@cranmore.org
Mr James Pulford Deputy Head (Academic)	james.pulford@cranmore.org
Ms Jessica Schembri Assistant Head (Pastoral) Designated Safeguarding Lead	jessica.schembri@cranmore.org
Miss Maisie Bayley Head of Year 7 7MB Form Tutor	maisie.bayley@cranmore.org
Mr Ahmed Afana 7AA Form Tutor	ahmed.afana@cranmore.org
Mr Marcus Chapman 7MC Form Tutor	marcus.chapman@cranmore.org
General Enquiries	office@cranmore.org
Medical Centre	nurse@cranmore.org
Transport Manager	simon.lewis@cranmore.org

Aims

In accordance with its Catholic foundation and its concern for the education of the future citizens of the 21st century the school aims to:

- Offer its pupils a rich all-round education within a Christian environment.
- Create a happy environment in which the pupils will come to recognise the joy of learning.
- Provide a secure setting in which, with the aid of skilled teaching, the imagination can be inspired, hard work can be rewarded and academic, artistic, musical and sporting potential fulfilled.
- Foster a community in which all are respected and difference celebrated.
- Create an environment in which the pupils can develop confidence, determination, enthusiasm and moral responsibility.
- Promote an atmosphere of friendship, within which individual needs are recognised and met, consideration shown and tolerance exercised.

Ethos

Ethos History

Cranmore was founded in 1968 by Canon Peter Freed. His vision was to create a school which would be a centre of excellence for academic prowess, sport, music and broader cultural pursuits. The school expanded rapidly and the pupils benefited from many outstanding facilities including impressive playing fields. The latest chapter in its distinguished history is a strategic partnership with St Teresa's within the Effingham Schools Trust to provide the very best education for boys and girls throughout the 2 to 18 age range.

Cranmore School's Mission Statement

'A Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.'

Whilst we are a Catholic school we, naturally, warmly welcome families from other faiths and beliefs.

From the moment they join our nursery school and beyond, pupils thrive in an environment where they are well-known and cared for by our staff, and where they feel happy and confident. The welfare and well-being of all pupils is of paramount importance to us. Our school nurse and team of pastoral staff are available should anyone need to speak in confidence. Our aim is that each pupil not only reaches their academic and extra-curricular potential but is also a happy young individual with self-esteem. It is this dedication to pastoral care that helps Cranmore retain its place as one of the leading independent schools near Leatherhead and Guildford and across Surrey.

Values

Our core values across the trust of Faith, Character, Community, Compassion and Intellect knit the school together, resulting in an atmosphere of mutual support, vibrancy and kindness.

Faith: Cranmore is a Catholic School which welcomes pupils from all Christian and non-Christian faiths. Our work on this goal encourages our pupils to follow gospel values in their journey of faith.

Character: The goal focuses on affirming and celebrating uniqueness and worth of each individual member of the school community. We aim to provide opportunities for self-development, personal formation and self-knowledge, and to encourage the sharing of gifts and talents in a mutually supportive and appreciative environment.

Community: The goal is to ensure a loving community where all care for and respect one another. We encourage our pupils to develop awareness and appreciation of different cultures around the world; to celebrate and cherish our differences; and to promote qualities of tolerance and kindness that are actively demonstrated.

Compassion: The goal is to instil appropriate knowledge, values, skills and opportunities to foster kindness, and an awareness of the plights of others. We empower our pupils to effectively address

injustices in their community, wider society and around the world, and to encourage moral conviction that impels to action.

Intellect: The goal is to create a stimulating learning environment where academic study and intellectual pursuits are cherished, valued and celebrated. We seek to enable pupils to become questioning, reflective young people who can appropriately use their knowledge to understand, interpret and interact with today's world, and thus become effective and useful contributors to wider society.

Expectations

Standards of behaviour expected of pupils at Cranmore:

- Show respect and courtesy for all members of the Cranmore community, for visitors and the school environment.
- Observe silence before, during and after assembly.
- Assemble outside the classroom in a quiet and orderly manner.
- Walk in the corridors and on the stairs. Keep to the left.
- Observe good table manners in the dining room and show respect and politeness to the catering staff at all times.
- Travel to and from school in full school uniform (there may be exceptions following sports fixtures). Wear the correct clean clothing for all sporting activities.
- At the end of the school day wait in the designated area in the car park.
- Permission to leave school during the school day should be directed in writing to the Class Tutor. Before leaving, pupils must always report to the office, inform the receptionist and be collected by a parent or guardian.
- Always sign in at reception if late to school.
- On hearing the fire alarm walk directly to the playground and assembly with the class.

Classroom Expectations

- Wait quietly outside classrooms until given permission to enter.
- Enter lessons on time, smartly dressed, with all necessary equipment and stand quietly behind desks until asked to sit down.
- Sit down quietly and prepare yourself for the lesson.
- Put your hand up if you wish to ask or answer a question but do not interrupt.
- Sit correctly at the desk.
- Work in a satisfactory manner for the lesson and stop when told to do so by a teacher.

- Leave the classroom in an orderly manner – chairs pushed in, rubbish placed in bins. Classroom lockers closed. No bags should be visible.

Code of Conduct

Pupils may not:

- Attack any other member of the school community either physically or verbally.
- Enter another pupil's locker or desk.
- Run inside the building or enter the building during breaks unless the member of staff on duty has called a 'wet break', or they are attending an activity.
- Eat any food inside the building (except the dining room).
- Bring in any break time snacks other than fruit or sandwiches.
- Chew gum.
- Use cellular devices when at school, unless instructed to do so by a member of staff.
- Use the telephone in the office without permission from a member of staff.
- Make malicious accusations against staff or peers.

Mobile phones or cellular devices must be handed in at the office before school and collected at the end of the day. The consequence for using phones and other devices is a B and confiscation of the item. We will only return the items to parents.

Any form of bullying will be viewed as a serious breach of school rules and will be dealt with accordingly.

'Pupils moral awareness is outstanding. They have a mature understanding in relation to their age towards observing behaviour codes.'

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Rewards and Responsibilities

A number of different rewards are available for those in Year 7:

- By the awarding of merits and Upper Prep and Senior School certificates for 100/200/300 merits and this will trigger an email home.
- Distinctions are rewarded to pupils who produce an exemplary piece of work or service. A distinction is the equivalent of 10 merits.
- The receivers of distinctions will have their names read out in the whole school assembly on Friday morning.
- Use of merits, certificates & awards including termly/end of year prizes/cups.
- Through the House System and House Competitions
- Skip the Queue Card for those who achieve the most merits over a two-week period.
- Written praise on pupils' work/achievements in the Chronicle
- Display of pupils' work around the school
- Half termly Headmaster Commendations

Responsibilities available for Year 7 students:

- Opportunity to become an ICT Leader, working in conjunction with the Head of ICT
- Opportunity to become a school ECO Leader
- Two school councillors will be required from each form group.
- Recycling monitors (exclusive to Year 7)
- Team captains across football, rugby, hockey and cricket

House System

There are six Houses at Cranmore:

- Borelli
- Bowen
- Morton
- Radford
- Stokes
- Tylor

If you are new to Cranmore, you will find that you have been put into one of these Houses. The Houses hold weekly meetings, engage in friendly inter-house rivalry in various ways e.g. sport, drama, music and raise a great deal of money for charity.

You will quickly become convinced that your House is the best House in the school and you will want to do your best to gain as many MERITS as possible so that your House can win the coveted House

Shield. Throughout the year, there are Inter-House Football, Rugby, as well as Drama and Music competitions.

'Pupils are successful in their achievement beyond the school. They achieve particular motivation to achieve well in drama, music and sport. Around 100 clubs take part each week. More than three-quarters of pupils take part in at least two clubs a week.'

ISI Report, February 2022

English

Head of Department: Mr Marcus Chapman

Thematic focus for the year – **Identity and voice**

Teaching will be through a variety of modern and classic texts that are framed by the exploration of inquiry questions such as 'Who am I?' and 'How do people overcome challenges?'. Pupils will initially be encouraged to examine cultural issues impacting the modern world via the study of a modern novel such as *The War of Jenkins' Ear* or *Boy Everywhere*. They will then be introduced to a range of poetic forms and styles, followed by the history of English via medieval stories such as *Beowulf* or *The Canterbury Tales*. They will then move on to studying fiction and non-fiction travel writing and then Shakespeare via a *Midsummer Night's Dream*. They will also practise the principles of public speaking and debate, which is embedded in the curriculum.

Language study in Year 7 will again review all punctuation from capital letters to hyphens, relative pronouns; simple, compound and complex sentences; proofreading exercises. There will be an emphasis upon developing vocabulary.

Focus will be upon writing for different audiences and improving style. Texts will prompt tasks including story, description, recount, factual report, diary, biography/autobiography, book review, newspaper report, formal and informal letters, persuasive writing, simple discursive writing, speech, play script, information posters and personal poetry.

Speaking and listening skills will be developed through class discussion, role-play, hot-seating, book presentations, role-play, Stanford debate and formal debate.

Each class will have a weekly library lesson. Under normal circumstances, the library is open before school (from 8.15am), at morning break, at lunchtime and during late class, for a student to change a reading book. Pupils are encouraged to read regularly and widely as this is one of the foundation stones of success in English and, indeed, in many other subjects.

There will be two homeworks per week which should each take approximately 20 - 25 minutes. Homework may consist of nightly reading for 20 minutes or revision of spellings and vocabulary. All students need to have their reading supervised by an adult at least once a week so that they can ask and answer questions about what they have just read. Students may additionally be asked to produce small amounts of research or complete writing tasks.

The pupils will initially be taught in their forms and will be placed in sets later in the year.

Mathematics

Head of Department: Mr Chris Savvides

Mathematics is fundamental to many areas of our lives, and it is therefore crucial that we equip our children with the necessary skills to become confident, logical and resilient problem solvers as they embark on their journey to adulthood.

We believe that Mathematics should be engaging, challenging, practical and interactive. We make the most of Mathematics challenges and team competitions to encourage participation and ensure our children are enthusiastic and motivated mathematicians. We endeavour to utilise various methods and techniques across the curriculum and instil a love for mathematics into each pupil.

In Year 7, all students follow the same scheme of work for Mathematics, which is based on an enhanced National Curriculum, with a focus on problem solving, mastery and fluency.

Year 7: Programme of Study

Number: Arithmetic with integers, negative numbers, fractions and decimals. Converting fractions, decimals and percentages. Factors, primes, multiples and powers. Calculator skills. Working with ratio.

Algebra: Sequences, Expressions and formulae. Plotting coordinates and understanding basic graphs. Solving linear equations.

Shape, space and measure: Symmetry. Angle rules. Converting units. Area and perimeter of 2d shapes.

Data Handling: Probability, averages and range. Interpreting charts including Pie charts.

Resources

Pupils use the Essential Maths series of textbooks published by Elmwood Press. We have carefully mapped our curriculum on <https://www.drfrostmaths.com> so that pupils have access to a vast library of appropriate problems for consolidation. Pupils and teachers also use <https://www.mathspad.co.uk/> as an excellent resource to further develop understanding of topics. Our [VLE pages](#) contain lots of information, links and resources to support your son with their learning and progress

There are a wide range of hugely impactful interactive resources available to us online and the quality of these resources have increased hugely over recent years. As a department we are constantly sharing what works best and we keep on top of innovative resources and approaches to teaching Mathematics.

In addition to our classroom provision, pupils also have access to our drop-in support session, MathsLink, which takes place on a Monday and Friday lunchtime, and our Maths Challenge club, which takes place on a Thursday after school.

Science

Head of Department: Mr Stuart Minikin

At Cranmore our aim is to develop scientists with a rigorous understanding of the subject, an enthusiasm for learning and the confidence to question, evaluate and articulate their ideas. We encourage all students to develop a love for science by balancing theory with practical work and place a high value on developing the technical and analytical skills needed to investigate experimentally. We create a safe environment in which the students feel comfortable exploring their understanding and where we can add to both their knowledge and skills. We focus on developing a meticulous approach to practical investigations which are used as often as possible, to support the learning of theory. Our students enjoy science and develop techniques that will be useful to them for the rest of their lives.

YEAR 7: Programme of Study

Biology

- Reproduction in Plants
- Healthy Living - Drug Addiction and Exercise
- Diseases Caused by Bacteria and Viruses
- Cells and Microscopy

Chemistry

- The Particle Model
- Pure and Impure Substances
- Separating Mixtures
- Atoms, Elements, Compounds and The Periodic Table

Physics

- Light and Sound Waves
- Reflection, Refraction and Dispersion
- Kinetic Theory and Heat Transfer
- Electricity and Electromagnetism

Resources & Information

Science is taught by specialist teachers and pupils will be assessed regularly, usually at the end of each topic, to support their progress. The Science Department enjoys the use of large laboratories and two prep rooms which are well provisioned for the learning of the science curriculum. Our Science Technicians ensure the preparation of the equipment for practical activities and support the teaching staff on a daily basis. Additional resources, together with details of homework, can be found on the VLE.

History

Head of Department: Mr Rhys Cross

Year 7 History is arguably the most exciting at Cranmore! Although we will cover a range of themes throughout the year, ranging from crime to clothing, our underlying focus will be medieval warfare! Case studies will involve several crunching and bloody battles such as Bannockburn (1314), Crecy (1341) and Agincourt (1415). Make sure you have your battle-axe at the ready, or perhaps you prefer the lethal longbow...

YEAR 7: Programme of Study

- Edward I in Wales and Scotland
- Depth Study: Medieval Warfare
- The Black Death
- The Peasants' Revolt
- Wars of the Roses
- The Renaissance & The Reformation in Europe
- Early Tudors – Henry VII to Edward VI

Resources & Information

Students will begin to develop an understanding of important historical concepts such as:

- Long and short-term causes
- Cause and effect/consequences
- Provenance of a source - meaning, importance, reliability and usefulness
- Eyewitness accounts, hindsight, research by a modern-day historian

Year 7 students will be expected to demonstrate an in-depth level of analysis when evaluating historical sources and to demonstrate that they have the ability, even at this stage, to write fluently and with a clearly defined structure. Essays will be expected to be balanced, proceeding to a substantiated judgement. Examinations will take place in January and in May and regular assessment grades will also be provided throughout of the year.

The History Department is fortunate to be well provisioned. Relevant digital clips, up to date textbooks, bespoke PowerPoints and various worksheets will all be utilised in the learning process, as well as personal devices. Information pertaining to the topics covered can be found on the VLE.

Geography

Head of Department: Miss Maisie Bayley

In Year 7 the syllabus aims to encourage pupils to use a range of geographical skills through which to develop their knowledge and understanding of the world. The focus over the course of the year will be on the human and physical geographies of the UK. This will enable students to develop a strong understanding of the context of the UK from a local, national and global perspective. Pupils will continue to develop their map based and data analysis skills whilst studying the following areas of study:

- UK Physical Landscape
 - Fluvial landscapes
 - Coastal landscapes
 - Glaciated landscapes
- UK Economy
 - UK Changing types of industry
 - Tourism industry
 - The geography of sport
 - Communication
 - Transport in the UK
- UK Challenges and Solutions
 - Landfill, waste and recycling
 - The Poverty cycle
 - Air pollution
- UK Weather and Climate
 - Why is our weather so varied?
 - Climate change in the UK
- UK population
 - Migration
 - Census data and measuring populations
 - Ageing populations
 - Diversity in the UK

Resources and Information

Pupils will be expected to be able to apply the theory of the topics studied and using their understanding and knowledge of the subject, develop logical answers, using reasoned evidence to make their point. Examinations will take place in January and May with regular assessment grades given throughout the course of the year.

The VLE along with their associated textbooks provide a good range of resources from which to develop their understanding. It is important to stay up to date with current events in the media to give real world examples of topics learnt throughout the year.

Languages

Head of Department: Miss Christine Ebdy

In Year 7, students will learn French, Spanish and Latin. Our philosophy as a department is to inspire and motivate linguistic competence in our pupils by giving them a positive and enjoyable experience of foreign language learning and different cultures. We aim to help all pupils to start out confidently on this journey of linguistic discovery, developing their reading, listening, writing and speaking skills to their full potential.

Resources & Information

For all 3 language subjects, the pupils will have weekly vocabulary tests and end of topic assessments throughout the year and an end of year exam in May, assessing productive skills.

Homework is once a week for each language and consists of vocabulary learning and interactive tasks to reinforce what has been taught in the lessons. From time to time, they will also complete writing tasks and fun cultural activities.

French

The pupils will learn the following topics and grammar points using a variety of resources and materials accompanied by Dynamo 2 Rouge textbook. Pupils will have access to a range of websites: www.pearsonactivelearn.com , www.linguascope.com, www.quizlet.com. www.conjuguemos.com and www.languagesonline.org

Year 7: Programme of Study

Topics

Describing yourself
Describing others
Leisure activities

Festivals & celebrations
Food & markets Questions
Opinions & reasons

French culture
(literature/
history/
geography/ way of
life/ politics etc...)
French speaking
countries

Grammar

- Present tense of regular and irregular common verbs
- Perfect tense of regular and irregular common verbs of regular verbs
- Near future
- Connectives
- Adjectival agreement
- Possessive adjectives
- Comparatives + superlatives
- Adverbs
- Prepositions
- Negative expressions
- Idiomatic expressions
- Cardinal numbers 0-100

Spanish

Spanish will be learnt using a range of materials, interactive games, songs, online activities, as well as reading comprehension, listening, speaking and writing activities. We encourage the use of these resources at home and in school.

The pupils will learn the following topics and grammar points accompanied by Viva 1 textbook. They will have access to www.pearsonactivelearn.com, www.linguascope.com, www.quizlet.com, www.conjuguemos.com and www.languagesonline.org.

Year 7: Programme of Study

Topics & Vocabulary	Grammar
Module 1 Spanish pronunciation Introducing yourself Your personality Age, brothers and sisters Your birthday Numbers and the alphabet Your pets Hair and eye colour / Describing people Writing skills	Adjectives that end in -o/-a The verb tener (to have) Making adjectives agree with nouns The verb ser (to be) Numbers
Module 2 What you like to do What you do in your spare time Talking about the weather Saying what sports you do Different hobbies Christmas in Spain	Me gusta + infinitive -ar verbs in the present tense Using cuando (when) Hacer (to do) and jugar (to play) Question words
Module 3 School subjects Opinions about subjects Describing your school Break time Telling the time Understanding details about schools	Using -ar verbs in the we form Me gusta(n) + el/la/los/las Using 'a', 'some' and 'the' Using -er and -ir verbs

Latin

Latin will be learnt using Cambridge Latin Course Book 1 and online activities, as well as reading comprehension and translation exercises (Stages 1-5). The students will have access to www.clc.cambridgescp.com , www.conjuguemos.com, www.languagesonline.org and www.quizlet.com. We encourage the use of these resources at home and in school.

Year 7: Programme of Study

Grammar:

- Nouns - nominative and accusative cases (singular) of 3 declensions.
- Verbs: Present Tense: 1st, 2nd and 3rd person singular; 3rd person plural.
- Syntax: sentences with and without *est*.

Vocabulary:

- Around 15-20 words per Stage (5 stages) which are also on the GCSE vocabulary list.
- Derivation work to make connections between Latin vocabulary and English, French and Spanish vocabulary.

Culture:

- Roman history is combined with the language throughout, and the influence of the Romans, and similarities and differences between ancient and modern society explored. Topics are the Roman house and household, food and daily life, business and leisure in towns, the theatre, slavery.

Religious Education

Head of Department: Mr Gareth Phillips

Overview

Religious Education at Cranmore is a subject that enriches all pupils. It helps pupils to discover and learn more about who God is, more about who they are in themselves and more about the world in which they live. All topics covered in RE this year will follow the New Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales. Each topic title below covers the 6 half terms of the year.

Year 7 will cover the following topics this year:

- **Creation and Covenant:**
1.1 What do Catholics believe about God? 1.2 What is revelation? 1.3 Creation accounts in Genesis. 1.4 What do the creation accounts teach Catholics about God? 1.5 Artwork inspired by creation. 1.6 Is there a conflict between religion and science? 1.7 Stewardship 1.8 Catholic Social Teaching. 1.9 What is environmental ethics? 1.10 The life of a faithful steward.
- **Prophecy and Promise:**
2.1 What is special revelation? 2.2 How can the Bible be understood? 2.3 How do Christians navigate the Bible? 2.4 How do Catholics make sense of Scripture? 2.5 What is the relationship between sacred scripture and sacred tradition? 2.6 How do Christians show their reverence for the Bible? 2.7 How do Christians use the Bible in prayer and worship? How does the Bible influence people's lives?
- **Galilee to Jerusalem**
3.1 What are the 'basics' about Jesus? 3.2 What is the Incarnation? 3.3 What is meant by the 'Son of God'? 3.4 What is meant by the 'Holy Trinity'? 3.5 What is heresy? 3.6 What is meant by 'Christ', 'Messiah', and 'Son of David'? 3.7 What is meant by 'Lord'? 3.8 What is meant by 'Son of Man'? 3.9 How is the Mass a trinitarian expression of *lex orandi lex credendi*? 3.10 How is Jesus the model of holiness?
- **Desert to garden:**
4.1 What is the connection between Passover, the Last Supper and the Eucharist? 4.2 What is the Paschal mystery? 4.3 What are the Sacraments and why are they important to Catholics? 4.4 How is the Mass structured? 4.5 Why is the Eucharist important to Catholics and how is this demonstrated? 4.6 How do Catholics show respect and adoration to the Blessed Sacrament? 4.7 How should the Eucharist impact the lives of Catholics? 4.8 How do beliefs about the Eucharist differ in other Christian denominations? 4.9 How has the Eucharist impacted the lives of people throughout history? 4.10 Can Catholics always go to Mass?
- **To the ends of the earth:**
5.1 What do Catholics believe about the Holy Spirit? 5.2 What beliefs about the Holy Spirit are in the Nicene Creed? 5.3 Why did Luke write his Gospel? 5.4 The Holy Spirit in Luke's Gospel 5.5 What happened at Pentecost? 5.6 What are the symbols of the Holy Spirit? 5.7 Artistic expressions of Pentecost 5.8 What do Catholics mean by 'the Church'? 5.9 The Sacrament of Confirmation 5.10 The gifts and fruits of the Holy Spirit 5.11 A Spirit-led Catholic Charismatic movement.
- **Dialogue and encounter.**

6.1 What do we mean by 'dialogue and encounter'? 6.2 What happened at the Council of Jerusalem? 6.3 Why was Paul so concerned about the instructions given to the gentiles? 6.4 What are the Ecumenical Church Councils? 6.5 Why was the Second Council of Nicaea (AD787) called? 6.6 Who are the Eastern Orthodox Christians? 6.7 Why was the Council of Trent (1545-63) called? 6.8 Who are Anglican and Baptist Christians? 6.9 What caused the wave of Western iconoclasm? 6.10 What is the Cult of Saints? 6.11 What was the Second Vatican Council? 6.12 What is Ecumenism?

Resources & Information

Within RE we use a range of teaching techniques and activities that enable all pupils of different learning styles to engage and succeed. Activities include essay writing, drama, debate and ICT. We use the Spirit and Life Textbook and Hodder online resources.

Short assessments will take place in class at the end of each term and these enable the pupils to be fully prepared for the end of year assessments. Homework will be given weekly and can be found on the VLE.

Computing

Head of Department: Mr. Ahmed Afana

In computing, the goal is to provide a high-quality digital education that equips students with computational thinking skills and empowers them to use technology wisely and safely. With a 1:1 device program, we aim to foster creativity and research opportunities in various subjects.

The Computing curriculum includes these interrelated elements:

- **Computer Science (CS)** is the discipline that explains how digital systems work, how they are designed and programmed, and the fundamental principles of information and computation.
- **Information Technology (IT)** covers the purposeful creation and application of digital systems to communicate, transfer data and process information collaboratively with others.
- **Digital Literacy (DL)** is the ability to access, use, and express oneself using digital technology responsibly and safely, including a critical understanding of technology's impact on the individual and society.

Year 7 will cover the following topics this year

- DL: Digital Safety – being a responsible cyber citizen
- CS: Computer systems
- CS: Minecraft Education
- CS: Robotics – code and build
- IT: Using Media to gain support for a cause

Resources and information:

The pupils will be using various platforms throughout the year. As part of physical computing approach, pupils will also be using mini controllers called BBC Micro: bit, and Minecraft Education. They will also be using MS 365 Teams and educake to complete homework and revise for assessments.

Pupils will be recording their learning on OneNote and will be provided with a knowledge organiser for each unit, containing all main facts, keywords, and a guide on how to use learning platforms.

Pupils will be assessed throughout and at the end of each unit.

Drama

Head of Department: Mr T Penfold

Drama is an integral part of the development of our pupils. The skills of communication, confidence, collaboration and creativity are the focus for Year 7 Drama. The curriculum this year explores a variety of performance styles such as Mime, Pantomime and Commedia D'ell Arte whilst developing the performance skills of devising and script work.

This year we will begin to develop the skills required at GCSE level, building an understanding of stagecraft both practically and theoretically. Looking to provide pupils with an insight into how theatre is created and staged effectively as well as building an understanding of classic Drama and how theatre had developed through history.

Year 7 Programme of Study

- **Mime and Silent Movies** – exploring performance through physical expression and the importance of this in creating meaning for an audience. Beginning to explore the basics of silent movies and how this medium was effective at creating a myriad of effects on an audience without dialogue.
- **Twisted Fairytale** – pupils will explore story telling through classic fairytales and begin to develop an understanding of ‘twisting’ plot to create comedy and tension. Pupils will be given the opportunity to experiment with narrative structure and character stereotypes.
- **Commedia D’ell Arte** – Looking at furthering the medium of physical performance with classic Italian theatre. Mask theatre is an important part of theatrical education and allows pupils the opportunity to explore the importance of body language, posture, gesture and precision. Focusing on creating classic comedy and the importance of audience understanding.
- **Devising Drama – “The Dome”** – a free form sense of ‘play’ that allows students to work creatively and collaboratively to build a world around a dramatic stimulus. Through theatrical ‘play’, students are invited to use their imaginations with no limits to build performance from scratch.
- **History in Context – “Howard Carter and the curse of the Pharaoh”** – building on free form devising and adding a historical context that allows pupils to develop their skill set whilst working with a non-fictional dramatic stimulus.
- **Texts in Practice** – pupils will work with scripts and begin to understand the important skills required when working with a text, from unit and objectives to character context. This topic will culminate in a scripted performance for our pupils.

Resources & Information

In addition to the weekly lesson private lessons are available with the opportunity to take LAMDA exams, entering festivals and competitions and the opportunity to take part in the Senior production. Theatre visits will be arranged when appropriate performances are available.

Music

Head of Department: Mr Richard Harris

General Overview

We aim to develop a 'love of music' at Cranmore. With your support, we will inspire the pupils to greater musical heights and encourage them to participate in one or more of the many instrumental and choral groups available to them.

Curriculum Overview

Year 7 pupils enjoy a single hour-long lesson of Music each week taught by Mr Harris.

Topics include:

- History of Music Project (1450 – present) - completed in PPT on personal devices
- Melodic harmonisation using primary chords and developing keyboard skills using melody and primary chords
- Melodic composition – basic melody writing and Theme and Variation form based on 'When the Saints Go Marching In' using MuseScore on their personal devices.

Performing opportunities for Year 7 musicians are plentiful here at Cranmore: Wednesday assembly, Carol Service, Battle of the Bands, Pupil Concerts, Young Musician of the Year Competition and The Spring Soiree.

Resources & Information

During these practical lessons, pupils will often use the extensive range of classroom instruments and the Yamaha keyboards. They will require their personal devices with MuseScore software for two of the above topic areas.

Assessment in this subject is based on GCSE grading, is ongoing throughout the year and is based on their success in practical lessons. A pupil's instrumental and / or vocal ability / contribution will also be taken into account.

Design and Technology

Head of Department: Mr Chris McGhee

Overview

Design and Technology is a highly creative subject which encourages significant lateral thinking, problem solving, and gives breadth and balance to the academic curriculum. The practical focus is on the use of materials appropriate to the subject task, while applying knowledge and understanding relevant to the processes and techniques in order to design, model, manufacture and evaluate a product.

As a designer-maker, pupils will develop their appreciation of design within society and gain a greater understanding of processes used to construct products.

The subject offered provides good opportunities to further develop practical skills and apply modern technologies to the learning process.

Year 7: Programme of Study

- Health and Safety.
- Technical sketching.
- CAD/CAM.
- Introduction to model making.
- Introduction to wood-working through several projects.

Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world, as pupils gain awareness and learn from many wider influences on Design and Technology including historical, cultural, environmental and economic factors.

It is a very exciting time for the Design and Technology department with the construction of the new, purpose-built Science and Technology building. As the department continues to grow, the pupils can look forward to experimenting with new machines and processes which will ultimately enrich their Design and Technology experience.

Art & Design

Head of Department: Mrs Felicity Sanders

Overview

Responding to the collaboration of Art and Mathematics, students will begin to broaden their knowledge and understanding of how both subjects are fundamentally intertwined. Pupils develop appreciation for the recording of the creative process through the use of a sketchbook. In-depth critical and contextual research will also form a fundamental part of the work undertaken, as pupils learn to draw inspiration for their work from an initial starting point. Our philosophy is to equip all pupils with the confidence to make independent creative decisions, through the structured handling of a wide range of materials.

Artists' works studied:

Pupils will develop classwork initiated by the optical illusions of Bridget Riley, appreciating how mathematics can be utilised in the formation of a composition. The contemporary paper engineering of Matt Shlian combined with the paper workshops of Josef Albers delivered at the Bauhaus School provide pupils with the opportunity to develop their work into 3-dimensions. Understanding of the formation of shape and pattern is investigated within the cultural compositions of Islamic and Roman tiling. Pupils will be encouraged to undertake their own research into the collaboration of the theme to build independence.

Media processes and techniques explored:

- Mixed media application
- Photography
- Digital design
- Paper engineering
- Tessellation and pattern-making
- Acrylic painting
- Pen control
- Continuous line drawing/Observational drawing and critical studies

Resources and Information:

The Art department is well stocked with both access to online gallery resources and a creative library of books. Pupils are invited to use free online software such as Photopea to work digitally and record their creative processes in a sketchbook throughout the year.

It is paramount to the development of the pupils' learning that their Art pack is cared for and brought to lessons every week in addition to the equipment contained being utilised for homework tasks.

Pupils can track the development of their skills through their class sketchbook and termly informal drawing exercises completed during lesson time. Homework is undertaken each week to extend their learning and will be posted when necessary on the VLE. Pupils can attend a Senior Art Club after school on a Monday as well as homework support one lunchtime a week. Pupils are strongly encouraged to

visit Art Galleries to experience real Art up-close, talk about artforms and movements beyond those provided, and contribute personal artwork to the Student Gallery.

Sport & Physical Education

Director of Sport: Mr Paul Hodgson

Within the core Physical Education programme, we continue the ethos of the subject, which is a wide and varied programme to benefit the pastoral well-being, physical health and sporting enjoyment of all pupils. We aim to reinforce prior learning in various activities, by building on techniques and skills already developed and harnessed. Through the Games programme, pupils will be placed in similar ability teams in our major sports of Football, Rugby, Hockey and Cricket and compete against local schools. An option to experience the Rowing programme is also available for year 7 pupils. There is an emphasis placed on good technical and tactical awareness during both Physical Education and Games lessons. Pupils will have the opportunity to interpret the laws of games and officiate in training matches whilst also learning the value of quality practice, training for specific sporting activities and setting long-term goals. With Year 7 Games being combined with Year 8, the culture and environment allow for increased peer-to-peer learning.

Pupils will take part in the following activities:

- Football (option)
- Multi-Sports (option)
- Rowing (option)
- Rugby (option)
- Cricket (option)
- Tennis
- Athletics
- Squash
- Hockey
- Golf
- Swimming
- Water Polo
- Table Tennis
- Badminton

Games: Wednesday and Friday

PE: Monday

After-school training: Monday

Scholarship & Performance Session: Tuesday before school

Swim Squad: Tuesday after school

Enriched Curriculum

Year 7 pupils have the opportunity to enjoy an “Enriched Curriculum”. The fundamental aim is for students to benefit from a broad education rather than having them focus on a narrow curriculum too soon. We believe we have introduced a programme that will deliver a much richer educational experience. The pupils will continue to prepare for assessments in the traditional way, but they will also have the opportunity to explore new subjects without the pressure of homework or exams. However, the work will be closely monitored and assessed by staff using various methods of formative assessment, and half term grades for effort and achievement.

The most able will also have the opportunity to undertake the Renaissance Challenge, which provides an opportunity to explore a number of disciplines in a depth that goes beyond the curriculum.