



ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

“Act justly, love tenderly, walk humbly with your God”



A Parent's Guide to the Year 7 Curriculum 2018/2019

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Service to others

Trust in God

Aiming high

Nourishing faith

Nurturing aspirations

Education for life

Striving for excellence



Dear Parents/Carers and Students

I would like to introduce you to the 2018 – 2019 Saint Anne's curriculum booklet Key Stage 3 for year 7.

This booklet has been produced with the aim of providing you with the content of the curriculum your daughter will be following over the forthcoming academic year and providing you with a breakdown of what your daughter will be learning in each subject area.

I expect that the booklet will be used on a regular basis to help you plan and provide invaluable home support when your daughter is completing homework and subject revision. It will guide you to various resources that can provide extra support within each subject area.

There is clear evidence to show that children will achieve more when their parents/carers are actively involved in their learning so that a shared responsibility for learning develops between school and home. Further reading and study will improve the quality of work produced by your daughter and therefore the levels attained at the end of the Key Stage. I would urge you to read through this booklet with your daughter and ensure that she knows and understands the KEY WORDS in each subject area she studies.

This booklet has been produced with the intention that it will actively support your daughter's learning when she is at home.

If you would like to clarify or discuss any of the details contained in this booklet, please contact the appropriate Subject Leader or speak to your daughter's subject teacher.

I hope that you will find this booklet helpful.

**MRS S GILLING
HEADTEACHER**

MISSION STATEMENT

The school will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping Students with the abilities to meet the challenges of the 21st Century confidently, and with high spiritual and moral standards.

To recognise that Students, parents, staff and governors make up the school community, which will continually self evaluate to improve itself effectively and efficiently in all aspects of its growth.

A fully inclusive Roman Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Roman Catholic community.

To recognise in all our relationships the dignity and value of each person, showing one another mutual acceptance and respect.

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AMEN

AIMS OF ST. ANNE'S

The overall aim of the School is to help all our students to achieve success and to recognise and celebrate that success however it may be revealed. We will achieve this by instilling **Confidence**; ensuring **Growth**; enabling **Progress**, which will result in **Success**.

Please read this booklet and ask questions, it will help you gain insight into your daughter's learning.

To achieve this, the School strives to provide an environment where all students are encouraged to perform to the best of their ability both within the classroom and outside it.

The School expects students to demonstrate positive attitudes to work and high standards of behaviour, which display a respect for other people and the environment. Achievement Leaders and Form Tutors take a personal interest in the academic and social development of each girl whilst Subject Leaders and Subject Teachers aim to provide a stimulating programme of learning for students of all abilities.

The School also places a great deal of emphasis on equipping students with the skills and attitudes they will need in order to play an active part in society in the areas of work, leisure, citizenship and family life. Close links have been established with local further educational institutions, employers and members of the local community in the recognition that education is a continuing process, which extends beyond the boundaries of the classroom.

The School also recognises that none of these aims and expectations will be realised without the support and involvement of you as parents/carers. Securing that support is one of the main priorities of the School.

STRATEGIC INTENT

At Saint Anne's Catholic High School for Girls, we believe that effective assessment for learning is fundamental in raising levels of attainment. Successful learning occurs when learners have ownership of their learning, when they understand the goals they are aiming for, when they are motivated and have the skills to achieve success. Not only are these essential features of effective day to day learning in the classroom, they are the key ingredients of successful teaching and lifelong learning. The school aims to raise standards by improving the quality of assessment by;

- Using prior attainment for target setting linked to planning for progression throughout the key stage.
- Promoting the use of teacher assessment as a means of evaluating learning and teaching and of matching work to students' needs.
- Using assessment information for discussing progress with students and providing advice for improvement.
- Recognising the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- Encouraging students to assess themselves and understand how to improve.
- Encouraging teachers to use a range of assessment techniques proficiently in the classroom by;
 - Sharing learning objectives with students and ensuring that all our students have met these learning objectives.
 - Questioning student's knowledge, understanding and application of what has been taught in class.
 - Develop the skills and capacity for self-assessment and peer-assessment within the classroom.
- Encouraging parents / carers to understand and support learning.

Promoting successful learning is the principle aim of Saint Anne's and **assessment for learning** lies at the core of this process. Assessment is an integral part of the educational process, continually providing both "feedback "and "feed forward "to improve learning. It must therefore be systematically incorporated into teaching strategies at all levels. By focussing on how students learn at Saint Anne's, teachers are able to provide your daughter with the tools on what they are learning and how to identify success.

Assessment for learning is also known as **formative assessment**. "In assessment for learning, the learner's task is to close the gap between the present state of understanding and the learning goal. Self-assessment is essential if the learner is to do this. The teacher's role is to communicate appropriate goals and promote self-assessment as pupil's work towards the goals. Feedback in the classroom should operate from teacher to pupils and from pupils to teacher. "

(R Sadler, 1989) The key message is that assessment for learning depends crucially on using the information gained.

At Saint Anne's, we regularly assess our students at Key Stage 3 by various methods which may include any of the following;

- End of unit tests
- Oral presentations
- Performances
- Composition
- Investigations
- Experiments
- Portfolio pieces
- End of year examinations

Parents/carers are informed about their daughter's progress throughout the academic year by receiving a student progress report and a student personalised learning report.

Key Stage 3

From September 2018 you will no longer be assessed **by level**. Instead a new method of assessing your work is being introduced. This measures progress against **competencies: skills and knowledge**. Some of these are **linear** by nature which means they develop with difficulty across the key stage and some are **modular** which means they focus on a unit in a specific part of a year within the key stage.

The competencies are built around the curriculum: the new KS3 framework and as they become available the new KS4 framework and GCSE specifications. They provide a deeper evaluation process of the learning taking place in each key topic and will, therefore, be preparation for KS4 competencies and support the measurement of progression between KS2-4, particularly Progress 8 and Achievement 8.

- **You will be given a flightpath, which will be determined using your KS2 performance in Reading and Maths together.**
- **Your flightpath may vary in different subject.**
- **Expected flightpaths are subject to review due to changes in the national database.**
- **Your knowledge, skills and understanding are assessed over time and not just the recent assessment. This will require a change in practice for some subjects.**
- **Progress of the current WAG is tracked against expected target flightpaths.**
- **Teachers will give you the flightpath grade you are currently working at.**

HOMEWORK

Homework will be given to you by your subject teachers. Your Form Tutor will give you a homework timetable.

You must make sure that all homework is completed to the best of your ability and handed in on the correct day. If you were absent from the lesson you are still expected to do the homework that was set. If you were absent, you will receive an automatic extension if needed, but you need to negotiate this with your teacher.

If you fail to submit homework on time and no extension has been granted by your teacher, you will receive a behaviour point. You must complete the homework and submit it the following day or in the following lesson as instructed by your teacher. If you fail to submit homework on time (without an agreed extension by your teacher) on three occasions per half term within one subject area you will continue to build behaviour points and will be placed on subject report with completion of homework as a target. If problems continue with completion of homework your parent / carer may be consulted and further interventions may be put in place.

You should complete homework at a sensible time, in a well-organized space and quiet environment with no distractions. Homework must not be completed during morning registration period.

You should inform your teachers if you are finding it difficult to cope with the homework demands. As stated above, any consideration of extension of deadlines requires advanced warning. If you simply do not complete the work then it will be recorded as not completed and you will receive a behaviour point.

If you find it difficult to understand what is expected of you when the teacher sets the homework in class, it is your responsibility to ask them to clarify the task. They cannot expect you to complete it if you don't understand it, so they will not mind. Speak to your teacher at the end of the lesson or at break, lunchtime or after school to get further clarification. Do this early enough so you can still meet the deadline.

It is important to ensure that you record all homework tasks in your student planner. Where work is set with a deadline that is several days or a week away, you are advised to record not only the deadline in your planner, but also the days that you are going to use to complete it. This will prevent you leaving it to the last minute and having a large amount of work to complete.

If it takes you a long time to complete your homework - because you work slowly, or need to take longer with the language used, then use common sense. Students may need to go beyond the stated time allocations, but this must be negotiated and should not happen every night. It should not mean that you are consistently up late working.

Maintain a good balance - sport, music, drama and other interests are all important parts of your education. However, school work must take precedence over tutorials or work set by external tutors.

Speak to your teacher. They need to know what is going on. Remember that speaking to your teacher is different to complaining.

We have an after-school homework club run by our Teaching Assistants every day to help support you with completing homework.

Aims of Homework:

The aims of setting homework can be summarised as follows;

- To enhance the whole learning experience.
- To consolidate and reinforce skills and understanding developed in school.
- To raise the achievement of all students.
- To improve the motivation of all students.
- To encourage and develop independent learning.
- To increase self discipline and help develop a personal responsibility for a students own learning.
- To encourage learning as an out of school activity.
- To encourage and improve home – school links.
- To sustain the involvement of parents / carers in the management of students' learning and keep them informed about the work students are doing.

It is excellent practise and all subject teachers at Saint Anne's are proficient in using a variety of homework types so that girls with different preferred learning styles will be able to find opportunities to shine and so make individual progress which will help to motivate students to strive to make even further progress in their learning.

Types of Homework:

Types of effective homework can be summarised as follows;

- An extension of classwork to develop or clarify further aspects of the subject.
- A separate piece of research work on a familiar or relatively new topic.
- Preparation for a future lesson.
- Revision for a test, learning and memorising.
- A reading task.
- A written assignment or exercise.
- Drafting and redrafting a piece of work.
- A practical task.
- Completion of a worksheet.
- An oral task.
- Research from reference books.

- Research from text books.
- Collection of specific data.
- Writing up notes, experiments, surveys, questionnaires.
- Presentation of specific data.
- Preparation of a poster or other visual material.
- Model making.
- Completion of classwork not finished in the lesson.

Achievement Leader responsibilities

- At the start of the academic year, the Achievement Leader for each year group will produce a working homework timetable.
- This timetable will be posted in the staffroom for all teaching staff to be aware of.
- A copy will be forwarded to all Subject Leaders.
- A copy will also be given to each Form Tutor who will be responsible for ensuring that each student within the form group has accurately completed the homework timetable within their school planner.
- A further copy will also be placed on the form notice board in each form room.
- Through the course of the academic year, Achievement Leaders, as part of their monitoring exercise, will spot check planners for the setting of homework. They should feedback to Subject Leaders if issues arise.

Subject Teachers' responsibilities

- Homework should be issued at least weekly in line with the agreed homework timetable prepared at the start of the academic year.
- Homework should be planned and differentiated in the same way as other elements of the students' learning.
- Teachers must ensure that homework is given out with sufficient time for students to record in their planners and to ask any relevant questions. Good practise includes offering examples, additional clarification and discussing the goals of the tasks set.
- Homework should be marked in line with the school assessment and marking policy. Marking should be positive where possible, clear and appropriate in its purpose.

Marking codes used by teachers:

✓	This is where you have achieved the learning outcomes/success criteria
*	This point is incorrect
SPaG	Spelling, punctuation and grammar
sp	Spelling error identified
punc	Punctuation missing
gr	Grammar error identified
ss	Sentence structure muddled
^^	Words missing here
//	New paragraph here
~~~~~?	Meaning is unclear here
●	Mistake or misconception here which needs correcting by you
<b>RTQ!</b>	Read the question!
<b>QWC</b>	Quality of written communication
<b>WWW</b>	What went well (green highlighter may be used to show you WWW)
<b>EBI</b>	Even better if (orange highlighter may be used to show you sections to target for improvement)
<b>PR</b>	Pupil Response (you write your improvement next to this)
<b>DIRT</b>	Dedicated improvement and reflection time

### **NOTE:**

If a marking code is *circled* this means the student must take action. If spelling error has been identified and the sp code has been circled the student will need to add the correct spelling to their personalised spelling test sheet, and then practise writing it correctly five times. Once students have added ten corrected spellings to their personalised spelling test sheet they will need to test themselves by seeing if they are able to write all ten spellings out correctly.

### **Pen colours:**

- Students are expected to write in **black** pen
- Students are expected to respond to feedback or self / peer assess in **green** pen
- Students may use highlighter pen to indicate to their teacher where:
  - They really need specific teacher feedback
  - They have struggled with the work
  - They have taken a risk

### **Expected time spent on homework:**

The amount of time each student should spend on homework each night is linked to the above facts.

Year	Maximum H/W time per subject per week / min	Average time spent on H/W per night / min
7	20 – 30	45 – 70
8	30 – 35	70 – 85
9	35 – 45	85 – 110

### **Students' responsibilities**

- Students must enter their homework timetable accurately into their student planner.
- Students must record all homework given, accurately into their student planner which should be at all times on their desks during lessons.
- Students must also record the due date given for the submission of all homework and ensure that they adhere to all deadline dates.
- Students must complete their homework to the best of their ability and to the highest standard possible.

The standards expected for the completion of homework can be summarised as follows;

- All homework in exercise books should be correctly titled and underlined.
- The date should be written in full (e.g. **Monday 15th September**) in the top right of the page and again neatly underlined. It should be noted that in French/Spanish, the date will be recorded in French/Spanish.
- All lines that should be straight will be drawn with the assistance of a ruler.
- Any colouring will be done with coloured pencils or appropriate felt tip pens.
- **Tippex** must **never** be used in exercise books.
- Any errors made will be crossed out by a single, horizontal line.
- Differentiate between capital and small letters.
- All homework must reflect the girls' hard work and show their `best` work in their `best` handwriting.

### **Form Tutors' Responsibilities**

- Form tutors are to monitor the setting of homework in liaison with their Achievement Leader.
- Form Tutors are to monitor that girls are correctly recording homework in their planners.

### **Subject Leaders' Responsibilities**

- Subject Leaders should ensure that appropriate homework is set within each subject area across the curriculum.
- Ensure subject teachers access to, and understanding of, mark schemes of standardised assessment.
- Monitor implementation of marking policy by taking samples of books/work.

### **Senior Leadership Team**

- Ensure that monitoring of homework and implementation of marking policy by Team/Subject Leaders is being conducted.
- Support AL/KSALs and Team/Subject Leaders as necessary.
- Ensure feedback is given to Subject Leaders, Achievement Leaders, Key Stage Achievement Leaders and teachers on matters arising.

### **Parents/Carers Responsibilities**

Parents/carers play a pivotal link in the partnership between school and home in relation to the value of homework in their daughters learning. Parents/carers can support this process through;

- Insisting that homework is given priority.
- Insisting that all set homework is completed to the highest standard possible.
- Monitoring the all homework is being submitted by stated deadline dates.
- Checking student planner regularly for homework and, if necessary, to communicate with Form Tutor.
- Ensuring that regular times are set aside for doing homework.
- Providing (if possible) a quiet place where homework can be done without distractions.
- Helping with learning homework.
- Providing resources at home which will encourage independent learning.

Parents/carers will find that their role in supporting their daughter's homework will change as she progresses through the school. Typically, girls at Key Stage Three benefit from help with organization and meeting deadlines. Parents/carers will wish to look at homework as often as possible, offering assistance and praise as appropriate. As girls develop nevertheless, Parents/carers should continue to maintain an interest in homework, ensuring that it reflects the girls' best efforts and encouraging

perseverance with difficult work. If Parents/carers have any concerns about the quality or quantity of homework being set, they should not hesitate to contact the relevant Form Tutor or Achievement Leader.

### **House System**

We have 6 Houses at St. Anne's. These represent the 6 Continents and have a special Patron Saint and a special colour. Each student will belong to a House throughout her time at St. Anne's. We will have a weekly update of House Points for all Staff & Students on the Monitors & the House Notice Boards to celebrate the effort and achievements of our school community.

<b>Continent</b>	<b>Patron</b>	<b>Profile</b>
Europe Pink	<b>St. Angela</b>	<i>Pioneer of Female Education in Europe</i>
Oceania Yellow	<b>St. Faustina</b>	<i>Polish Saint, devotion to the Sacred Heart &amp; whose congregation work with vulnerable young women.</i>
Africa Blue	<b>St. Josephine Bakhita</b>	<i>Modern Saint &amp; former slave.</i>
South America Orange	<b>St. Laura (of St. Catherine of Sienna)</b>	<i>Born in South American Patron saint of racial discrimination &amp; orphans.</i>
Americas Red	<b>St. Marianne Cope</b>	<i>American Saint who worked with Lepers in Hawaii</i>
Asia Green	<b>St. Teresa Benedicta</b>	<i>Philosopher, Convert, Carmelite &amp; Martyr.</i>

## **Rewards System**

If you work well in lessons and produce work, which shows that you are making progress and a real effort, you may receive a Merit which automatically becomes a House Point. These points are special for you, your Form, your Year Group and your House. You should feel proud to receive them.

## **House Postcards Home**

The top 10 students who receive the most Merit House points each week have their achievements publically recognised by a postcard certificate that is sent home and their photograph is included in the PowerPoint displays in the school foyers and dining rooms on both sites. The parents of the top performing students are informed each week.

## **Termly House Certificates**

Students will accumulate House points during the academic year resulting in the following:

- When a student has **(100-199)** Merit House points they will be awarded a **Bronze** Certificate of Merit.
- When a student has **(200-299)** Merit House points they will be awarded a **Silver** Certificate of Merit.
- When a student has **(300-399)** Merit House points they will be awarded a **Gold** Certificate of Merit.
- When a student has (400-499) Merit House points they will be awarded a **Diamond** Certificate of Merit.
- When a student has obtained **(500+)** Merit House points they will then receive a **Platinum** Certificate of Merit.

These certificates will be presented during Assemblies at the end of each Term.

The top 10 students in each year group who have received the greatest number of House points will be rewarded in the following way:

- Each of the top ten students will have their name, photograph and achievement displayed on our monitors on both sites.
- The Parents / Carers of these students will be informed by letter of their daughter's achievement.
- The top 10 students will be invited to a special party to celebrate their achievement.

To acknowledge the student who has achieved the highest total of House Points Merits and least detentions, in each year group we present the following prizes.

- **Autumn term – £5 Love to Shop voucher.**
- **Spring term - £10 Love to Shop voucher**
- **Summer term - £20 Love to Shop voucher.**

Having achieved the highest merit total and fewest detentions, the student concerned will receive a special voucher at the end of the Autumn Term. At the end of the next term, if they have still maintained this excellent standard, they will then receive a £10 voucher and finally a £20 voucher if this standard is maintained in the Summer Term. If a student has not achieved the highest House Point total and fewest detentions in the Autumn Term but has in the Spring Term, they can then start with the £5 voucher. This means that throughout the year all students are able to access all certificates and rewards in recognition of their achievements.

### **Highest Performing House**

At the end of each academic year, the top class in each year group is presented with the Form Shield which will have their House and date engraved on it. This Shield is on permanent display in the main reception area. The students from the winning House in each year group will be invited to a special celebratory party.

### **Outstanding Achievement Award**

A badge and certificate is awarded to students with proven outstanding achievement inside or outside school.

### **Attendance & Punctuality Badges Rewards**

Bar/star badges are awarded for 100% attendance and punctuality on a termly basis and are to be worn on the school blazer lapel. Attendance and Punctuality Certificates letters are sent home each term.

#### **Attendance & Punctuality Badges:**

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
100% Attendance & Punctuality	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>

#### **Attendance and Punctuality Certificates and letter sent home:**

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
100% Attendance	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
100% Punctuality	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>



## **Sanctions**

It is hoped that sanctions will not need to be imposed but if necessary, they could take the following forms;

- Verbal warning.
- Written comment in student planner.
- Community service.
- Contact with Form Tutor and other relevant groups.
- Contact with Parents / Carers by letter / phone or arranged meetings.
- School detention.
- Subject Report.
- Achievement Leader Report.
- Senior Management Detention.
- Saturday Morning Detention.
- Fixed Term Exclusion.

We do not wish to encourage the awarding of detentions, in fact our goal is the opposite. At the end of each half-term we will also acknowledge the Form Group per year group that has achieved the fewest detentions. The Form Groups concerned will be presented with a certificate for their achievement and hopefully this will stand as encouragement for other Forms to achieve as few detentions as possible.

## **SPECIAL PROVISION**

The Learning Support Department at Saint Anne's is run by caring and supportive staff to provide additional support to those who may need extra help with their studies. The SEN (Special Educational Needs) department works in partnership with subject Specialists to ensure that all students have full access to the curriculum.

There is more detailed information in the SEN Information Report and the SEN Policy which are available on the school website or by request from the school office.

In the main, learning support is provided through in-class support during mainstream lessons. We are very proud of having a highly qualified team of teaching assistants who are very competent in the field of in-class support.

Students may be withdrawn when it is deemed necessary from timetabled lessons for individual support or small group work. We offer students on withdrawal, Literacy support and Literacy Catch-up programmes.

Individual Educational Plans (IEP) are drawn up for those students whose needs are such that they would benefit from a personalised plan, with specific targets to aim for, and which is regularly updated.

There are lunchtime clubs run for homework support, extra reading and handwriting practice. Students can also avail of after-school homework clubs. Electronic spell-checkers are issued to those students (usually dyslexic) who need support with their spelling.

### **Identification**

Students in need of support are identified on entry to the school and all staff, teaching and support are made aware of the needs of these girls. An SEN register is distributed to all staff, showing the type of need experienced by the student – Communication and interaction; Cognition and learning; Social, emotional and mental health; and Sensory and/or physical needs (including medical issues). This whole school responsibility helps to ensure that all girls gain full access to all National Curriculum subjects and wider educational experiences whilst attending our school. We seek advice and expertise from external agencies when necessary, to address particular needs.

### **Parental/Carer Involvement**

Parents/carers are encouraged to be involved in all decision-making regarding their daughters and are invited to attend meetings including parent/carers Consultation Evenings and reviews where their daughter's progress will be discussed. Parental/Carer contribution to these occasions is greatly valued and their concerns are noted and acted upon. Immediate concerns can be notified to the school Inclusion Manager, Mrs. Stowe.

### **GIFTED AND TALENTED**

It is well recognised at St. Anne's that very bright students with exceptional abilities will require support to enable them to fulfil their potential. This may take the form of additional extension work undertaken in normal lessons or withdrawal for special projects as part of our Gifted and Talented programme.

St. Anne's is committed to recognising the Gifts and Talents in all our students. We aim to give all Gifted and Talented students the opportunity to reach their full potential through in-class provision and through extra-curricular activities and in doing so create benefits for their fellow learners, their places of learning and the wider community.

In 2008 and 2011 the National Association for Able Children in Education (NACE) recognised our excellence of provision for Able, Gifted & Talented students by crediting us with the NACE Challenge Award.

What does **Gifted and Talented** mean?

It refers to Children and young people with one or more abilities developed to a level significantly ahead of their peers in their Year group or indeed with the potential to develop these abilities.

**Gifted** describes learners who have the ability to excel academically in one or more subjects such as, Maths, English, Geography etc.

**Talented** describes learners who have the ability to excel in practical subjects such as Sport, Drama and Art.

The following criteria are used to identify **Gifted** students:

- Achieving constantly high curriculum level scores. Achieved an end of year attainment level that was significantly above the national average for their age group. The attainment levels used to identify students as Gifted in a specific subject area are stated in each department's subject identification criteria

The following criteria are used to identify **Talented** students:

- A teacher's professional judgement
  - Nomination from outside agencies
  - Parental/carer nomination
- .

## **THE SCHOOL DAY**

There are six periods each day. Each period will last **50 minutes**. In some subjects lessons will be double periods, lasting **100 minutes**. Your daughter will have one **25 minute break** in the morning and a **55-minute lunch break**. She must make sure she is ready to go straight to her lesson, Period 3, at the end of break and also to Period 5 at the end of lunchtime. She will not normally be allowed out of the classroom during a lesson. Students are only permitted out of lessons to use the toilet as a result of medical reasons, if they have, a note will be written in their planner from the Achievement/Key Stage Achievement Leader.

### **MORNING**

8.45 - 9.05	REGISTRATION
9.05 – 9.55	Period 1
9.55 - 10.45	Period 2
10.45 - 11.10	BREAK
11.10 – 12.00	Period 3
12.00 -12.50	Period 4
12.50-1.40	Lunch

### **AFTERNOON**

1.45 – 2.35	Period 5
2.35 – 3.25	Period 6

## **REGISTRATION**

Students are permitted to enter the building from 8.00 am. We advise you should aim to arrive between **8.15am** and **8.30 am**. The dining hall will provide a breakfast club before school (from **7:45am**). **Your daughter must be in the playground, at the latest by 8.40am**, so as to be punctual for school, a life skill we stress very highly at St. Anne's. Students are strongly encouraged to make their way directly into school and **never** to loiter around Enfield Town. When the first bell rings at **8.40am**, you must make your way immediately to line up in form register order in the designated area in the playground for your year group. At **8.45am**, you will be met by your Form Tutor / Register Taker and either taken to your Form room or brought into the main hall if you have an assembly to attend. For registration in your form room, you must line up in single file outside your form room and in silence and enter your form room when your Form Tutor / Register Taker tells you. When you enter your form room, you must move quickly to your seat and immediately take out and place your planner, pencil case and your reading book on your desk. While your register is being taken **you must be sitting down and reading in silence**. **You must complete your punctuality/attendance register in your planner.**

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

## CURRICULUM

The School day is divided into 6 periods of 50 minutes duration.  
Your child is therefore taught 25 hours per week.

The curriculum consists of the following subject areas:

Religious Education	3 periods
Art	2 periods
Design Technology	1 period
Drama	1 period
English	4 periods
Geography	2 periods
History	2 periods
Computing	1 period
Mathematics	4 periods
Modern Languages	3 periods
Music	2 periods
Physical Education	2 periods
Science	3 periods
Total	30 periods

## **RELIGIOUS EDUCATION**

**Subject Leader:** Ms I Pugh    **Subject Teachers:** Mr C Tamale, Mrs M Hartigan,  
Ms K Fraser, Ms B Buffone, Ms S Yiannakas

### **COURSE AIMS**

St. Anne's Religious Education Department endeavours to promote Christian Values in the curriculum and teaching in Key Stage 3. The teaching in Year 7 reflects and builds on the Catholic Ethos of St. Anne's Catholic High School for Girls by providing students with a comprehensive understanding and appreciation of Catholic Christianity as well as exploring other major world religions such as Hinduism.

### **TOPICS**

The following topics are studied in Year 7:  
Belonging – what it means to belong to our Catholic school community and the Global community, The sacraments/initiation, how the Bible came to be written and how Christians interpret and understand it, Jesus the Person, Hinduism, I am God's work of art.

### **ASSESSMENT**

Students will sit an end of module written assessment, which is based on GCSE examination style questions. Students will also be assessed through an extended writing project for the module on Sacrament/Initiation. Students will be provided with a level descriptor sheet and Tracking sheet which will be stuck into the back of their book. This enables the student to record their end of module test results and set targets to raise their attainment in RE. It also enables you the parent/carer as well as students to have a clearer understanding of progress made throughout the year.

### **HOMEWORK**

Homework is given once a week. There are many activities designed to ensure the students progress during the module. For example writing and delivering a speech, designing a leaflet, letter writing, research activities on the internet or in the library and interviewing people. Students will also be required to learn key words and definitions.

### **RESOURCES**

The following textbooks are used to support the Religious Education Curriculum:  
'The Way', 'The Truth' 'The Life'

### **EXTRA-CURRICULAR OPPORTUNITIES**

Students visit The Church of Our Lady of Mount Carmel and St George, Enfield, and Enfield Baptist Church

## **USEFUL WEBSITES/BOOKLETS**

[http://ks3.reonline.org.uk/RE Resources](http://ks3.reonline.org.uk/RE%20Resources)

[www.tere.org](http://www.tere.org)

<http://www.cafod.co.uk>

<http://www.bbc.co.uk/education/religion>

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell and use in a sentence

Please help your child to learn the spellings and to write these words correctly.

Anoint	Initiation
Baptism	Mass
Bible	Mission Statement
Catholic	Parable
Celebration	Prophet
Christian	Sacrament
Church	Saints
Community	Saviour
Denomination	Salvation
Divinity	Symbol
Gospels	Trinity
Holy	Vocation Prayer

## **ART**

**Subject Leader: Mr P Barnes**

**Subject Teachers: Mr G Devine, Mr P Gillespie**

### **COURSE AIMS**

To deliver schemes of learning where pupils have the opportunity to:  
Explore a wide range of materials, process and techniques in 2D, 3D and new technologies  
Investigate into artefacts from other times and cultures, and to understand the contexts in which they were made, while making connections with their own work.  
Develop an appreciation of art craft and design, and its role in the creative and cultural industries that enrich their lives.

### **TOPICS**

The scheme of learning in Year 7 covers the following:

- Series of design studies to introduce pattern, colour and texture
- Investigation into the theme "identity"
- Series of observational drawings to investigate line and tone
- Mark making and printmaking
- Introduction to colour theory and painting techniques
- 3 dimensional frame designs
- Looking at the work of artists from traditional to contemporary

### **ASSESSMENT**

All students complete a series of observational drawing studies at the start of year 7 which will contribute towards establishing their entry level in Art. Pupil progress throughout the year is measured through continual assessment of practical classwork and homework and term tests. Pupils also have the opportunity to continually evaluate and measure their own progress through independent reviews and peer/group reviews. All students have an Art progress sheet where they record the Art activity, grade and targets for development.

### **HOMEWORK**

Homework is set once a week and students are required to spend at least one hour on their work. Homework is set to develop student's independent learning skills through a range of activities; drawing, research, investigation into artists, use of new media and technology.



## **RESOURCES**

Critical studies resources, paint, charcoal, found objects for printing, still life objects for observational drawing, use of new media and technology

## **EXTRA-CURRICULAR OPPORTUNITIES**

Art after school club

## **USEFUL WEBSITES/BOOKLETS**

Information on artists and craftspeople:

[www.axisartists.org.uk](http://www.axisartists.org.uk)

[www.artincontext.org](http://www.artincontext.org)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

Tate modern / Tate Britain: [www.tate.org.uk](http://www.tate.org.uk)

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Impressionism	Hues
Composition	Colour
Stipple	Tone
Perspective	Sculpture (3D)
Relief	Design
Identify	Papier mache
Secondary	Abstract
Primary	Printing
Tertiary	Imagination
Observation	Sketch
Landscape	Portrait
Evaluation	Art movement
Exhibition	Gallery/museum
Observation	Review
Line, form, shape, geometric	Proportion

## DESIGN TECHNOLOGY

**Subject Leader:** Mr Patel

**Subject Teachers:**

**Ms Donaghy, Miss Petherbridge  
Miss Eugene, Miss Stracy (Technician)**

### COURSE AIMS

At Key Stage 3 all students follow National Curriculum for Design and Technology. Through a combination of Focused Practical Tasks (FPT Skills Work) and Design and Make Assignment (DMA Design Projects), students will learn to investigate, develop, communicate, realise and test their own ideas.

Students will work independently and collaborate through a range of DMA's, learning to meet the needs of a range of users in a number of material areas. Students will become familiar with the practical working environments and safe working procedures. Students will learn about the different tools and equipment used in each area. Students will gain competence and appreciation in both design and manufacture. These areas are Food, Textiles, Graphics and Resistant Material.

### TOPICS

**Cooking & Nutrition:** hygiene and safety in the kitchen, basic nutrition, healthy eating and balanced meals weigh & measure accurately, use of basic equipment and techniques, use of hob/oven/microwave, reading recipes, product and sensory analysis.

**Fashion & Textiles:** soft toys, safety in the textiles room, basic sewing & decorative techniques, fibres & fabrics, the colour wheel, care labels, specifications & designing for a user, product analysis, peer & self-assessment & evaluation.

**Graphic Design:** Research products and investigate needs, develop design ideas and communicate them, use of CAD (Computer Aided Design – Photoshop), packaging design, Posters, Typography.

### ASSESSMENT

Pupils work is assessed through:

- Continuous assessment of the theoretical and practical task by the class teacher
- Self-review, including pair and group discussion.

### HOMEWORK

Homework is set once every two weeks when practical task is done, at other times once per week (when theoretical work is done).

## **RESOURCES**

Cooking & Nutrition: project booklets, practical equipment, worksheets, recipe sheets, **students bring in ingredients, apron and container.**

Textiles & Graphics: project booklets, practical equipment, materials.

## **EXTRA-CURRICULAR OPPORTUNITIES**

Let's Get Cooking Club – Wednesdays after school as scheduled

## **USEFUL WEBSITES/BOOKLETS**

Google websites relating to topics being researched.

[www.technologystudent.com](http://www.technologystudent.com)

[www.designandtech.com](http://www.designandtech.com)

[www.design-technology.org](http://www.design-technology.org)

[www.dtonline.org](http://www.dtonline.org)

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Brief	Fibre
Carbohydrate	Flour
Design	Flowchart
Diet	Hygiene
Evaluation	Ingredient
Fabric	Nutrition
Knife/knives	Process
Machine	Protein
Mineral	Recipe
Natural	Sew
Vitamin	Specification
Analysis	Technology
Textile	Typography
Aesthetics	Target Audience/Market

## **DRAMA**

**Subject Leader: Mrs Samantha Moon**

**Subject Teachers: Ms Matilda Axetorn**

### **COURSE AIMS**

Drama at St Anne's is unique within the curriculum, not only because it teaches pupils about cultures and histories, but because it can also play an integral role in personal and social education. We aim to develop creative expression and communication whilst engendering a sense of independence and confidence, promoting curiosity and engagement in both the theoretical and performance elements of Drama. Pupils are encouraged to use their initiative and embrace challenges by persevering and finding creative solutions – learning self-awareness and group sensitivity.

### **TOPICS**

Pupils will be introduced to various elements of drama and performance. These include improvisation, characterisation, vocalisation, movement and script work. These elements are taught through a variety of themes, subjects and styles such as Commedia and mime.

### **ASSESSMENT**

Pupil progress throughout the year is measured through continual assessment of practical classwork, homework and end of unit tests. Pupils are assessed in three key areas - Performance, Development and Evaluation. Pupils are also encouraged to reflect upon their own learning through the use of Peer and Self-Assessment, moving them towards a greater level of independence and responsibility for their own learning.

### **HOMEWORK**

Students will receive homework every other drama lesson

### **RESOURCES**

Textbooks, Extracts of Text, Stage Lights and Staging, Costume, Props and Masks

### **EXTRA-CURRICULAR OPPORTUNITIES**

Lunch-time Drama Club  
After School Drama Club  
School productions

**USEFUL WEBSITES/BOOKLETS**

<http://www.bbc.co.uk/education/subjects/zbckjxs>  
<http://www.arts4schools.com/>  
Edexcel GCSE (9-1) Drama Student Book

**Equipment:**

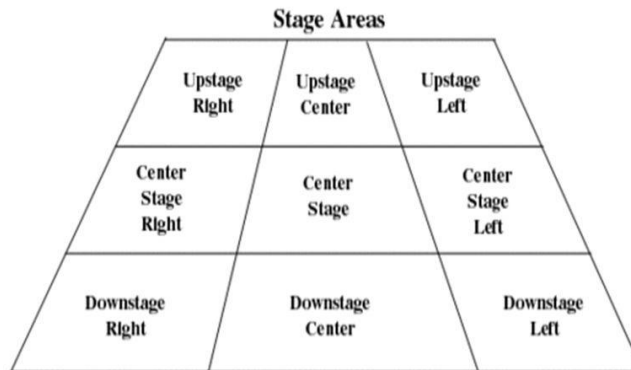
Students are required to wear plain black plimsolls or non-slip socks for every drama lesson. These should be kept in their locker and must not be worn outside.

**KEY WORDS**

Every pupil should know how to spell and understand the definition of the key words listed below:

Please help your child to learn the spellings and to write these words correctly.

Audience	Body language
Applause	Facial expressions
Narration	Gesture



**Audience is here, but the stage areas are from the performer's view.**

Director	Evaluation
Character	Entrance
Effective	Exit
Costume	Stage directions
Space	Scene
Elements	Performance

Pupils should also be aware of the areas of the stage, they should familiarise themselves with this before they start.

## **ENGLISH**

**Subject Leader:** Ms S Morrell      **Subject Teachers:** Ms L Lysandrou, Mrs D Johnson  
Ms A Wells, Mrs L Cullen, Ms K Lee, Ms S Marcou, Mr A Rose, Ms C Ganley

### **COURSE AIMS**

Students in Year 7 are offered an English Curriculum which is engaging and broad in scope. The key aim of the department is to enable each student to develop the range and skills in speaking, listening, reading and writing which are required in order for them to express themselves creatively and imaginatively. Students will be encouraged to develop their factual writing skills and to improve the accuracy of their spelling, punctuation and expression. Through their study of literature, students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and knowledge that reading offers. Students also have the opportunity to attend library lessons as part of the curriculum.

### **COURSE OUTLINE**

Students will read and respond to a range of texts including:  
An age appropriate class reader (novel)  
A range of poems  
A variety of non-fiction texts e.g. newspaper reports, articles, advertisements and other media texts including movie page texts.

### **ASSESSMENT**

Students work is regularly assessed and progress carefully tracked. Work in exercise books is marked regularly and is given an effort mark, a teacher comment recognising areas of success but also setting clear targets for improvement in order to raise future achievement.  
A National Curriculum level for the piece – this depends upon the nature and length of the written response. Students are expected to take some responsibility for their learning by acting upon the advice given through the teachers' comments.

### **HOMEWORK**

Homework is set once/twice a week and students are expected to spend at least 45 minutes on their homework when it's appropriate.

## **RESOURCES**

The department is well resourced including the following:  
A wide range of class readers for each year group.  
A variety of up to date text books to support the teaching and learning.  
A range of poetry and drama texts.  
A TV and DVD.  
Access to computers in English classrooms and an interactive whiteboard.  
Textbooks:

## **EXTRA-CURRICULAR OPPORTUNITIES**

The English Department organises author visits and theatre support groups to perform at school. Students also have a chance to attend debating society events as part of the gifted and talented programme. There is also a book club for students.

## **USEFUL WEBSITES/BOOKLETS**

[www.bitesize.co.uk](http://www.bitesize.co.uk)  
[www.teachit.co.uk](http://www.teachit.co.uk)  
[www.samlearning.com](http://www.samlearning.com)  
KS3 study guides

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Advertise/advertisement	Consonant
Tabloid	Apostrophe
Conjunction	Simile
Imagery	Metaphor
Paragraph	Playwright
Prefix	Scene
Comma	Rhyme
Clause	Vocabulary
Vowel	Narrative

## GEOGRAPHY

**Subject Leader: Mr T Sikuade**

**Subject Teachers: Ms S Fatima , Ms J Cowley  
Mr S Lawless**

### COURSE AIMS

Geography is taught in modules lasting a full Term. There are 3 modules taught in each year group. Year 7 modules have been updated to take into account the new curriculum changes for September 2014. The course intends to develop skills from the study of the local environment and from the study of the wider physical and human environment. There is a greater focus on independent research and investigation with opportunities for ICT use.

### TOPICS

**Introduction to Geography:** this module introduces what the subject of geography is about, focusing on an understanding of human, physical and environmental geography. The module also focuses on geographical map skills which is an essential element of the subject.

**Sense of Place:** this module is designed to improve students' awareness and understanding of places at a range of scales.

**Think Global Act Local:** this module focuses on environmental and sustainable issues, relating in particular to climate change and its consequences.

### ASSESSMENT

The department ensures that students will be formally assessed normally on completion of the module. One end of module test will be carried out within a 50 minute lesson and a national curriculum level will be given to the student from this test.

Year 7 students are required to undertake a baseline test to help the department assess the current level of students in geography at the start of the new term. This test will primarily focus on map skills and awareness of places.

### HOMEWORK

This is set once a week and provides opportunities for students to develop investigative and research work.

### EXTRA-CURRICULAR OPPORTUNITIES

In Year 7 we look forward to taking Year 7 groups to Epping Forest to practice their map skills through an orienteering activity during the summer.



## **RESOURCES**

Textbooks: class text books used to support students are  
Geog. 1 (Oxford University Press)

## **USEFUL WEBSITES/BOOKLETS**

[www.geography.org.uk/news/](http://www.geography.org.uk/news/)  
[www.bbc.co.uk/schools/websites/11_16/site/geography/shtml](http://www.bbc.co.uk/schools/websites/11_16/site/geography/shtml)  
[www.oup.co.uk/geog.123](http://www.oup.co.uk/geog.123)  
[www.georesources.co.uk](http://www.georesources.co.uk) has a host of resources and information.  
[www.ordnancesurvey.gov.uk](http://www.ordnancesurvey.gov.uk)  
[www.mapblast.com](http://www.mapblast.com)  
[www.metoffice.com](http://www.metoffice.com)

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Agenda 21	Global warming
Carbon footprint	Greenhouse gases
Climate	Multinational company
Continents	Natural hazards
Deforestation	Pollution
Ecosystem	Sustainable development
Energy	Tectonic activity
Environment	Tropical rainforest
European Union	Urban
Fair Trade	Waterfall

## HISTORY

**Subject Leader: Ms K Vevers**

**Subject Teacher: Mr I Foster,  
Mr J Kennedy, Mr M Wiley**

## COURSE AIMS

History aims to promote an awareness of understanding how past events have shaped the history and development of the UK and the modern world. It helps us to understand how important events of the past have influenced and shaped our cultural social and religious development. We encourage our students to use a range of historical sources to understand these key events and turning points during the Medieval Period.

## TOPICS

- Immigration to the United Kingdom.
- The Norman Conquest
- Medieval England

## ASSESSMENT

Progress and assessment is based on continuous assessment of a range of different tasks, that test & promote the acquisition of different historical skills throughout Year 7. Students will be tested on knowledge but also given longer written tasks to assess their ability to think and write historically.

## HOMEWORK

Homework will often be research based tasks that will help to complete assessed work. A sequence of lessons and homework activities will guide students towards producing their assessed project.

## RESOURCES

**Textbooks:** Ros Adams *Medieval Realms*, Access to History *The Medieval World*, Schools History Project: *Re-Discovering Medieval Realms*.

## USEFUL WEBSITES/BOOKLETS

[www.activehistory.co.uk](http://www.activehistory.co.uk)  
[www.blackhistory4schools.com](http://www.blackhistory4schools.com)  
[www.bbc-co.uk/schools/gcsebitesize/history](http://www.bbc-co.uk/schools/gcsebitesize/history)  
[www.historylearningsite.co.uk](http://www.historylearningsite.co.uk)  
[www.learnhistory.org.uk](http://www.learnhistory.org.uk)  
[www.historymad.com](http://www.historymad.com)  
[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

[www.historyonthenet.com](http://www.historyonthenet.com)  
[www.history.com](http://www.history.com)  
[www.tudorhistory.org](http://www.tudorhistory.org)

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Castle	Priest
Cathedral	Source
Chronology/chronological	Disease
Citizen	Document
Civilisation	Invasion
Colony/colonisation	Economy/economic(al)
Conflict	Emigration
Bias	Immigrant
Immigration	Battle
Current	Independence
Dynasty	Motive

## Computing

**Subject Leader: Mrs C Duarte**

**Subject Teacher: Mr D Delaney**

### **COURSE AIMS:**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

### **TOPICS:**

- E-safety: understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concern
- Computer System Basics: understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Data & Representation: understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- Algorithms: understand key algorithms that reflect computational thinking
- Computer Programming: use a programming language to solve a variety of computational problems.
- Multimedia: Design graphics and create animations using Adobe Fireworks and Adobe Flash

### **ASSESSMENT:**

The new National Computing curriculum for KS3 is designed to be assessed at the end of the Key Stage and to some extent at the end of each year. Teachers will provide advisory assessment at the end of each unit, which will be used to inform an end of year assessment.

### **HOMEWORK:**

Weekly

### **RESOURCES:**

Textbook: Compute-IT Computing for KS3  
Fronter: <http://fronter.com/enfield>

### **EXTRA-CURRICULAR OPPORTUNITIES:**

Computing clubs: Lunch time and after school

**USEFUL WEBSITES/BOOKLETS:**

[www.teach-ict.com](http://www.teach-ict.com)

[http://www.thinkuknow.co.uk/11_16/](http://www.thinkuknow.co.uk/11_16/)

<http://scratch.mit.edu/>

<http://www.alice.org/index.php>

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

**KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

E-Safety	Input
Hardware	Process
Software	Output
Network	Storage
Data	CPU
Information	Memory
Binary Digit	Operating System
Algorithm	Boolean logic
Programming	HTML
Multimedia	Graphics

## **MATHEMATICS**

**Subject Leader: Mr A Abubakari**                      **Subject Teachers: Mrs J Sanders (Deputy Head Teacher), Mrs H Grewal (KS4 Curriculum Coordinator), Mr A Dada (KS3 Curriculum Coordinator), Mrs P Musekiwa (KS3 Curriculum Coordinator), Ms Sehested (Numeracy Coordinator), Ms L Popat, Mr G Stephens, Ms C Okereke, Ms D Akpeki, Ms Labeach-Williams**

## **COURSE AIMS**

The Mathematics department is staffed by a team of 8 teachers who deliver the curriculum throughout the school.

Pupils have four 50-minute lessons of Mathematics each week. They are taught in sets according to ability. Every pupil is offered a well planned and co-ordinated curriculum, which recognises the need for progression and continuity and for extension and support. The course aims to develop proportional reasoning which includes making links to algebra, shapes, space and measures. It also builds on the approach to calculations both mental and written. The course covers fractions, decimals and percentages and also the effective use of calculators.

The aims of the department are:

- To set challenging targets with high expectations for all pupils.
- To offer a variety of approaches to teaching and learning to engage and motivate pupils and demand their active participation.
- To smooth the transition for pupils between Key Stages and ensure progression in teaching and learning throughout their time at St Anne's.
- To explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of mathematics.

## **TOPICS**

Algebra: sequences & functions, formulae & identities, solving problems, equations, integers, powers & roots, calculator methods, sequences, functions & graphs, solving problems, simplify expressions.

Numbers: place value, integers, mental calculations, calculator methods, solving problems, fractions, decimals & percentages, ratios & proportion.

Shape, Space & Measure: identify nets, measure & draw lines, calculate perimeter area & volume, geometrical reasoning, lines angles & shapes, co-ordinates, construction.

Handling data: representing extracting & interpreting data tables, graphs, bar charts, probability, solving problems by interpreting data tables, graphs and charts.

## **ASSESSMENT**

There will be a formal assessment every half term. This will take the form of a test covering the most recently taught topics or a project based assessment that the student would have been working on over a period of time. A National Curriculum Level will be awarded for these pieces. This will be taken into account for any set changes or adjustments. There will be an end of year exam covering all year 7 work at the end of the day. Students will be given an understanding of how they can improve their NC Levels.

## **HOMEWORK**

Homework is set twice a week which may involve an exercise, an online assignment or researching an aspect of a topic. Pupils are encouraged to develop as successful independent learners. The department has subscribed to two online sites for which students will be given user id's.

## **RESOURCES**

Year 7 students will be given the Key Maths Stanley Thornes Homework books to take home and resources such as worksheets and websites and textbooks will be used in class.

## **SETTING**

Year 7 students are will taught in 3 sets. The setting is done using KS2 levels, CATS results and our own baseline test. The setting will be complete before the autumn half term. There will be set changes through the year based on topic tests carried out every ½ term and the end of year exam

## **USEFUL WEBSITES/BOOKLETS**

<a href="http://www.samlearning.com">www.samlearning.com</a>	<a href="http://www.e-maths.co.uk">www.e-maths.co.uk</a>
<a href="http://www.emaths.co.uk">www.emaths.co.uk</a>	<a href="http://www.cimt.plymouth.ac.uk">www.cimt.plymouth.ac.uk</a>
<a href="http://www.kangaroomaths.com">www.kangaroomaths.com</a>	<a href="http://www.sumbooks.net">www.sumbooks.net</a>
<a href="http://www.cfcsoftware.co.uk/index.htm">www.cfcsoftware.co.uk/index.htm</a>	<a href="http://www.mathsnet.net">www.mathsnet.net</a>
<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>	<a href="http://www.themathszone.com">www.themathszone.com</a>
<a href="http://www.mathedup.co.uk/index.htm">www.mathedup.co.uk/index.htm</a>	<a href="http://www.mathsguru.co.uk">www.mathsguru.co.uk</a>
<a href="http://www.waldomaths.com">www.waldomaths.com</a>	<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>
<a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a>	<a href="http://www.bbc.co.uk/revisewise">www.bbc.co.uk/revisewise</a>
<a href="http://www.gcsemathspastpapers.com">www.gcsemathspastpapers.com</a>	<a href="http://www.les.co.jp/math">www.les.co.jp/math</a>
<a href="http://www.channel4.com/mathzone">www.channel4.com/mathzone</a>	<a href="http://www.mathsroom.co.uk/">http://www.mathsroom.co.uk/</a>
<a href="http://www.1000problems.com">www.1000problems.com</a>	
<a href="http://www.dartmaths.co.uk">www.dartmaths.co.uk</a>	
<a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a>	
<a href="http://www.counton.org">www.counton.org</a>	

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Acute	Area
Obtuse	Volume
Reflex	Approximate
Angles	Mean
Parallel	Median
Expand	Range
Corresponding	Mode
Alternate	Square
Construct	Factors
Compare	Convert
Decimal place	Lowest terms



## **Spanish**

**Subject Leader: Ms I Ioannou**

**Subject Teachers:**

**Mrs P Alvarez,  
Ms I Ioannou  
Ms C Sheaf**

### **COURSE AIMS**

Students will develop the skills of listening, speaking, reading and writing in Spanish so that they will be able to communicate with Spanish speakers around the world. They will learn a range of vocabulary and grammar and be encouraged to improve their spelling and pronunciation. Students will be encouraged to develop their knowledge of the Spanish-speaking world.

### **TOPICS**

- The Language of the Classroom
- Family
- Leisure activities
- School subjects
- Spain and Spanish customs
- Numbers and the alphabet
- Pets
- Likes and dislikes
- house and home

Students will practise Spanish by listening to the teacher or audio resources, reading Spanish texts, speaking to a partner or the teacher and writing. Students will have opportunities to use ICT as a means of communication.

### **ASSESSMENT**

There will be regular tests at the end of each unit of work to assess students' progress; they will be assessed on listening, speaking, reading and writing and it is important that the unit tests are not missed. Pupils record results in the back of their exercise books in order to see their achievement and what progress needs to be made.

### **HOMEWORK**

Homework could take one of the following forms:

- Completion of topic related worksheets
- Learning of vocabulary
- Preparing oral presentations
- Completing written tasks from the text book
- Producing illustrated A4 posters
- Internet research

## **RESOURCES**

A textbook will be used in class, which contains a glossary. You may want to supplement this by purchasing a small Spanish/ English dictionary.

Textbooks: Mira 1 / Viva 1

## **USEFUL WEBSITES/BOOKLETS**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.linguascope.com](http://www.linguascope.com) (passwords available at school)

[www.zut.co.uk](http://www.zut.co.uk)

[www.samlearning.com](http://www.samlearning.com)

KS3 study guides

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Hola	Adiós
Por favor	gracias
Buenos días	Buenas tardes
¿Cómo te llamas?	Me llamo Paul
¿Cuántos años tienes?	Tengo once años
La fecha	Los colores
Los números	Los días
El cuaderno	El libro
El tiempo	Escucha
Escribe	Lee
habla	mira

## **FRENCH**

**Subject Leader: Ms Ioannou**

**Subject Teachers: Mr V Maguire, Mrs P Alvarez  
Mrs E Danneau-Joyce  
Ms Ioannou, Ms C Sheaf**

### **COURSE AIMS**

Students will develop the skills of listening, speaking, reading and writing in French so that they will be able to communicate with French speakers around the world. They will learn a range of vocabulary and grammar and be encouraged to improve their spelling and pronunciation. Students will be encouraged to develop their knowledge of the French-speaking world.

### **TOPICS**

- The Language of the Classroom
- Family and home
- Leisure activities
- School subjects
- France and French customs
- Numbers and the alphabet
- Pets
- Likes and dislikes

Students will practise French by listening to the teacher or audio resources, reading French texts, speaking to a partner or the teacher and writing. Students will have opportunities to use ICT as a means of communication.

### **ASSESSMENT**

There will be regular tests at the end of each unit of work to assess students' progress; they will be assessed on listening, speaking, reading and writing and it is important that the unit tests are not missed. Pupils record results in the back of their exercise books in order to see their achievement and what progress needs to be made. From Year 8 onwards groups will be set according to ability as demonstrated in test results.

### **HOMEWORK**

Homework could take one of the following forms:  
Completion of topic related worksheets  
Learning of vocabulary  
Preparing oral presentations  
Completing written tasks from the text book  
Producing illustrated A4 posters  
Internet research

## **RESOURCES**

A textbook will be used in class, which contains a glossary. You may want to supplement this by purchasing a small French/ English dictionary.

Textbooks: Studio 1

## **USEFUL WEBSITES/BOOKLETS**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.linguascope.com](http://www.linguascope.com) (passwords available at school)

[www.zut.co.uk](http://www.zut.co.uk)

[www.samlearning.com](http://www.samlearning.com)

KS3 study guides

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Bonjour	Au revoir
S'il vous plaît	Merci
Comment t'appelles-tu?	Je m'appelle Paul
La famille	J'ai une soeur/un frère
Quel age as-tu?	J'ai onze ans
Les animaux	Les couleurs
Les numéros	Les jours de la semaine
La maison	Les affaires personnelles
Le temps	Les objets dans la classe
Écoute	Écris
Lis	Regarde
parle	dessine

## **MUSIC**

**Subject Leader: Mr T Kwan**

**Subject Teachers: Ms J Dudzik**

### **COURSE AIMS**

The national music curriculum focuses on four main elements, namely: performing, composing, listening and appraising.

The Key Stage 3 music course aims to develop these elements by seeking to enable students to:

- Become confident performers on a range of musical instruments including keyboards, voice and percussion
- Become confident composers in a range of genres using musical devices to effectively communicate their ideas
- Develop their knowledge and understanding of a wide range of music by listening to and appraising music in a range of genres
- To develop pupils' knowledge of music theory, including the ability to read and write music

### **TOPICS**

The topics studied introduce the students to a variety of musical styles from different periods and cultures. Units during the Year 7 music course may include topics such as:

- Music for Performance and The Elements of Music
- Music Reading
- Instruments of the Orchestra
- Programme Music and Graphic Scores
- Structure
- Independent Performance

### **ASSESSMENT**

Assessments are carried out at the end of each unit. This can include one or more of the following:

- An individual or ensemble performance
- A performance of their own composition or a written composition
- A research project
- A listening test

### **HOMEWORK**

Homework is always ongoing in music and students are expected to practice their performance and composition assessments outside class. Students can use the keyboard facilities at school at set times during the year.

In addition, students will be also be given research projects to complete for homework. Research projects may include tasks involving research, analysis and written work.

## **RESOURCES**

Students use a range of resources in the music room and computers during Year 7. Students regularly use percussion instruments, keyboards and their own voices. Students will also have the opportunity to use technology in music, including interactive whiteboards during lessons and the use of specialist software.

## **EXTRA-CURRICULAR OPPORTUNITIES**

All students are encouraged to attend the extra-curricular opportunities in school. There may be additional opportunities through the year but the regular activities at the lower site include Lower Site Choir and Gospel Choir. Students may also enquire at the music department if they wish to undertake private instrumental lessons at school. Lessons are offered on a range of instruments including piano, keyboard, flute, clarinet, saxophone, violin, cello and guitar. These lessons are provided by Enfield Music Service. Any student wishing to apply for lessons must register with them.

## **USEFUL WEBSITES/BOOKLETS**

Students will be able to access resources on the St. Anne's Catholic High School for Girls Fronter website. Students will be made aware of their username and passwords when they need to use this resource.  
Other useful websites:  
sfskids.com  
dsokids.com  
bbc.co.uk – bitesize for Key Stage 3

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Quaver	Stave
Crotchet	Pitch
Minim	Scale
Semibreve	Treble Clef
Rhythm	Sharp
Meter	Flat
Pulse	Instrument/instrumental
Time Signature	Orchestra/Orchestral
Tempo	Conductor
Performance	Programme Music
Composition	Form
Dynamics	Binary
Texture	Ternary
Structure	Repetition
Indonesia	Sequence
Gamelan	

## **PHYSICAL EDUCATION**

**Subject Leader: Mrs M Smith**

**Subject Teacher: Mrs C Mann  
Ms H Troiano**

### **COURSE AIMS**

St. Anne's Physical Education department aims to foster an understanding and enjoyment of physical activity which can be extended to a pleasurable use of leisure time. We hope to aid the development of the student's physical competence and confidence and their ability to use these to perform a range of activities. Students will learn more about their physical skilfulness, physical development, and knowledge of their bodies in action. St. Anne's PE department will ensure pupils be given a variety of experiences and opportunities to be creative, competitive and face up to different challenges alone, in groups and in teams. We aim to help students discover their aptitudes, abilities and preferences to help them make informed choices as to how to get involved in physical activity after leaving school and for life. We enjoy the benefits of our own playing fields, tennis courts and gymnasium. Links with local sports clubs and national coaches provide opportunities for top class coaching.

### **TOPICS**

Winter activities include: Cross-country, Netball, Hockey, Health Related Fitness, Dance and Gymnastics  
Summer activities include: Athletics, Rounders, and Tennis.

### **ASSESSMENT**

Formal assessments are carried out at the end of each practical area. Students are assessed using the key processes from the P.E National Curriculum; developing skills in physical activity, making and applying decisions, developing physical and mental capacity, evaluating and improving, making informed choices about healthy, active lifestyles. Each girl is expected to take an active part in every lesson and it is hoped that she will develop the self-control and awareness to achieve a good standard and personal satisfaction in the variety of activities covered.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Throughout the year, clubs for: cross country; netball; badminton; fitness; dance; rounders; athletics and tennis run during lunch times and after school. St. Anne's enter numerous competitions within each sport giving students the opportunities to travel to different venues and compete against other schools.



## **USEFUL WEBSITES/BOOKLETS**

[www.englandnetball.co.uk](http://www.englandnetball.co.uk)  
[www.englandhockey.co.uk](http://www.englandhockey.co.uk)  
[www.british-gymnastics.org](http://www.british-gymnastics.org)  
[www.uka.org.uk](http://www.uka.org.uk)  
[www.roundersengland.co.uk](http://www.roundersengland.co.uk)

## **WET WEATHER**

In the unfortunate event that lessons are not able to continue because of poor weather a supplemented programme of lessons will be implemented. These include circuit training and developing basic core skills. These will occur in the gym. In any event students must **always** bring in their full PE kit for **every** PE lesson.

## **PE KIT**

PE kit **must** be brought to **every** lesson. This includes:-

- St. Anne's Red Polo Shirt with logo
- St. Anne's Navy Shorts with logo
- St. Anne's Red PE socks
- St. Anne's Navy tracksuit with logo and/or St. Anne's Fleece with logo
- Lace up sports trainers. (**No vans, converse, plimsolls or high tops**)

## **HEALTH & SAFETY**

For the safety of all our pupils it is strictly forbidden to wear any item of jewellery during PE lessons. Hair must be securely tied back at all times.

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Deltoid	Triceps
Biceps	Abdominals
Quadriceps	Hamstrings
Gastrocnemius	Skill
Attack	Defence
Intercept	Pivot
Tackle	Heart rate
Balance	Co-ordination
Space	Power
Speed	Technique
Motif	Pacing
Rhythm	

## **PSHE & CITIZENSHIP**

**Subject Leader: Mrs E Danneau-Joyce**

The Personal Social Health Education and Citizenship programs are delivered by the whole school in a variety of ways. This includes teaching through other subjects such as History & DT for example, assemblies [whole school and year group], special citizenship and PSHE days where the whole day is devoted to a variety of Citizenship or PSHE topics ranging from Local Democracy to Puberty.

### **USEFUL WEBSITES/BOOKLETS**

#### **Citizenship:**

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)  
[www.citizen.org.uk](http://www.citizen.org.uk)  
[www.parliament.uk](http://www.parliament.uk)  
[www.bbc.co.uk/religion/ethics/animals/](http://www.bbc.co.uk/religion/ethics/animals/)

#### **SRE:**

For parents  
[www.bbc.co.uk/barefacts/](http://www.bbc.co.uk/barefacts/)  
For young people:  
[www.ruthinking.co.uk](http://www.ruthinking.co.uk)

#### **Drugs education:**

Confidential help and information about alcohol and drugs  
[www.talktofrank.com](http://www.talktofrank.com)

### **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
- Know how to spell

Please help your child to learn the spellings and to write these words correctly.

Community	Values
Rights	Responsibilities
Rules	Mission statement
Code of conduct	Discrimination
Prejudice	Personal identity
Uniqueness	Diversity
Culture	Ethnicity
Multicultural	Democracy
Representation	

## **SCIENCE**

**Subject Leader: Mr R Thompson    Subject Teachers: Mrs F Adeleke, Mrs K Hyland  
Mr N Hassell, Ms T Nicolaou, Ms A Khan, Mrs S Smith, Mrs J Turner**

**Key Stage 4 Leader: Mrs J Mackay**

**Key Stage 3 Leader: Mrs J Downes**

Students will benefit from a science department which has labs fitted with the latest equipment and resources for practical work and interactive whiteboards. In year 7, students are taught 150 minutes of science per week in their form groups but are streamed into ability based groups from year 8 onwards.

## **COURSE AIMS**

Since September 2014 a new curriculum has been taught at key stage 3 with an increased focus on numeracy and literacy skills. This challenging curriculum is taught in topics through a range of activities that are suitable for all learning styles with a focus on enjoying achievement and independent learning. The GCSE curriculum will be taught to girls from the start of year 9.

Girls will become familiar with and confident in the safe use of scientific equipment and communicating effectively using scientific terminology. We aim to equip pupils to become life long learners ready to embrace the challenges in their future.

## **TOPICS**

In year 7 pupils learn basic fundamentals of science to ensure they have a secure understanding of the key topics which include:

- Safety in science
- Acids & Alkalis
- Cells
- Forces
- Particle Theory
- Chemical Reactions
- Reproduction
- Solar System

These topics will be taught through skill based activities and investigations to develop scientific thinking, numeracy and literacy skills.

## **ASSESSMENT**

Students have a baseline test at the start of the year to provide us with an accurate picture of students' ability and achievement. Students are then assessed throughout the year by teacher assessment of skills, summative end of topic assessments, numeracy tasks, literacy 6 mark questions and an end of year exam.

## **HOMEWORK**

Students are set homework every week. This work is designed to reinforce and consolidate learning during lessons. Occasionally, longer term project work might be set over an extended period of time. On average, student should be spending between 30-45mins on their homework every week as a minimum.

## **RESOURCES**

We offer standard laboratory equipment and safety goggles for use in lessons. This includes heating apparatus such as Bunsen burners, heat proof mats, tongs, test tubes, test tube racks and chemicals, as well as specialist equipment for use in other practical investigations. In addition we use a range of text books to support teaching and learning. Students are given a login to Kerboodle, a website with resources and a digital version of the Activate 1 textbook used in school in year 7.

## **EXTRA-CURRICULAR OPPORTUNITIES**

Science Homework Club provides an opportunity at lunchtime for help from a science teacher.

Science Club is an after school club where students have the opportunity to extend their learning and have fun by taking part in practical activities such as rocket making, bath bombs and slime.

Every year we organise a variety of activities designed to enrich pupils' appreciation of science including trips and visits to local attractions.

## **USEFUL WEBSITES/BOOKLETS**

Online Kerboodle resources and Activate textbook

- <http://www.kerboodle.com/users/login>

Information & Revision

- [www.bbc.co.uk/schools/ks3bitesize/science/](http://www.bbc.co.uk/schools/ks3bitesize/science/)

KS3 curriculum information

- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239134/SECONDARY_national_curriculum_-_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239134/SECONDARY_national_curriculum_-_Science.pdf)

CGP workbooks and revision guides are available online or from all good book stores.

## **KEY WORDS**

You will find below key words which every pupil is expected to:

- Understand the meaning
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Please help your child to learn the spellings and to write these words correctly.

Variables	Hazard
Independent Variable	Dependent Variable
Prediction	Conclusion
Absorb	Analyse
Alkaline	Acid
Apparatus	Freeze
Chemical	Combustion
Condensation	Evaporation
Thermometer	Temperature
Cytoplasm	Nucleus
Growth	Friction
Energy	Exercise