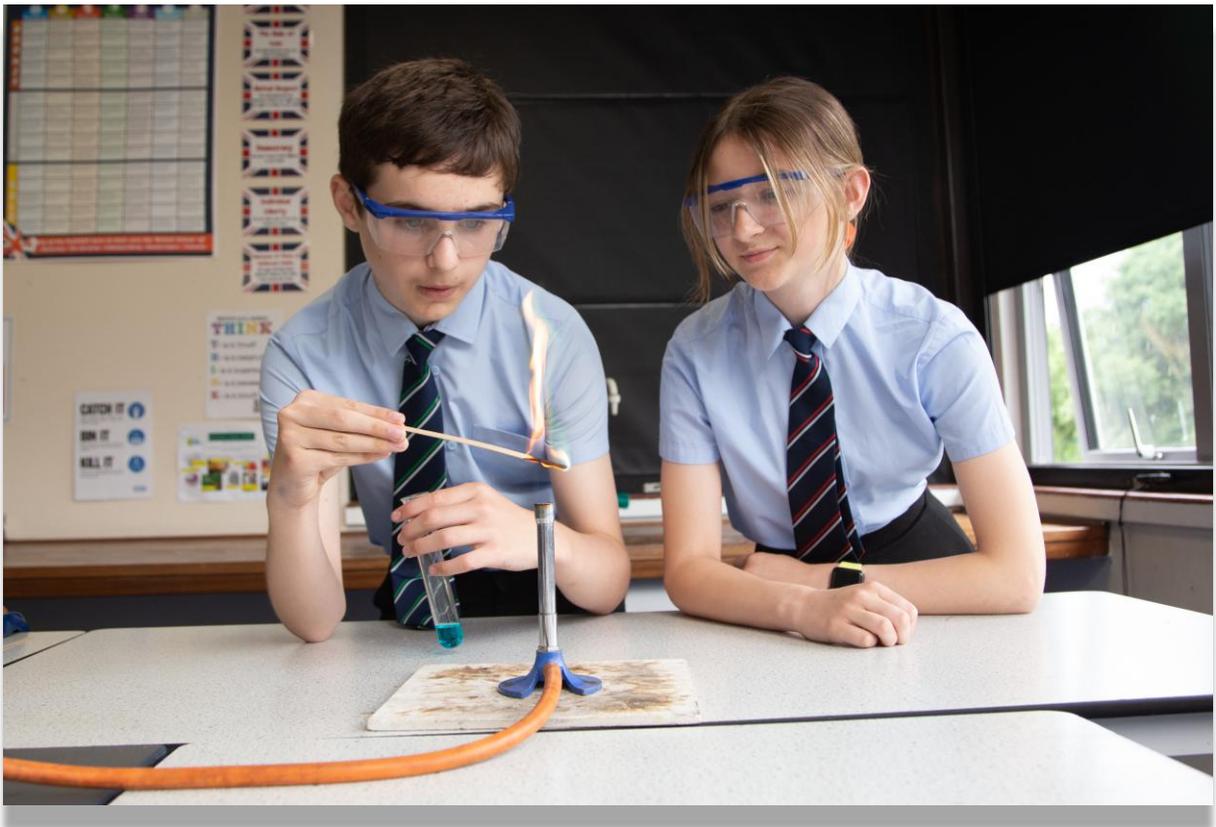




The Ferrers School

Year 7 Curriculum Overview 2025-26

“Learning is a journey, not a destination.”



Aspire Achieve Acclaim

Introduction

This document provides an overview of our students' learning journey through Year 7. We encourage you to discuss the content of each subject with your child, including the ***Independent Study*** that has been outlined, as this is a compulsory element of each subject that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your child's learning focus from week to week and enable you to support your child with their independent study.

Independent Study

All independent learning is set on TEAMs as an assignment and as a parent you will receive a weekly overview of the assignments that your child has been set by their teachers. Independent study will be set every two weeks for Year 7 students subject to timetable.

Learning in Year 7

Following a review of our Teaching and Learning expectations we have launched a newly refreshed framework that sets out our expectations of students and staff alike. Our key areas of focus are Challenge, Communication, Expectation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 3.

Teaching and Learning Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS CHALLENGE

- ... are confident to work independently
- ... are eager to learn in different environments and scenarios
- ... persevere when learning becomes difficult and always strive to better themselves



STUDENTS COMMUNICATION

- ... are confident to ask for support from both their teachers and peers
- ... know how to think about and respond to feedback
- ... are confident to share and evaluate new learning



STUDENTS EXPECTATION

- ... demonstrate their understanding of expectations through their attitude to learning (Pride and Independence)
- ... engage and add value to their learning environments
- ... use positive language with staff and peers and are role models to one another



STUDENTS INDEPENDENCE

- ... strive to be resilient and are proactive in seeking support from their teacher or peers
- ... commit to becoming independent learners by acting on the instruction and demonstration provided
- ... reflect thoroughly on their independent study; highlighting and celebrating their successes whilst also outlining areas for further development



STUDENTS PRIDE

- ... are committed to giving their very best and presenting their work to the best of their ability
- ... take responsibility for reviewing their progress and sharing their knowledge
- ... support the creation and maintenance of vibrant and inspiring learning spaces



STAFF CHALLENGE

- ... plan and provide work that is demanding for all students
- ... deliver lessons that meet the needs of all students
- ... provide students with independent learning opportunities that reinforce and develop



STAFF COMMUNICATION

- ... provide feedback to students that clearly outlines successes (WWW) and areas to improve (TIP)
- ... question a range of students skilfully when checking for understanding
- ... plan recall and retention activities into learning so that students can reflect on their progress over time



STAFF EXPECTATION

- ... set and maintain high expectations for learning
- ... create a positive learning environment underpinned by praise
- ... use positive language with students and are role model at all times



STAFF INDEPENDENCE

- ... support students in being resilient and reward students for their ongoing commitment to their learning
- ... enable students to be independent learners by providing clear and concise instruction and demonstration
- ... ensure students can reflect thoroughly on their independent study; highlighting and celebrating their successes whilst also outlining areas for further development



STAFF PRIDE

- ... actively celebrate students' progress, both in and beyond the classroom
- ... ensure that all students take personal responsibility for their work
- ... create and maintain vibrant learning spaces that engage and inspire students

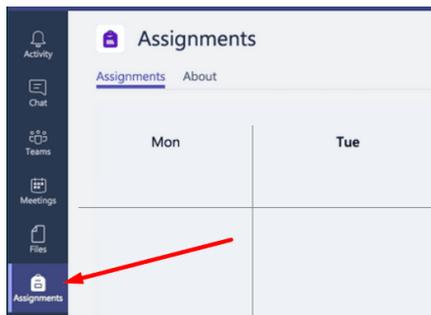


The Ferrers
School

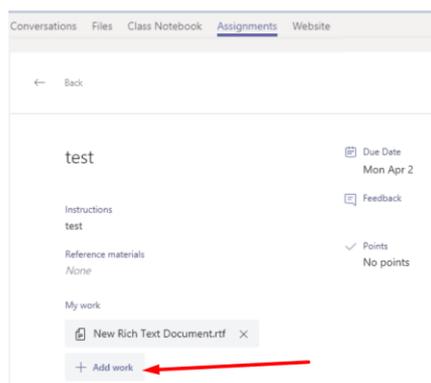
#DrivingExcellenceTogether

How do I hand in my assignment on Microsoft TEAMS?

1. Log on to TEAMS and go to your classroom.
2. Then select the **General** channel.
3. Click on **Assignments**.



4. The list of your assignments will appear on the screen. It's filtered by the due date. In this manner, you'll know what assignments are urgent and which can wait.
5. Select your **assignment card**. Open it and check the assignment details.
6. To hand in documents and files related to your assignment, click on the **+Add work** button and upload your files.



7. Hit the **Turn in** button to submit your assignment. Your teacher can now check your assignment and the files you attached to it.

Keep in mind that the maximum file size is 500MB. You can add up to 10 additional resources for each assignment.

English Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Full Novels: 'A Monster Calls' and 'The Hunger Games'	Read at home for pleasure; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 2 – Autumn 2 November - December	Full Novels: 'A Monster Calls' and 'The Hunger Games'	Read at home for pleasure; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 3 – Spring 1 January - February	Dystopia: A Thematic Study	Read at home for pleasure (dystopian novels for inspiration?); learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 4 – Spring 2 February - April	Modern Play Study: 'Noughts and Crosses' or 'Frankenstein'	Read at home for pleasure; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 5 – Summer 1 April - May	Poetry – A Range of Culture and Voices	Read at home for pleasure; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 6 – Summer 2 June - July	Shakespeare's World of Comedy: An Oracy Unit on 'The Tempest' or 'Twelfth Night'	Research contextual ideas around Shakespeare and life in Elizabethan England; visit the library to read other Shakespearean plays; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!

Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via a sample

	marking process. We operate a 'Whole Class Feedback' approach in exercise books, whereby some members of the class will receive written feedback on a rotational basis, with a whole-class feedback departmental proforma evident in ALL students' books, alongside red-pen feed-forward tasks to address common misconceptions.
Independent work to be completed at home	Students will be assessed weekly for a vocabulary test – this is not a spelling test, but students will be tested on their abilities to define each word and use it accurately within a sentence. These words will be introduced at the start of each term. SPARX Reader will become embedded. Students need to achieve 300 points (minimum!) per week on this online platform, which equates to around 30 minutes of reading. Homework tasks will also be set by class teacher via TEAMS. In English, we set one project-based piece of work per half-term, alongside the weekly vocabulary and SPARX homework.
Equipment required	Students will be required to bring their own reading book or a book from the library, for silent reading starters. In addition, they are expected to bring their basic school equipment, such as pens, rulers etc.
Future proofing	Students are introduced to a wealth of skills in reading, writing and speaking and listening, which will be developed throughout their time in KS3, so that they are prepared for KS4.
Pledges	Excellence – opportunity to be nominated for weekly 'star of the week' awards; Service – we are always looking for volunteers to help promote the English Department in open evenings and via social media channels; Participation – we offer multiple opportunities for writing based competitions across the year. Diversity – in term 5, students are exposed to poetry based around multiple cultures and identities.

Helping at home	
Ways you can help your child	Encourage reading - ask them what they are reading and provoke questions to show their understanding. For example, has there been a moment that gripped you? Do you sympathise for any characters? Ensure that they complete their 300 points / 30 minutes on SPARX Reader on a weekly basis. Promote use of vocabulary; ask what new vocabulary was learnt in lesson, create an environment where the weekly vocabulary tests are practiced regularly.
Useful websites and texts	https://theferrers.eplatform.co/ - electronic library for our school with a range of fiction and non-fiction texts for students to access in their own time. https://sparxreader.com/ - online platform for reading. 300 points per week for every student! TEAMS – all resources stored in organised folders for ease of access and revision purposes.
Extra-curricular clubs and support	Drop-in support after school; homework club in the library at lunch and after school.

Teachers and contact	
Curriculum Leader	Mr R Downs – RDowns@theferrers.org
Classroom Teachers	Mr R Downs – RDowns@theferrers.org
	Mrs K Frost – KFrost1@theferrers.org
	Mrs E Smith – ESmith@theferrers.org
	Mrs E Wisby – EWisby@theferrers.org
	Mrs T Truett – TTruett@theferrers.org

Mathematics Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Number properties, place value	Targeted exercises set on Sparx that will allow students to consolidate their understanding and explore future topics
Term 2 Autumn 2 November - December	Place value, equipment use.	
Term 3 Spring 1 January - February	Addition and subtracting, conventions of 2D and 3D shapes	
Term 4 Spring 2 February - April	Multiplication and multiplication reasoning	
Term 5 Summer 1 April - May	Generalising number, linear sequence	
Term 6 Summer 2 June - July	Linear sequences and equivalence	

Assessment and Feedback	
Assessment types and frequency	Feedback to be given every two weeks which will take a variety of forms: written feedback on exam-style questions, homework feedback on research and revision-based documents, verbal feedback. Formal assessments termly.
Independent work to be completed at home	An emphasis is on students completing independent work based on book feedback, creating personal notes and attempting questions set.
Equipment required	Calculator, pen, pencils and geometry set.
Future proofing	Students are introduced to a wealth of skills in number, shape and algebra, which will be developed throughout their time in KS3, so that they are prepared for KS4.
Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ and postcard home; Service – we are always looking for volunteers to help promote the Mathematics Department in open evenings and via social media channels; Participation – we offer multiple opportunities for competitions across the year, such as maths challenge.

Helping at home	
Ways you can help your child	Ensure pupils complete independent work set based on book feedback
Useful websites and texts	Corbett maths and Sparx
Extra-curricular clubs and support	Drop-in support after school, homework club

Teachers and contact	
Curriculum Leader	Mr D Adams Dadams@theferrers.org
Classroom Teachers	Mr R Sadler Rsadler@theferrers.org
	Miss K Unwin Kunwin@theferrers.org
	Mr Fong EFong@theferrers.org
	Mrs K Govender KGovender@theferrers.org
	Mr F Freris FFreris@theferrers.org
	Mrs M Jameel Mjameel@theferrers.org

Science Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Scientific Method. Working safely in a lab and introduction to principles of how science works.	Tassomai online homework Revision for end of topic tests
Term 2 – Autumn 2 November - December	Movement and organisms. Introduction to different cells and functions of the human body and cells.	Tassomai homework Revision for end of topic tests
Term 3 – Spring 1 January - February	Matter and mixtures. Understanding the particle model of matter and how mixture can be separated.	Tassomai homework Revision for end of topic tests
Term 4 – Spring 2 February - April	Forces and Motion. Understanding the topics of speed and motion.	Tassomai homework Revision for end of topic tests
Term 5 – Summer 1 April - May	Genes and reproduction. Reproduction in plants and animals and causes of genetic variability.	Tassomai homework Revision for end of topic tests
Term 6 – Summer 2 June - July	Acids, Alkalis and the reactions of metal and non-metals.	Tassomai homework Revision for end of topic tests

Assessment and Feedback	
Assessment types and frequency	Tassomai homework online tests every two weeks Mid topic assessments every two weeks End of unit formal assessment
Independent work to be completed at home	Complete Tassomai homework tasks set by teachers. Complete revision for end of unit test.
Equipment required	Pen, pencil, ruler, sharpener, rubber, calculator
Future proofing	
Pledges	Excellence, participation, leadership

Helping at home	
Ways you can help your child	Help to learn spellings of key scientific terms. Help to complete online homework tasks. Question students' knowledge prior to end of unit assessments so students can check their knowledge and prioritise revision.
Useful websites and texts	BBC bitesize - KS3 Science - BBC Bitesize
Extra-curricular clubs and support	TBC

Teachers and contact	
Curriculum Leader	Dr N Mellor – nmellor@theferrers.org

Classroom Teachers

Miss J Burke – jburke@theferrers.org

Dr N Mellor – nmellor@theferrers.org

Mr R Spavins Hicks – rspavinhicks@theferrers.org

Mr M Johnson – mjohnson@theferrers.org

Mrs S Matthews – smatthews@theferrers.org

Dr C Holyoak – cholyoak@theferrers.org

Mrs M Garrod – mgarrod@theferrers.org

Miss Punian - rpunian@theferrers.org

History Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Pre-Norman Britain and Norman Conquest	Independent learning is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	The Norman Conquest and Medieval England	
Term 3 – Spring 1 January - February	The Renaissance, Henry VIII	
Term 4 – Spring 2 February - April	The Reformation in England, the Civil Wars	
Term 5 – Summer 1 April - May	Feudal Japan	
Term 6 – Summer 2 June - July	The Industrial Revolution and the British Empire	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the History teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in History – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	<p>BBC Bitesize History – lots of information about History and videos: https://www.bbc.co.uk/bitesize/subjects/zk26n39</p> <p>The National Archives –very well set out and lots of interesting historical information: https://www.nationalarchives.gov.uk/education/students/</p> <p>Seneca – A homework platform used for our studies: https://senecalearning.com/en-GB/</p>
Extra-curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell – Rmosdell@theferrers.org
Classroom Teachers	Mr T Collins (Lead Teacher) – Tcollins@theferrers.org Mr T Magennis – Tmagennis@theferrers.org Mr R Mosdell – Rmosdell@theferrers.org

Geography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	What is a Geographer?	Independent learning is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	Is Earth running out of resources?	
Term 3 – Spring 1 January - February	What is weather and climate?	
Term 4 – Spring 2 February - April		
Term 5 – Summer 1 April - May	Why are rivers important?	
Term 6 – Summer 2 June - July	How are populations changing?	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the geography teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in Geography – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize Geography – lots of information about Geography and videos: Geography - BBC Bitesize Internet Geography – very well set out and lots of interesting geographical information: Home - Internet Geography Seneca – A homework platform used for our studies: https://senecalearning.com/en-GB/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr A Litchfield (Geography Lead Teacher) ALitchfield@theferrers.org Mr D Ashurst DAshurst@theferrers.org Miss M Blackmore MBlackmore@theferrers.org

French Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Bonjour- giving short basic information about yourself and others in French	Languagenut website Acrostic poem Research famous celebrities in French Speaking countries (Youssou N'Dour)
Term 2 – Autumn 2 November - December	C'est perso – talking about likes and dislikes in French	Languagenut website Research into Royal family of Monaco
Term 3 – Spring 1 January - February	C'est perso – talking about likes and dislikes in French	Languagenut website Research into Royal family of Monaco
Term 4 – Spring 2 February - April	Mon collègue – Talking about school in French	Languagenut website Research the differences between English and French schools
Term 5 – Summer 1 April - May	Mes passetemps – talking about what you do in your free time	Languagenut website Research into the advantages and disadvantages of using social media (snapchat)
Term 6 – Summer 2 June - July	Mes passetemps – talking about what you do in your free time	Languagenut website Research of famous French footballer project (Paul Pogba)

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test. Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	These units link directly to the GCSE contents and will give students a basic communicative competence in the language
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	KS3 languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org

Spanish Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Mi vida – Introducing yourself in Spanish	Languagenut website Acrostic poem Where in the world is Spanish spoken? Research life of Frida Kahlo
Term 2 – Autumn 2 November - December	Mi familia – talking about your family	Languagenut website Family tree Research Spanish Royal Family
Term 3 – Spring 1 January - February	Mi insti – talking about school subjects/opinions	Languagenut website Research differences between English/Spanish schools My school brochure project
Term 4 – Spring 2 February - April	Mi insti – talking about teachers and your school day	Languagenut website Research ActionAid in Latin America Make your own charity project to help a school in Guatemala Research life of Rigoberta Menchú
Term 5 – Summer 1 April - May	Mi tiempo libre- talking about free time and preferences	Languagenut website Research Leo Messi A weekend in Mexico (5 th May)
Term 6 – Summer 2 June - July	Mi tiempo libre – talking about free time and make plans for the weekend	Languagenut website Research about Jose Escobar (Zipi and Zape) Planning a trip to Ecuador

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	These units link directly to the GCSE contents and will give students a basic communicative competence in the language
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	KS3 languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Dance Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Learning a Contemporary Baseline Assessment	Rehearse Revise key vocabulary
Term 2 – Autumn 2 November - December	Learning different dances for Dance Through the Decades	Rehearse
Term 3 – Spring 1 January - February	Learning a Contemporary Set Dance	Rehearse
Term 4 – Spring 2 February - April	Learning a motif & choreographing for Glory	Rehearse and choreograph
Term 5 – Summer 1 April - May	Learning Bhangra & Bollywood movements	Rehearse
Term 6 – Summer 2 June - July	Responding to a stimulus – choreographing a dance	Rehearse and choreograph

Assessment and Feedback	
Assessment types and frequency	1:1/Group Verbal feedback during lesson
Independent work to be completed at home	All topics will require students to rehearse the set dance/their choreography outside of the lesson.
Equipment required	Ferrers PE kit
Future proofing	Links to careers in: Choreography, Teaching Dance and Performing.
Pledges	Opportunities for Participation, Leadership, Diversity and Excellence Pledges.

Helping at home	
Ways you can help your child	Asking them to show you their choreography/set dance.
Useful websites and texts	YouTube for music and choreography ideas
Extra-curricular clubs and support	The Dance Studio is available at lunch times for students to rehearse following a year group rota.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss A Woolvett – awoolvet@theferrers.org

Drama Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Matilda Script reading, character development, basic performance skills, rehearsing, performing, evaluating.	Line learning Rehearsal Research Line learning Rehearsal
Term 2 Autumn 2 November - December	Non-Naturalism Exploring, creating, rehearsing, performing, evaluating.	
Term 3 Spring 1 January – February	Macbeth Exploring, rehearsing, adapting, performing, evaluating	
Term 4 Spring 2 February – April	Greek Myths Exploring, rehearsing, adapting performing, evaluating	
Term 5 Summer 1 April – May	Commedia Exploring, performing, evaluating.	
Term 6 Summer 2 June – July	Stimulus project Devising, creating, rehearsing, amending, performing, evaluating.	

Assessment and Feedback	
Assessment types and frequency	Termly practical assessments.
Independent work to be completed at home	Research, line learning, rehearsal.
Equipment required	Expected school equipment.
Future proofing	Preparation for working as a performer, writer, director or theatre technician.
Pledges	Participation, excellence, diversity.

Helping at home	
Ways you can help your child	Help them to learn lines/test them and read other parts.
Useful websites and texts	GCSE Drama Eduqas
Extra-curricular clubs and support	KS3 Drama club Thursday session 6. Showcases to demonstrate skills.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss T Rae – trae@theferrers.org

Music Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	World Rhythms	Attend open practice rooms to rehearse
Term 2 – Autumn 2 November - December	Musical Building Blocks (DAW)	Attend Music Tech club
Term 3 – Spring 1 January - February	Keyboard Skills	Attend open practice rooms to rehearse
Term 4 – Spring 2 February - April	Stay With Me	Attend open practice rooms to rehearse
Term 5 – Summer 1 April - May	Form and Structure (DAW)	Attend Music Tech club
Term 6 – Summer 2 June - July	Nowhere Man	Attend open practice rooms to rehearse

(DAW) – units in the Music Technology Suite using computers

Assessment and Feedback	
Assessment types and frequency	Performance or completed work and written answers 1:1 verbal feedback, summative written comments
Independent work to be completed at home	All units have an element students can rehearse outside of lessons, especially if they have an instrument at home. They can also attend open practice rooms to rehearse their work or Music Tech Club to learn more about using the software .
Equipment required	None
Future proofing	As well as teaching key musical skills which will aid an understanding in a music related career, also teaches key skills such as teamwork, communication and time management
Pledges	Opportunities for participation, leadership, excellence and diversity

Helping at home	
Ways you can help your child	You could provide your child with a keyboard or Ukulele at home for them to practice classwork on. Asking them to show you what they have done in class. Students can also have private instrumental lessons during school time.
Useful websites and texts	BBC Ten Pieces
Extra-curricular clubs and support	Music Tech Club, Open Practice Rooms, Vocalise and School Show

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mr Gammon – cgammon@theferrers.org Mr Drouet – bdrouet@theferrers.org

PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Basketball, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Rugby	Practise the core skills learnt in lessons. Research techniques and tactics online for the activities you are taking part in lessons.
Term 2 Autumn 2 November - December	Basketball, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Rugby	
Term 3 Spring 1 January - February	Basketball, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Rugby	
Term 4 Spring 2 February - April	Basketball, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Rugby	
Term 5 Summer 1 April - May	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	
Term 6 Summer 2 June - July	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	

Assessment and Feedback	
Assessment types and frequency	Formative assessment ongoing throughout the unit of work. Summative assessment at the end of each unit to inform progress data points.
Independent work to be completed at home	Practising the core skills from each activity. Learning and understanding of the rules/laws in each sport through independent study.
Equipment required	PE Kit including navy T-Shirt, navy shorts, navy PE socks, Sports Trainers, Boots, Shin pads (required for hockey and football), gumshield (required for rugby and hockey).
Future proofing	Inspiring students in to lifelong physical activity. Builds skills for those students that go on to take a GCSE or vocational course in PE or Sport.
Pledges	Participation, Leadership, Excellence, Diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson with all their equipment and kit. Encourage your child to attend as many session 6 clubs as possible.
Useful websites and texts	All the National governing body websites. For example, Football Association. https://www.rulesofsport.com/ https://www.theukrules.co.uk/rules/sport/index.html
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mrs E Bakewell-Voss – ebakewellvoss@theferrers.org Mr D Carter – dcarter@theferrers.org Miss E Hirtsch – ehirtsch@theferrers.org Mr M Jackson - mjackson@theferrers.org Miss A Woolvett – awoolvett@theferrers.org

Mrs K Yates – kyates@theferrers.org
Miss K York – kyork@theferrers.org

Art Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Core skills, drawing, shading, and 3D forms	Related drawing tasks
Term 2 – Autumn 2 November - December	Core skills continued, colour theory & proportioning	Related drawing tasks
Term 3 – Spring 1 January - February	Colour theory, colour mixing and water colour skills	Related drawing tasks
Term 4 – Spring 2 February - April	Water colour painting and artists research / critical links Becky Bettsworth	Research / Investigation Tasks
Term 5 – Summer 1 April - May	Line and pen work exploring mark making	Personal Exploration
Term 6 – Summer 2 June - July	Mark making continued. Exploring the work of the artist Christa Rijnveld, Giorgio Morandi and Vincent van Gogh	Personal Exploration

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress to be determined by assessment of on-going sketchbook work to include some standalone assessment pieces and skills and knowledge-based tests. Progress assessed in line with assessment calendar.
Independent work to be completed at home	Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.
Equipment required	Pencil (or pencil set), rubber, sharpener, (crayons would be beneficial but not essential)
Future proofing	Builds skills and understanding to access next key stage
Pledges	Participation

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries and installations. Encourage them to explore their own ideas and develop their drawing and painting skills through practise.
Useful websites and texts	Pinterest
Extra-curricular clubs and support	Art club

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – dmarinkovic@theferrers.org
Classroom Teachers	Mrs S Chambers – Schambers@theferrers.org Mr D Marinkovic – dmarinkovic@theferrers.org Miss K Avloniti – Kavloniti@theferrers.org

Technology Curriculum

	Curriculum Content	Independent tasks
Rotation 1	Steady hand game project. Electronics, plastics, 2D design and 3D drawing skills.	Independent research and ideas development
Rotation 2	Spinning Top Project. Workshop skills, 2D design and Design and Make process	Independent research and ideas development
Rotation 3	Food technology. Practical and theory work including healthy eating, sensory analysis, organic food and food safety	Independent research and ideas development

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of folder work. Peer and self-assessment throughout. Progress to be determined by assessment of on-going folder work to include some standalone assessment pieces of design and making work. End of unit test to confirm retention. Progress assessed termly.
Independent work to be completed at home	Independent research and ideas development
Equipment required	Pencil, rubber, sharpener, ruler, food container
Future proofing	Builds skills and understanding to access key stage 4 and beyond. To develop understanding of the wider world of design and future job opportunities.
Pledges	Participation, Environment,

Helping at home	
Ways you can help your child	Encourage them to design and make their own products or recipes, develop making skills. Up cycling projects
Useful websites and texts	Pinterest,
Extra-curricular clubs & support	Extra sessions Wednesday after school.

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – dmarinkovic@theferrers.org
Classroom Teachers	Mr D Marinkovic – dmarinkovic@theferrers.org
	Mr M Luckins – MLuckins@theferrers.org
	Mrs I Qazi – Iqazi@theferrers.org

ICT Curriculum

	Curriculum Content	Independent tasks
Rotation 1	Computer Hardware and Networks Scratch Programming, Data Modelling with excel. E-safety and Cyber security	Independent research and ideas development
Rotation 2	Computer Hardware and Networks Scratch Programming, Data Modelling with excel. E-safety and Cyber security	Independent research and ideas development
Rotation 3	Computer Hardware and Networks Scratch Programming, Data Modelling with excel. E-safety and Cyber security	Independent research and ideas development

Assessment and Feedback	
Assessment types and frequency	On-going via Classwork & Assignments
Independent work to be completed at home	Homework tasks as set
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to BTEC L2 Digital IT
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the use of ICT in everyday life, its advantages and disadvantages
Useful websites and texts	BBC Bitesize
Extra-curricular clubs and support	Drop-in session 6s Wednesday in D3 Minecraft session 6s Thursday in D5

Teachers and contact	
Classroom Teachers	Mr R Chowdrey RChowdrey@theferrers.org Mr E Fong EFong@theferrers.org Mr W Greenwood WGreenwood@theferrers.org