

Year 7 curriculum summary

This booklet is a curriculum summary for Year 7 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly.

Mr P Clear
Deputy Head - Academic

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CURRICULUM ORGANISATION

At Clifton College Preparatory School, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is also a wide range of sport, activities and extra-curricular clubs in which our children can participate.

Please find below a weekly allocation of lessons per subject:

2024-25 Lessons Allocations – Year 7							
English	6	Geography	2	DT	2	PSHE	1
Maths	6	History	2	IT	2	PE	2
Science	5	Religious Studies	1	Art	2	Drama	1
Language A	3	Language B	3	Music	1	Games	10

When allocating children to classes, consideration is given to previous academic achievement and in certain cases, social dynamics. At the end of Year 6 children are placed in new forms on the basis of recommendations made by all teachers using grades, modular assessment and end of year exams. In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children's achievements.

We have a system of Praise Points to reward your child for outstanding work, effort and conduct. The Praise Points accumulate to result in bronze, silver and gold awards over the year.

In Year 7 the children are expected to complete about an hour of prep most days of the week (a prep timetable is provided). This will consist of two, or three subject-related thirty minute preps, and in addition we would recommend that children read on a daily basis.

Please find below our calendar for reporting to parents at the Preparatory School for Year 7.

	Michaelmas Term			Lent Term			Summer Term
	First Half of Term	Half Term	End of Term	First Half of Term	After Half Term	End of Term	End of Term
Year 7	Informal Parent Information Evening	Grades in Examinable Subjects with pastoral settling in Comments	End of Term Written Report with grades	Formal Parent Evening	Boarder Report (Non-Attendees)	Grades in all Subjects <i>(Including House, Games, Music and Tutor Comments)</i>	End of Year Full written Report with grades

ENGLISH

Head of Department: Mrs S Swallow

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories, poetry; ability to use the School Library and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is integrated into the curriculum. Crucial to our aims is a coherent purpose and method which ensures continuity between years and Key Stages and keeps the teachers confident of their role in the process of progression and hence in their ability to communicate a series of basic skills and strategies to the children. The principles of formative assessment are vital in helping the children and teachers evaluate and monitor the progress of teaching and learning. We continue to focus closely on essential writing techniques including paragraph structure and sentence development.

Visits from storytellers and authors often provide an exciting stimulus.

Years 7 and 8 are the first two years of Key Stage 3 which finishes after the first year (Year 9) in their next school. The class work and exams are a conscious preparation for the kinds of writing and response required at GCSE and the final Year 8 exams are set and marked by the Upper School.

Pupils consolidate the skills learned and practised during Key Stage 2 as they begin working towards Key Stage 3 of the National Curriculum, gaining an awareness of the techniques required at GCSE. We begin to extend expectations as well as increase independent learning and research. The material used and the reading books recommended begin to reflect growing maturity, in both the content covered and the sophistication of the writing style used.

A wide range of oral, reading and writing tasks are undertaken to develop effective speaking and listening, accurate and fluent reading and the ability to write appropriately for a wide range of purposes. Encouragement and monitoring of private reading is a priority and pupils have weekly library lessons as well as author visits during the year.

Literature texts studied include the novel 'Holes' by Louis Sachar and Shakespeare's 'Romeo and Juliet' as well as short stories and a range of poetry.

Progress is assessed regularly by interim reports and by formal assessments mid-year and at the end of the year. A variety of support resources is available, including literacy workbooks.

MATHEMATICS

Head of Department: Mrs Waters

The Curriculum of the Mathematics Department is largely based on the White Rose schemes of learning. In the Upper Prep School (Years 7-8) the main online resource used is Sparx Maths, which pupils continue to use in the Upper School. In addition to this, other material will be used to support learning. In particular, top sets, who are preparing for the Scholarship Exam will have more exam specific texts.

Throughout the system, emphasis will be placed on the skills of numeracy, and the use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques. The use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability. It is also policy that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at a good pace.

If there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.

Overview of the topics covered in Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Maths week England Place value and ordering integers and decimals		Fraction, decimal and percentage equivalence			
Spring	Applications of Number				Directed Number			Fractional Thinking				
	Addition and subtraction problems	Multiplication and division problems		Fractions & percentages of amounts	Operations and equations with directed number			Addition and subtraction of fractions				
Summer	Lines and angles				Reasoning with number							
	Constructing, measuring and using geometric notation		Developing geometry reasoning		Developing number sense	Sets and probability	Prime numbers and proof					

SCIENCE

Head of Department: Dr S Mumford

The principal focus of science teaching in Year 7 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils will begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They will be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils will begin to understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils will learn how to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They will begin to evaluate their results and identify further questions arising from them.

Pupils have five lessons per week (two double and one single lesson) plus prep. They will follow the OUP “Activate” course, which feeds directly into the AQA GCSE courses taught by the Upper School. The course is supported by the *kerboodle* online platform, and pupils will also use other digital learning aids such as Century Tech, Seneca and Educake. In class pupils work in traditional class books, studying individual, sequential topics from their course. In class assessment takes place throughout the year, with more formal exams in January and June.

The topics are as follows:

Autumn Term - Particles, Elements, Energy

Spring Term - Cells, Forces, Acids and Alkalis,

Summer Term - Reproduction, Electricity, Plants

COMPUTING

Head of Department: Mrs J Hambley

The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the potential pitfalls of the Digital World that they live in, and any consequences that may entail, and finally the support systems in place, should they ever need it. We have several CEOP ambassadors at Clifton and there is an E-Safety Officer available for you or your child to talk to, if you have any concerns or want to seek advice. There are a range of articles and assemblies/workshops to help keep you and your child informed of good practice whilst online.

It is essential children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts. Concepts and skills are overlapped and developed each year, in order to develop the continuity and progression of their understanding. One third of the curriculum is devoted to teaching pupils how to read, debug and write their own code in order to create programmes, applications and games.

Hardware and Software

Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer.

Computing Curriculum/Scheme of Work Overview for Academic Year 2023-24



Year	Michaelmas Term	Lent Term	Summer
4	An Introduction to Touch Typing Google Apps Internet Safety Bebras Challenge	Programming with Scratch (Animation) Programming with VEX VR and GO	Word Processing Programming Discovery Coding - Block Code Graphic Design
5	Touch Typing Programming with Scratch (Sound) Internet Safety Bebras Challenge	Animation Graphic Design Databases	Physical Computing and Programming BBC Micro Bit and Discovery Coding - Block Code Spreadsheets 3D Design TBC (Sketch Up and 3D Planner TBC)
6	Touch Typing Programming with Scratch (Game Design) Internet Safety Bebras Challenge	Spreadsheets Presentation Graphic Design	Programming with Python (Artwork) Physical Computing (VEX Go)
7	The Digital World <i>Digital Footprint, Social Media Use, Cybersecurity</i> Programming with Scratch (advanced game design) Bebras Challenge	Google Apps and MS Office Programming with Python and Ozaria	Physical Computing VEX IQ Graphic Design Typography Focus using Illustrator
8	Advanced Programming with Python <i>Plus an exploration of Thimble, Scratch, Turtle, Sonic Pi and App Lab</i> Programming with Codecombat ESports Bebras Challenge	The Digital World <i>Youth Produced Imagery, Online Behaviours, Artificial Intelligence</i> Kodu Coding - Game Design Animation using Pivot Animator and Adobe Animate	Graphic Design Image Focus using Photoshop 3D Design (Sketch Up and 3D Planner TBC)

- All pupils will learn and practise touch typing at the start of all ICT lessons for between 5-15 minutes * (Teacher discretion to use this time to finish work/DIRT time)
 - All pupils in Year 7 and 8 have a weekly prep of approx 20/30 minutes
 - All pupils should complete typing tests each term in addition to a baseline one (4 in total) and 'best score' and 'most improved' recorded for each class
 - All lessons should have a starter on the board for pupils to complete whilst waiting to log on/sign in (Any IT based topic) and pupils reminded to 'tidy' their Google Drive
- For pupils in Year 7 and 8, they will use a notebook to answer/make their own notes
- Pupils in Year 7 & 8 should regularly update content and reflect on their work, using their ICT Digital Workbook (Google Site) where possible/appropriate
 - All staff should be able to access and use IMPERO console to monitor pupil activity and as an aid for presenting work
 - During Nov, as a school we enter the Bebras Challenge, a series of computational puzzles, which all pupils are invited to partake in

Next review September 2025

FRENCH

Head of Department: Mrs H Higham

Introduction

The aim is to provide a solid base and promote a lasting interest in French, which will be a useful and marketable tool for our pupils in the future. Pupils have three lessons of French and one prep per week.

We use the course **Studio 1** in Year 7. This focuses equally on the skills (listening, speaking, reading, writing and grammar). The differentiated material in Studio is used according to the ability of pupils.

Beginners are given assistance through lunchtime or after school catch-up sessions.

Assessments

End of module tests

These test the four skills and are given systematically at the end of each Module. All pupils are assessed on a core and more able pupils are challenged with an extension part of the test.

School examinations

Year 7 pupils will have an oral examination, a listening exam, and a reading & grammar and writing paper in the Summer Term.

Self-assessment

Pupils are encouraged to identify their own strengths as well as gaps in their knowledge by completing self-assessment sheets at the end of each module. We hope this will help pupils to focus their efforts more effectively when they revise at home.

Linguistic objectives

Studio 1

Module 4: Ma zone

Talking about your town/village and what there is in the town, using “il y a/ il n’y a pas de”. Understanding and giving directions and using the polite form. Talking about where you go using “aller à”. Inviting someone to go somewhere using “vouloir” + infinitive and saying what you can do in town with “on peut” + infinitive. Researching facts about France.

Module 5: 3...2...1...Partez!

Talking about going on holiday, countries and activities. Talking about getting ready using reflexive verbs. Ordering drinks and snacks whilst on holiday. Using the near future to talk about holidays to come. Using the conditional to talk about your dream holidays.

Studio 2-Set 1 and Set 2 may start

Module 1: T’es branché(e)?

Talking about television programmes and films, talking about reading and using the internet, talking about what you did yesterday evening.

Grammar

Revision of 'er', 'ir', 're' verbs and irregular verbs (avoir, être, aller, faire) and reflexive verbs in the present tense. Introduction of the near future tense and the perfect tense (all sets). Il y a/il n'y a pas de. à + definite articles. Definite article after aimer. Question words. Vouloir and pouvoir + infinitive. The conditional tense with Je voudrais + infinitive. Asking questions in the perfect tense.

Beyond the Classroom

Pupils in Year 7 and 8 have the opportunity to go on a French trip, which runs every other year. We stay in the grounds of a château, having fun on the assault courses and learning archery with French instructors. The location is perfect for exploring Brittany and Normandy. Due to Covid restrictions, we were unable to run the trip in 2022.

We also like to have a Language day where the students ask for typical French, Spanish or German food in the relevant language.

SPANISH

Head of Department: Mrs H Higham

Introduction

At the Prep School we aim to give pupils an enjoyable introduction to Spanish. We prepare pupils for our end of year examinations and provide sound foundations for those wishing to study it for a GCSE at the Upper School. Nonetheless, Spanish also has obvious uses outside the classroom, not only for foreign travel but as a language that is increasingly used in international commerce.

Linguistic objectives

We follow **Mira 1 Express**. It is a new KS3 course which follows the most recent Curriculum guidelines. While it encourages a communicative approach, it also follows a clear grammatical progression. The topics that we will study in Year 7 are as follows:

Módulo 1: Vamos

The Spanish-speaking world, classroom language and school objects, greetings, ages, birthdays, alphabet, numbers, dates.

Módulo 2: En el instituto

Talking about school subjects and your timetable, days of the week, saying what you do in lessons, talking about your teachers, giving opinions and reasons, talking about snacks at school.

Módulo 3: Mi familia

Talking about your family and pets, describing people and animals.

La Comida: En el café

After the summer exams, we focus on the topic of food and drink.

Grammar

This is integrated into the teaching of the topics above. We aim for children to grasp a good understanding of the following:

- Definite and indefinite articles and an awareness of the importance of gender
- Irregular verbs and regular verbs in the present tense
- Agreements of adjectives and an understanding of word order
- Question forms and negatives

Use of ICT

We have 'Mira 1 Express', a software package which follows our course book. This offers pupils the opportunity to complete a wide range of tasks. We also use the computers for word processing, oral presentations (using Powerpoint) and we access relevant websites, especially "linguascope", which can be accessed from home.

Studying Spanish in Spain

Pupils in Year 7 and 8 have the opportunity to go on a Spanish trip, which runs every other year.

We go to Rosas, a coastal resort in Cataluña. The days are divided between practical language activities, classroom work and cultural visits, all of which help pupils to gain confidence and skills in the Spanish language. Pupils have also had the wonderful opportunity to stay in Spanish families on an exchange programme with BSV Vila Real.

Self-assessment

Pupils are encouraged to 'self-assess' at the end of each unit. They work through a check list of the skills they should have acquired in the module and they test each other informally in pairs. All Year 7 pupils sit a formal examination in the Summer Term to assess overall progress during the year.

Assessment

Assessment is an integral part of our course. We test pupils at the end of each module. We aim to balance assessment across the four skills, so your child will experience tests for listening, speaking, reading and writing over the course of a term. In addition, we have regular 'mini- tests' to encourage children to learn vocabulary and verbs on a regular basis.

GERMAN

Head of Department: Mrs H Higham

We use the course called **Echo(textbook) and Stimmt (online)**. It has a range of very user-friendly online materials resources. We also use **linguascope** for French, Spanish and German. German is an obvious choice for pupils who are logical and it has often proved appealing to pupils who have a keen interest in German history. We instil a passion for all things German by learning about the culture, art and architecture, music, politics, history and we have some German baking sessions too.

Pupils working for the scholarship exam are given a somewhat extended experience, leading to greater familiarity with authentic materials to prepare them for their written exam, oral requirements being well covered by the technique of our course book. There are three lessons and one written prep of 30 minutes per week as well as being expected to revise vocabulary and grammar regularly.

Linguistic objectives

Kapitel 1: Hallo!

Greetings, introducing yourself, numbers, ages, birthdays, dates, the German alphabet, classroom language, saying where you live.

Kapitel 2: Die Schule

School subjects, opinions, the timetable and telling the time. Talking about what you eat and drink and what you wear at school and learning about German school life.

Kapitel 3: Familie und Freunde

Talking about your family and pets, describing people's appearance and personality.

Assessment

The course is provided with its own regular assessment procedure at the end of each module, where pupils are also encouraged to feed back their own views on their progress. These module tests involve assessments in listening, speaking, reading and writing and enable the teacher to assess the pupils' progress each half term.

Formal "mock" exams take place in January for Year 8, with an end of year exam in June to allow Transfer to the Upper School or other Independent Schools via Common Entrance. Children who are deemed capable of taking the extended paper for the Scholarship exam to the Upper School sit the Extension Paper. Year 7s also have an exam in June testing the 4 skills.

Development

As a most important European language, German still ranks highly alongside French, Spanish at the Prep. We work in close co-operation with the Upper School where ex-Pre pupils gain very impressive results both at GCSE and A Level.

Beyond the Classroom

Pupils have the opportunity to go to Berlin for a cultural and language experience in December every other year. It is wonderful to go at this time of year so that the pupils can see how Germans famously celebrate Christmas.

HEBREW

Dr S Braude

We teach Hebrew using engaging techniques from complete beginner in year 7, to GCSE level in year 10 and 11. Learning activities are interactive and include playing games, watching video clips and learning songs. These approaches foster comprehension, confidence and communication skills.

Scheme of Work

In year 7 we work through the **B'Sod Halvrit** Scheme of work, which is made up of 6 topics:

Unit 1: Aleph Bet

We learn to read and write the Hebrew alphabet in both Print and Script. Pupils also learn to introduce themselves and discuss their likes and dislikes.

Unit 2: The Hip Hop Festival

Pupils discover that there are many cognates in Hebrew, which means that there are many words that they already know! They will also learn to talk about music, to introduce others, and to say where people are from.

Unit 3: What else is at the festival?

Pupils learn to discuss lessons, teachers and timings in the context of the events at the festival. Using this vocab they will be able to talk about their school, their lessons, their teachers and to talk about their timetable.

Unit 4: Now let's go home

Pupils learn the numbers 0-10, in the context of phone numbers and bus routes. They will learn to access, ask and provide information relating to transport, give simple directions and be able to manage a simple transaction in a shop.

Unit 5: Now a trip!

Pupils will learn the days of the week and be able to hold a simple conversation about co-curricular activities with a peer. They will also learn to share information about a trip (locations, attractions, dates and times, who is coming and who isn't).

Unit 6: The trip to Acco

Pupils will be able to be able to present simple information about a city in Israel and compare it with their hometown. Pupils will learn vocabulary relating to celebrating a birthday and managing when they are ill.

Assessment

On Monday mornings the pupils will take part in a short vocabulary test, to motivate them to practise new words and phrases between lessons. As well as asking pupils to complete end of unit assessments, we encourage them to self-assess by working through the BSod Halvrit checklists. In the Summer Term pupils undertake a formal assessment of their reading, writing, speaking and listening skills.

HISTORY

Head of Humanities: Mrs R Grubb

History in the Prep School is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an enquiry and perception that will be applicable in many other areas and subjects as well.

We also emphasise a 'hands on' approach – using artefacts, where possible, bringing in History workshops or taking field trips to sites of historical importance. As a department, though, we are not always looking backwards. Indeed, we are willing participants of technology wherever we can, using ICT skills, multimedia resource teaching and the like.

The history which the children learn here, and the spirit of enquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

Year 7

Term 1:

An introduction to KS3 History using and interpreting sources; Who/when The Tudors; Battle of Bosworth and the reign of Henry Tudor (problems and solutions/Pretenders/final years); Henry VIII's life/reign and the factors behind his political and religious decisions (plus sources); The European Reformation and England's break with Rome (and the Dissolution of Monasteries); Henry VIII's marriages; overview of Henry VIII.

Term 2:

Religious seesaw during reigns of Edward/Mary; Elizabeth I's reign (sources/structured account including religious and political problems, options and strategy (including the Elizabethan Settlement), Mary Queen of Scots and the Armada/the succession issue).

Term 3:

The Early Stuarts; James I (Gunpowder Plot and suspension of Parliament); Charles I: cases, course and aftermath of English Civil Wars (sources/reasons for outbreak/causes of Parliamentary victory/trial and execution of Charles I/disagreements about how the country should be governed).

GEOGRAPHY

Head of Humanities: Mrs R Grubb

The Geography department at Clifton College Preparatory School is fuelled by an enquiry based approach to learning with a focus on securing key skills. We use creative and practical geographies to generate breadth and depth of knowledge within pupils' learning. This entails an analysis of spaces and places around the globe. Fieldwork is a strong component of the Geography department at Clifton Prep and draws on investigative skills to produce maximum understanding of the processes at work on the earth. The curriculum is ever evolving in line with the dynamic nature of the earth.

Geography helps us to make sense of the fast changing world in which we live. Through Geography we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity, purpose coupled with awe and wonder at the world we live in. Through this, we make links between physical and human aspects of the subject.

We will endeavour to do the following:

- Enjoy the study of the world and local area whilst developing a sense of place.
- Investigate processes that shape our world in physical and human spheres.
- Investigate patterns in our world in both physical and human landscapes.
- Investigate environmental perceptions and stewardship that seeks sustainable futures.
- Encourage pupils to locate places around the world and to develop understanding of how maps work and what they represent.
- Encourage pupils to use a variety of resources to develop their geographical knowledge including field sketches, photographs, plans and maps.

Year 7

Term 1:

Population: population of the UK, influencing factors on population, population data and population around the world. An introduction to Italy; a country study thread to hang on all our topics.

Term 2:

Natural Hazards: tsunamis formation and impacts, super volcanoes formation and impacts, including relevant case studies.

Term 3:

Weather and Climate: causes of weather, weather around the UK, extreme weather and climate change.

CLASSICS

Head of Department: Dr G Tahin

Latin, the language of the ancient Romans and the basis for most languages spoken in the western world today, is a stimulating, valuable and highly-regarded subject, studied for three periods per week, as a language choice in Year 7.

As an unchanging and thoroughly logical language, Latin offers a unique insight into how verbal communication works, and so helps pupils both to use their own language more effectively and to master other modern languages, such as French, Spanish or German. The children learn to spot connections between Latin words and words in modern languages, become more careful and precise in their written work, and develop confidence in describing and using different parts of speech.

Latin also opens up the rich and fascinating world of Greek and Roman mythology, history and daily life. During Year 7, we focus on myths and legends such as Theseus and the Minotaur, Jason and the Golden Fleece, or the Trojan War. During Year 8, we look at highlights from Roman history, including Hannibal crossing the Alps, the invasion of Britain and the destruction of Pompeii. We also discuss, of course, the lasting legacy of the Romans on the world today.

Perhaps most importantly, Latin trains the mind in logic, and encourages the pupils to think independently and express themselves persuasively. These are essential and highly-prized skills for a wide variety of subject areas and future careers.

Classics at the Preparatory School is now very much viewed as part of a continuum with the Upper School, and all teachers of Latin teach at both schools. Latin-teaching in Years 7 and 8 lays down a hugely important foundation of skills, understanding and knowledge for those continuing to GCSE, A-Level or beyond. For this reason, we have recently adopted the Common Entrance syllabus, which is language-rich and offers plenty of scope for differentiation. At the end of Year 8 the pupils tackle a Common Entrance-style paper pitched at the appropriate level.

Outside the classroom, we lay on plenty to enrich the children's learning, including day-trips to the Roman legionary fort at Caerleon (where they visit the amphitheatre, baths and barracks, with the opportunity to dress up as a gladiator or legionary!), to the recently renovated Museum at Corinium (i.e. Cirencester), and to the remarkable Roman villa at Chedworth.. Every other year we run an overseas trip to Pompeii and the Bay of Naples, and we have ideas in the pipeline for sessions to handle antiquities and talks from visiting speakers.

A new Classical Civilisation course has recently been brought in for Year 8, covering the history and culture of the Greeks and Romans. The course consists of four modules: Virgil's Aeneid; the Persian Wars; Carthage; Roman Britain. Classical Civilisation has so far proved successful and popular, and ties in nicely with the Classical Civilisation courses available at the Upper School.

ART

Head of Department: Mrs A Kipling

Year 7

In Year 7 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art.

Central to the department's aims are the development of broad skills. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work

Generate Ideas

Record responses through direct experience, memory and imagination in sketchbooks, journals and other media as a basis for gathering and exploring ideas. Use source material, select and modify imagery in order to develop ideas or themes for independent work.

Making

Exploring and experimenting with a range of materials, tools and techniques in order to realise their intentions. To increase their proficiency in the handling of different materials.

Evaluating

To analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work.

Knowledge

To learn about the history of Art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

Work in Year 7 is mainly based upon observation and recording from first hand experience. Drawing from observation begins to develop accuracy, sensitivity and refinement. Students are encouraged to work with growing confidence in a range of media.

The Development of ideas and quality of outcome is continually stressed at this stage and pupils showing outstanding talent will have their abilities stretched by entry into the Clifton College Art Scholarship process in Year 8.

Extension Learning

Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists.

Talented pupils are stretched by entry into the schools Art Scholarship process which starts at the end of Year 7 and continues through to Year 8. Scholarship assessment is based upon practical tests, interviews and a submission of a portfolio of work.

Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

DESIGN AND TECHNOLOGY

Head of Department: Mr S Webb

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the school

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

Year 7

During this year the pupils are expected to develop their design style and start to become more self-sufficient in seeking material for the design process. They will also be expected to produce solutions with more depth and better clarity of graphics. Projects will become more ambitious and may take more than one term to complete.

Project 1

The pupils will work in teams to produce a substantial Architectural project. The presentation will take the form of a design proposal and an enclosure for a zoo animal and within the enclosure there will be a mechanical device. Control technology will be used for more advanced projects.

Project 2

We will spend term 3 developing our drawing skills.

Year 7 also have the opportunity to become involved in our F24 Racing Car; a fantastic project in which we design, make and race a 24v battery powered car.

MUSIC

Head of Department: Mr J Edgell

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments, with over 200 music lessons taking place every week. There are many groups and ensembles: Orchestra, Swing Band, Brass Group, Sax group, Flute & Clarinet Groups, String/chamber ensembles, Pop Groups, Guitar Groups and music theory classes. The Chapel Choir is a major focal point and there is also a junior training Choir (Clifton Cantate).

There are also numerous opportunities for performance at special events and in concerts.

In the classroom, all pupils learn about the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key Stage 3.

Year 7

- Revision of all musical elements.
- Develop knowledge of using electronic keyboards and introduction of GarageBand software as a composition /arranging tool;
- A brief history of Music throughout the Ages from Medieval to Modern.
- A study of Pachelbel's Canon, seeing how its basic chord sequence is the basis of so many other popular pieces of music, and some simple composition of our own around it.
- Revision of primary chords I, IV and V and the introduction of chords II, III and VI to enhance composition chord sequences, using reference to 'pop' songs.

RELIGIOUS STUDIES

Head of Humanities: Mrs R Grubb

Pupils receive Religious Studies throughout the school. The subject is a valuable component of the spiritual, moral, cultural and academic life of the school. As a Christian-founded school, there is a particular emphasis on the beliefs and practices of Christianity. Islam and Judaism are also studied, as well as major world religions and alternative world views.

Religious Studies develops a child's core knowledge and deeper understanding of the role of religion and ethics in the contemporary world in which we live. It extends their natural curiosity and broadens their understanding, aiding them to be confident enough to develop their own beliefs and values, while respecting the cultural and religious differences of others, thus preparing them for life in modern society.

At Key Stage 3 (Years 7-8) pupils receive one lesson per week. The themes explored include beliefs, celebrations, origins, founders, sacred texts, worship and ethics.

Year 7

This year marks the beginning of a thematic approach to religion and belief. The themes explored include atheism, religious clothing and identity, the theory of evolution, creation stories, forgiveness and beliefs about life after death. Higher thinking skills, questioning, discussion and debate are encouraged. Their studies follow these themes:

Term 1: World views and beliefs

- i. World views: Theism, Atheism and Humanism.
- ii. Creation stories from around the world and Darwin's theory of evolution

Term 2: Identity and gender

- i. Religious clothing and identity - The burka and turban
- ii. Does God have a gender? The Goddess and inclusive language

Term 3: Forgiveness and the afterlife

- i. Forgiveness and reconciliation
- ii. Afterlives; Heaven, Hell and Reincarnation

PHYSICAL EDUCATION

Director of Sport: Louise Catchpole

Aims and objectives

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

We aim

- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential.
- To develop each individual's personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength.
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators.
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation.
- To teach that there is a place for fun and competition.
- To experience individual, partner and group participation in both competitive and cooperative situations.
- To encourage cooperation, teamwork, planning and decision-making.
- To appreciate the importance of valuing the contributions of others whatever their level of ability.
- To learn to evaluate and comment on performance.
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene.

Time allocation

- Year 7 have one double period of Physical Education per week.

Staffing

All teachers in the department are specialist trained.

Year 7 Course content

Michaelmas Term and Lent Term	Summer Term
Swimming, Games Skills, Strength and Conditioning	Athletics

Swimming

The children learn and work on:

- Fitness training
- Life saving
- Water polo
- Rookie Life Guard

Games skills

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

Invasion Games e.g. Basketball

Net/Wall Games e.g. Tennis, Badminton

Striking/Fielding Games e.g. Cricket, Softball or Rounders

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving, striking and travelling with a ball and in understanding the strategies linked to playing games.

Athletics

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.

GAMES

Director of Sport: Louise Catchpole

Rationale

Games at Clifton College has a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Monday, Wednesday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children's natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

Staffing

We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

Time allocation

All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

Major Sports

Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and Cricket or Tennis in the Summer Term.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and Cricket, in the Summer Term.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Swimming, Triathlon, Equestrian, Archery and Skiing.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Head of Department: Mrs M Byas

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum. This is indeed very important, as the foundation subject, Citizenship, puts further demands on an already busy schedule. Careers guidance, whilst not statutory in Year 7, is addressed during our individual tutor lessons as this enables smaller groups to have more specific guidance. We also aim to invite in professionals, from many areas of work life, to talk to the pupils throughout the year. Careers discussions also often arise in the different lessons across the curriculum, by the individual teachers as part of the development and learning in each subject.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

We aim to cover the following from the PSHE Association Framework incorporating:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Relationships**

Michaelmas Term

Living in the Wider World: Learning skills,

Relationships: Bullying, abuse and discrimination (values, resilience and surviving peer pressure), Forming and maintaining respectful relationships (disability)

Lent Term

Living in the Wider World: Media literacy and digital resilience (Prevent - contact).

Relationships: Bullying, abuse and discrimination (racism, stereotypes, prejudice and discrimination), Positive relationships (tackling homophobic language).

Summer Term

Living in the Wider World: How is Britain governed?

Health and Wellbeing: Puberty and sexual health (include sexting and consent), Healthy lifestyles (staying healthy - the importance of sleep, exercise on physical and mental health, balanced diets, body image, and the risks of smoking and vaping).

Relationships: relationship values, forming and maintaining respectful relationships.

LEARNING SUPPORT

Head of Department: Mrs A Gowdy

The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

Learning Support

In order to support children who require extra support, either due to a specific learning difficulty, such as Dyslexia or Dyspraxia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of four approaches may be employed:

- The pupil may be withdrawn from classes to receive individual tuition from a specialist teacher in the Learning Support department.
- The pupil may be supported within the mainstream classroom through 'Class Support' by their teacher with the guidance of the Learning Support department.
- Group Learning Support takes place three times a week. These lessons are not charged and are timetabled into the school day. During Literacy Group Learning Support lessons we look at: essay planning, revision techniques, understanding key words for all subjects, revision of punctuation and reading comprehension skills and descriptive writing techniques. In maths Group Learning Support, we cover: exam technique, practical workings, practising past papers and general mathematical skills. Pupils also work with the school Educational Psychologist to develop concentration and attention skills.
- Pupils can attend Group Learning Support in addition to individual support lessons if needed.

Identification

Identification of children who would benefit from specialist 1:1 provision is achieved through screening administered by our specialist teachers or by an Educational Psychologist.

Reporting

All children who receive additional support from the Learning Support department have an Individual Education Plan (IEP) prepared for them by their Learning Support teacher. This IEP will set out the learning programme and targets for the term.

All parents, whose children are new to the Learning Support department are invited to have a phone call or come into the department to discuss the style of teaching that will take place and how best they can support their child at home.

Learning Support teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback. All Learning Support staff attend Parents' Evenings and liaise closely with the mainstream curriculum teachers on target setting.

Inclusion

Only if the Learning Support department is integrated within the mainstream can it be fully effective. At the school's weekly staff meetings, Learning Support teachers discuss progress

and concerns for individual children and help to support staff's understanding of Specific Learning Difficulties (SpLD) and how best to support the individual in the classroom.

Facilities

The Learning Support department has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist support extremely seriously and, as a consequence, is given a generous budget to allow the department to keep itself at the forefront of new initiatives.

Charges

When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Learning Support department, a charge is made.

Children's needs vary enormously, but as a guideline most children require one or two specialist lessons of 35 minutes per week.

ACTIVITIES

Head of Department: Mrs Hambley

There are a wealth of groups and activities that take place during the week, with something for everyone, whether that be based in the Arts, Music, Culture, Sport, Support, Academic or just good old-fashioned family board games. The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. Children are free to pick the activity that they enjoy and we encourage them to do at least one activity a week.

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix. Upper Pre Pupils also have an **Enrichment Programme** that runs every Saturday morning, which includes a different set of activities that all pupils take part in, on a rotational basis, alongside workshops and visiting speakers. Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!