

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

**Key Dates for Year 7:**

|                              |   |
|------------------------------|---|
| By end of November           | Y7 First report sent home                               |
| By end of February           | Y7 Second report sent home                              |
| By end of April              | Y7 Third report sent home                               |
| 3rd May 2023                 | Y7 Parents meeting (Subject conversation with teachers) |
| 8th May 2023 – 19th May 2023 | Y7 Assessment Weeks                                     |
| By end of July               | Y7 Fourth report sent home                              |

**I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?**

| Nature of query                                | Whom to contact   |
|--|-------------------|
| Progress or behaviour in an individual subject | Subject teacher   |
| Progress or behaviour in several subjects      | Form tutor        |
| Student’s wellbeing or family circumstances    | Form tutor        |
| Incidents and issues outside lessons           | Form tutor        |
| Payments including School Trip payments        | Finance Office    |
| Examinations                                   | Exams Office      |
| Student absence                                | Student Services  |
| JCoSS coaches                                  | Transport Officer |
| All other enquiries (or where you are unsure)  | Main Office       |

**Curriculum organisation for Y7 students:**

Year 7 is split into T and V half year groups, T half = B, F, N and R Tutor groups and V half = S, W, Y and Z Tutor groups

Students are set in: English (linked to Geography, History, French & Computer Science) into two accelerated sets, 7T1 and 7V1 with the rest of year 7 in mixed ability groupings, Maths (groups 1-4 on each half year group), Jewish Education (Beit midrash program is self-selecting (7V1, 7T1) and Ivrit (set in quarter years with 1 native speaking group).

All other subjects are taught in mixed ability groups: Science, PE and Design & Technology, Art, Drama, Music (all linked with the same teaching groups).

**Language choices at end of Year 7**

Students study **two** languages in Year 8 chosen from French, Spanish, Ivrit and Latin. They must continue with at least one of Ivrit or French – they cannot select 2 new languages.

| Subject   | Art  |   |
|---|--|---|
| <p><b>Main topics/areas studied this year.</b></p> <p>Theme:<br/>Natural Environments</p> | <p>What students will do:</p>  | <ul style="list-style-type: none"> <li>• Explore a range of media, techniques and processes to develop their art skills.</li> <li>• Learn about the process of creating art work and how to develop ideas for, and create a resolved piece of art.</li> </ul>   |
|   | <p>Develop</p>   | <ul style="list-style-type: none"> <li>• research the work of artists and designers.</li> <li>• create own work inspired by research.</li> </ul>  |
|   | <p>Explore</p>   | <ul style="list-style-type: none"> <li>• review and refine work as it progresses.</li> <li>• experiment with media and techniques.</li> </ul>   |
|   | <p>Record</p>  | <ul style="list-style-type: none"> <li>• Annotate work using art-specific language.</li> <li>• visually record ideas and observations.</li> </ul>   |
|   | <p>Present</p>   | <ul style="list-style-type: none"> <li>• create personal art work in response to the development, exploration and recording.</li> </ul>   |
| <p><b>Assessment Headlines</b></p>  | <ul style="list-style-type: none"> <li>• Baseline Assessment – given in the first half term to establish a working level and end of year target level.</li> <li>• End of year assessment – given in the third term, to consolidate student’s learning of the year.</li> <li>• Students’ termly assessments are based upon a combination of their formal assessments, classwork, home learning tasks and contributions in class.</li> </ul>   |   |
| <p><b>Useful Resources:</b></p>   | <ul style="list-style-type: none"> <li>• Victoria &amp; Albert Museum</li> <li>• Tate (Modern &amp; Britain)</li> <li>• National Gallery</li> <li>• National History Museum</li> <li>• Somerset House</li> <li>• British Museum</li> <li>• Royal Academy Of Arts</li> <li>• Saatchi Gallery</li> <li>• Henry Moore Studios.</li> </ul>   | <ul style="list-style-type: none"> <li>• Yorkshire Sculpture Park</li> <li>• Cass Sculpture Foundation</li> <li>• The British Library.</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.artsy.net/">https://www.artsy.net/</a></li> <li>• <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a></li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• <a href="http://www.illustrationweb.com/">http://www.illustrationweb.com/</a></li> <li>• <a href="http://www.axisweb.org/">http://www.axisweb.org/</a></li> </ul> |
| <p><b>What parents can do to support learning:</b></p>                                    | <ul style="list-style-type: none"> <li>• Encourage students to take time and care over Home Learning tasks.</li> <li>• Talk to them about their work: ask what they think has worked and how they could improve it further, thinking about techniques, materials and processes.</li> <li>• Encourage students to find out about different artists who are interested in representing the natural environment through their art.</li> <li>• Encourage students to develop their own thoughts and opinions about the work of artists.</li> <li>• Visit galleries, exhibitions and museums both home and abroad if you can, to put art into context.</li> </ul> |   |
| <p><b>Number of lessons in this subject:</b></p>  | <p>2 timetabled lessons per fortnight.</p>   |   |
| <p><b>How much Home Learning is expected per week?</b></p>                                | <p>Usually one piece of Home Learning each fortnight, taking 20-40 minutes on average.<br/>Termly mini-projects are also set that usually take four or five weeks.</p>   |   |
| <p><b>End of year exam will assess:</b></p>   | <p>There is no end of year exam in Art.</p>  |   |

Lessons and project structure will be guided by each teacher, so there may be some variation in teaching content between classes.

| Subject   | Design and Technology  |  |
|---|--|--|
| Main topics/areas studied this year             | Food Technology  | <ul style="list-style-type: none"> <li>• <b>Let's Get Cooking!</b> – Healthy eating and making a range of savoury foods. Learning basic food preparation skills</li> <li>• <b>5 A Day</b> – Functions and sources of nutrients, ways to get your 5 portions of fruit and vegetables a day, healthy cooking methods</li> </ul>  |
|   | Graphics   | <ul style="list-style-type: none"> <li>• <b>Logo Design</b> – Designing a new logo for the Faculties within the school. Making a badge to promote the logo</li> <li>• <b>Pop-Up Book</b> – Designing and making a pop-up book inspired by the designer Robert Sabuda. Learning paper engineering and developing literacy skills.</li> </ul>  |
|   | Resistant Materials  | <ul style="list-style-type: none"> <li>• <b>Fridge Magnet Project</b> – looking at the properties of plastics and the processes used to shape different materials. Designing and making a fridge magnet, inspired by nature suitable to be sold in a gift shop.</li> <li>• <b>CAD/CAM</b> – designing and making a product with the use of a CAD package and the laser cutter</li> </ul> |
| Assessment Headlines                            | <ul style="list-style-type: none"> <li>• <b>Research</b> – Investigations, Image Collages, Product Analysis, Recipes, what is a healthy diet</li> <li>• <b>Designing</b> – presentation of ideas, colour rendering, annotation/labelling,</li> <li>• <b>Planning</b> – flow charts and time plans on diary sheets</li> <li>• <b>Making</b> – range of skills and equipment used, quality of finish</li> <li>• <b>Evaluating and Testing</b> – target user groups testing products, evaluating the success of the final product.</li> </ul> <p>Formal Assessment will take place at the end of each unit/project in the form of a National Curriculum level. Students will also carry out peer and self-assessment during these projects.</p> |  |
| Useful websites or resources                    | <p> <a href="http://www.technologystudent.com">www.technologystudent.com</a><br/> <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a><br/> <a href="http://www.bbc.co.uk/food/recipes">www.bbc.co.uk/food/recipes</a><br/> <a href="http://www.thenhs.co.uk/livewell">www.thenhs.co.uk/livewell</a><br/> <a href="http://www.goodtoknow.co.uk/recipes">www.goodtoknow.co.uk/recipes</a><br/> <a href="http://www.robertsabuda.com">www.robertsabuda.com</a> </p>  |  |
| What parents can do to support learning         | <ul style="list-style-type: none"> <li>• Help students fully prepare for food practical lessons by ensuring and a container and T Towel are supplied.</li> <li>• Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish.</li> <li>• Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind.</li> <li>• Encourage students to be independent learners.</li> </ul>  |  |
| Number of lessons per fortnight in this subject | 3 lessons per fortnight  |  |
| How much Home Learning is expected per week?    | 30 minutes of home learning is expected per week in Design and Technology. At times students may be expected to complete two home learning tasks of approximately 20 minutes.  |  |
| End of year exam will assess                    | No end of year assessment  |  |

| Subject                                 | Drama and Theatre Studies   |  |
|---|---|--|
| Main topics/areas studied this year     | Autumn  | <ul style="list-style-type: none"> <li>• Inside Out</li> <li>• Darkwood Manor</li> </ul>           |
|   | Spring  | <ul style="list-style-type: none"> <li>• Superheroes</li> <li>• Commedia dell’arte</li> </ul>      |
|   | Summer  | <ul style="list-style-type: none"> <li>• Introduction to Shakespeare</li> <li>• Titanic</li> </ul> |
| Assessment Headlines                    | <p><u>Inside Out</u><br/>This unit is designed to introduce year seven students to basic Drama skills and vocabulary at the start of their KS3 Drama journey. It provides students with the opportunity to develop team-work and creative thinking skills.</p> <p><u>Darkwood Manor</u><br/>This unit is designed to continue to introduce year seven students to new Drama skills and vocabulary at the start of their KS3 Drama journey. It provides students with the opportunity to develop team-work and creative thinking skills.</p> <p><u>Superheroes</u><br/>This unit is designed to consolidate the skills they have been introduced to at the beginning of the term and introduce some further key drama skills. There is a focus on monologues and duologues.</p> <p><u>Commedia Dell’arte</u><br/>Students will gain knowledge of a dramatic genre. They will understand how traditions influence the theatre of today and experience how to create stock characters. They will understand drama terms such as: stimulus, devised scenarios, stock characters, audience awareness and stage directions.</p> <p><u>Introduction to Shakespeare</u><br/>Students will be introduced to Shakespeare and consider the themes and storylines and their relevance today. Pupils will focus on plays in a creative way considering language, meaning and delivery. This unit works in collaboration with the music department.</p> <p><u>Titanic</u><br/>Students will build upon the skills learnt this year such as: body language, facial expressions, still image, role play, levels and audience awareness. Students will be introduced to new explorative strategies to use in their performances, such as: Narration, Split scene and Thought tracking.</p> |  |
| Useful websites or resources            | <p><a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a><br/> <a href="http://www.digitaltheatre.com/education">http://www.digitaltheatre.com/education</a><br/> <a href="https://www.unicorntheatre.com/">https://www.unicorntheatre.com/</a><br/> <a href="https://www.chickenshed.org.uk/">https://www.chickenshed.org.uk/</a><br/> <a href="http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUq0wodizolEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUq0wodizolEg</a></p>  |  |
| What parents can do to support learning | <p>Encourage students to watch Digital Theatre or Live theatre.<br/>Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays.</p>  |  |

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|--|---|
| <b>Number of lessons per fortnight in this subject</b> | 2 lessons per fortnight   |
| <b>How much Home Learning is expected per week?</b>    | N/A   |
| <b>End of year exam will assess</b>                    | Students are assessed at the end of each half term on their performance skills. |

| Subject   | English  |  |
|---|--|--|
| Main topics/areas studied this year             | Autumn   | Autobiography writing<br><i>War Horse</i>  |
|   | Spring   | English Language – Analysing fiction from diverse cultures and creative writing<br>Studying a novel: <i>Apple and Rain</i> |
|   | Summer   | Introduction to Shakespeare<br>Narrative poetry  |
| Assessment Headlines                            | Students have regular assessments in: Spoken Language, Reading & Writing. Most assessments take place in class time. Students will have ‘key pieces’ marked in direct preparation for assessments. Additionally, students’ exercise books are reviewed regularly to take account of on-going classwork and homework. |  |
| Useful websites or resources                    | <a href="http://www.bbc.co.uk/skillswise/english/games?page=1">http://www.bbc.co.uk/skillswise/english/games?page=1</a><br><a href="http://eastoftheweb.com/games/">http://eastoftheweb.com/games/</a><br><a href="http://www.bbc.co.uk/bitesize/ks3/english/">http://www.bbc.co.uk/bitesize/ks3/english/</a>        |  |
| What parents can do to support learning         | Discuss topical issues with students and ask students’ opinions. Ensure that students read regularly from a wide range of genres of fiction and non-fiction; reading lists are available on JCoSS website and in the LRC. Discuss ideas for writing with students. Ensure that students proof read their work.       |  |
| Number of lessons per fortnight in this subject | 6 lessons per fortnight, including 1 library lesson.   |  |
| How much Home Learning is expected per week?    | 3 pieces per fortnight, one of which will be an independent reading task. Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets. Each task should take approximately 30 minutes                               |  |
| End of year exam will assess                    | Students will be assessed on their creative writing in their end of year exam.   |  |

| Subject   | French   |   |
|---|--|---|
| Main topics/areas studied this year             | Autumn   | <ul style="list-style-type: none"> <li>• <b>La Rentrée</b> Saying hello and telling people how you are; counting to 100; giving and understanding dates and birthdays; naming classroom objects; talking about which country you live in.</li> <li>• <b>En Classe:</b> Naming school subjects and talking about school life in France; telling the time; describing clothes and school uniform; using the verb faire in the present tense; using –IR verbs in the present tense</li> </ul>  |
|   | Spring   | <ul style="list-style-type: none"> <li>• <b>Mon Temps Libre</b> Talking about the weather; sports and hobbies; likes and dislikes of hobbies; the accurate use of regular –er verbs in the present tense; giving and justifying opinions</li> <li>• <b>Ma vie de famille:</b> Talking about your family; giving opinions and reasons using “<i>parce que</i>”; an introduction to adjectives and agreements; the present tense of “<i>avoir</i>” and “<i>être</i>”; Talking about pets ; naming colours; and physical appearance; describing personality; negatives; asking questions.</li> </ul> |
|   | Summer   | <ul style="list-style-type: none"> <li>• <b>En ville:</b> Naming places in a town; using the verb <i>aller (to go)</i> in the present tense; giving and understanding directions; using <i>au / à la / à l’ / aux</i> to say “to the”; revision of present tense regular verbs</li> </ul>   |
| Assessment Headlines                            | <ul style="list-style-type: none"> <li>• Extended writing tasks on each Unit Covered and regular vocab testing</li> <li>• Assessments throughout the year on each Unit. At least two skill areas will be assessed for each Unit e.g. Reading, Writing, Translation, Speaking, Listening</li> <li>• Students’ overall report levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>   |   |
| Useful websites or resources                    | <ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.vocabexpress.com">www.vocabexpress.com</a></li> </ul>   |   |
| What parents can do to support learning         | <ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works and can severely limit their ability.</li> </ul> |   |
| Number of lessons per fortnight in this subject | 4 lessons per fortnight  |   |
| How much Home Learning is expected per week?    | Normally one piece each week, taking 30-40 minutes on average. Students will be given a range of home learning from extended writing tasks, reading comprehensions, translations and spellings to learn on a regular basis.  |   |
| End of year exam will assess                    | 2 skills will be assessed. This will cover a range of topics learnt throughout the academic year.  |   |

| Subject   | Geography   |   |
|---|---|---|
| Main topics/areas studied this year             | Autumn  | <ul style="list-style-type: none"> <li>• <b>Map skills</b> -This unit introduces students to the geographical skills underpinning the discipline. Students will harness map skills including scale, direction, grid references and contour lines. Students will also learn about and create a variety of different maps.</li> <li>• <b>The Amazon</b> – students will explore the continent of South America, focusing on the climate and ecosystems of the Amazon Rainforest. Students will also explore and have the opportunity to debate industrialisation in the Amazon region and sustainable alternatives to tourism.</li> </ul> |
|   | Spring  | <ul style="list-style-type: none"> <li>• <b>Investigating the UK’s Human geography</b> -This unit will look at the diverse and multicultural Britain. It will explore the role of migration and globalisation in creating a multicultural society. Students will examine data and maps to ascertain the trends of multicultural Britain.</li> <li>• <b>Geology through time</b> - Geography is the study of our planet and all of this starts with geology. Students will study the different rock types that make up the UK and how our island home has evolved over time.</li> </ul>  |
|   | Summer  | <ul style="list-style-type: none"> <li>• <b>Rivers</b>- This unit looks at the physical processes and landforms created by rivers. Students will examine the impact of flooding on its environment and society.</li> <li>• <b>Amazing Africa</b> - This unit introduces students to the diverse human and physical geography that make up the world’s second largest continent. Students will explore the different biomes and landscapes of Africa and how this impacts on the daily lives of its 1 billion residents.</li> </ul>  |
| Assessment Headlines                            | <ul style="list-style-type: none"> <li>• Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level.</li> <li>• Students’ geographical skills such as analysis, evaluation, extending writing and map skills will be assessed throughout the year.</li> </ul>  |   |
| Useful websites or resources                    | <p><a href="http://news.nationalgeographic.com/">http://news.nationalgeographic.com/</a><br/> <a href="http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en">http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en</a><br/> <a href="http://www.ordnancesurvey.co.uk/oswebsite/">http://www.ordnancesurvey.co.uk/oswebsite/</a><br/> <a href="http://www.ons.gov.uk/ons/guide-method/census/2011/index.html?utm_source=twitterfeed&amp;utm_medium=twitter">http://www.ons.gov.uk/ons/guide-method/census/2011/index.html?utm_source=twitterfeed&amp;utm_medium=twitter</a></p> |   |
| What parents can do to support learning         | <ul style="list-style-type: none"> <li>• Encourage students to watch the news and look out for articles relating to both human and physical geography.</li> <li>• Buy an atlas for use at home.</li> </ul>  |   |
| Number of lessons per fortnight in this subject | 3 lessons per fortnight.  |   |



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|--|--|
| <p><b>How much Home Learning is expected per week?</b></p> | <p>Normally 1 piece each week, taking 30 minutes on average. Some pieces may span more than 1 Home Learning slot and some may be longer, depending on assessments.</p> |
| <p><b>End of year exam will assess:</b></p>                | <p>All topics possible (depending on date of assessment).</p>  |

| Subject   | History  |  |
|---|--|--|
| Main topics/areas studied this year             | Autumn   | <ul style="list-style-type: none"> <li>• <b>Introduction to History:</b> Historical skills, how to use historical evidence, Mystery of the Tollund man.</li> </ul>   |
|   | Spring   | <ul style="list-style-type: none"> <li>• <b>Medieval Realms:</b> The Norman conquest, Life in medieval England, the Black Death, Politics and power, King John and the Magna Carta.</li> </ul>   |
|   | Summer   | <ul style="list-style-type: none"> <li>• <b>Religious change in Tudor England:</b> Criticisms of the Catholic Church, the Reformation in Europe, Henry VIII’s ‘Great Matter’, the religious rollercoaster under Edward VI, Mary I and Elizabeth I</li> </ul> |
| Assessment Headlines                            | <ul style="list-style-type: none"> <li>• 3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with an APS score.</li> <li>• Skills tasks – students will be set specific skills based tasks which they will receive feedback on throughout each unit of work</li> <li>• Students’ overall term levels are a mixture of the APS score in the assessment and their overall contribution in class and in their books during the term.</li> </ul> |  |
| Useful websites or resources                    | <ul style="list-style-type: none"> <li>• <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></li> <li>• <a href="http://www.spartacus.schoolnet">www.spartacus.schoolnet</a></li> <li>• <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> </ul>   |  |
| What parents can do to support learning         | <ul style="list-style-type: none"> <li>• Encourage students to watch horrible histories or any relevant topical history documentaries.</li> <li>• Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books.</li> </ul>   |  |
| Number of lessons per fortnight in this subject | 2 lessons per fortnight  |  |
| How much Home Learning is expected per week?    | Normally one piece each week, taking 30 minutes on average. Some pieces may last over more than one Home Learning slot and may be longer, depending on assessments.  |  |
| End of year exam will assess:                   | All topics listed above  |  |

| Subject                                    | Jewish Education |  |
|--|------------------|--|
| <p>Main topics/areas studied this year</p> | <p>Autumn</p>    | <p><b><u>UNIT ONE: THE JEWISH YEAR</u></b></p> <ul style="list-style-type: none"> <li>• How does the Jewish calendar work?</li> <li>• Festivals- who, what, why, when , how</li> <li>• Rosh Hashanah and Yom Kippur</li> <li>• Sukkot</li> <li>• Hanukkah</li> <li>• Purim</li> <li>• Pesach</li> <li>• Shavuot</li> </ul> <p><b><u>UNIT TWO: JEWISH HOME AND FAMILY</u></b></p> <ul style="list-style-type: none"> <li>• How do symbols and objects make a home Jewish?</li> <li>• A comparison of different styles of mezuzot.</li> <li>• What else makes a home Jewish? Objects, people or history?</li> <li>• How doing Jewish rituals in the home, for example kashrut make a home Jewish?</li> </ul>   |
|  | <p>Spring</p>    | <ul style="list-style-type: none"> <li>• Why have children? First mitzvah in the Torah.</li> <li>• What are the responsibilities a parent has to a child?</li> <li>• What does it mean to be a good parent?</li> <li>• What are the obligations a father has to his children?</li> <li>• Women in Judaism</li> <li>• What are the responsibilities of the child to the parent?</li> <li>• Kibud and Yirah</li> <li>• How can we be a good sibling and how can we deal with difficult sibling relationships?</li> <li>• Cain and Abel: the first fratricide.</li> <li>• What causes sibling rivalry? Human Issues.</li> </ul> <p><b><u>UNIT THREE: THE SYNAGOGUE</u></b></p> <ul style="list-style-type: none"> <li>• How did the synagogue develop?</li> <li>• What would you find in the synagogue?</li> <li>• How are synagogues different?</li> <li>• Can a synagogue be a bet tefillah, bet Knesset, bet limmud?</li> <li>• People in the synagogue.</li> <li>• Life Cycles in the Synagogue.</li> </ul> |

|                             |               |  |
|-----------------------------|---------------|--|
|                             | <p>Summer</p> | <p><b><u>UNIT FOUR: TIKUN OLAM</u></b></p> <ul style="list-style-type: none"> <li>• Is there a distinctive way of Jews doing good in the world?</li> <li>• What is Tikun Olam?</li> <li>• Putting Tikun Olam into practice- the project</li> <li>• Chesed</li> <li>• Bikur Cholim</li> <li>• Love your neighbour as yourself</li> <li>• Love the Stranger- weren't we once strangers?</li> <li>• The Kindertransport</li> <li>• Music that changed the world</li> <li>• Janus Korczak</li> <li>• Tzedakah and World Religions</li> <li>• What's a social issue?</li> <li>• Jewish Charity project</li> </ul> <p><b><u>UNIT FIVE: WORLD FAITHS: SIKHISM AND IS RELIGION BAD?</u></b></p> <p><b><u>RELIGION:SIKHISM</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Sikhism</li> <li>• Who was Guru Nanak?</li> <li>• Gurus and Martyrs</li> <li>• The 5 K's</li> <li>• The Gudwara</li> <li>• The Guru Granth Sahib</li> <li>• Langar</li> <li>• Khalsa</li> </ul>   |
| <p>Assessment Headlines</p> |               | <p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to navigate around the Tenakh whilst analysing text and looking at it from a critical point of view.</li> <li>• Students question what makes a home Jewish as well as how Jewish festivals are celebrated across the world.</li> </ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will have studied the relationship between parents and children and utilise text to explain how parents should treat their children.</li> <li>• Students will grapple with notions surrounding sibling rivalry through two biblical stories and think about ways that jealousy and anger can be avoided.</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students undertake a project on Tikun Olam, with their interpretation on how to make the world a better place.</li> <li>• Will we ever live in a just world? Students apply their knowledge of Christianity to answer this old age question</li> </ul> |

|   |   |
|---|---|
| <p><b>Useful websites or resources</b></p>                    | <ul style="list-style-type: none"> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> <li>• <a href="http://jewfaq.org/index.htm">jewfaq.org/index.htm</a></li> <li>• <a href="http://maven.co.il">maven.co.il</a></li> <li>• <a href="http://www.chabad.org/">www.chabad.org/</a></li> <li>• <a href="http://www.masorti.org.uk/">www.masorti.org.uk/</a></li> <li>• <a href="http://www.reformjudaism.org/">www.reformjudaism.org/</a></li> <li>• <a href="http://www.theus.org/">www.theus.org/</a></li> <li>• <a href="http://Quizlet.com">Quizlet.com</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a></li> </ul> |
| <p><b>What parents can do to support learning</b></p>         | <ul style="list-style-type: none"> <li>• Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community.</li> <li>• Get to grips with Quizlet- the interactive website where students can test themselves on the key words for each topic</li> <li>• Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available.</li> <li>• Facilitate debates with their children on the topics we are studying             <ul style="list-style-type: none"> <li>• Support the ethos of the school</li> </ul> </li> </ul>   |
| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>4 lessons per fortnight; plus 1 Informal Jewish Education lesson</p>   |
| <p><b>How much Home Learning is expected per week?</b></p>    | <p>Normally 1 piece each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>   |
| <p><b>End of year exam will assess:</b></p>                   | <p>To be advised</p>  |

| Subject                             | <b>Jewish Education – Beit Midrash</b> |   |
|-------------------------------------|--|---|
| Main topics/areas studied this year | Autumn                                 | <p><b><u>UNIT ONE: READING THE TEXT: CREATION TO BABEL</u></b></p> <ul style="list-style-type: none"> <li>• Introducing the Beit Midrash.</li> <li>• Learning to navigate the text.</li> <li>• Learning to read and summarise text.</li> <li>• The two creation narratives.</li> <li>• The creation of humanity.</li> <li>• The temptation of Adam and Eve.</li> <li>• Cain and Abel and the first murder.</li> <li>• Noah’s ark.</li> <li>• The Tower of Babel and filling in the blanks of the text.</li> </ul> <p><b><u>UNIT TWO: CRITICISING THE TEXT: ABRAHAM TO JACOB</u></b></p> <ul style="list-style-type: none"> <li>• Considering the moral actions of biblical characters.</li> <li>• Beginning to consider different point of view on the text and coming to a reasoned conclusion.</li> <li>• Abraham meeting God.</li> <li>• The birth of Ishmael and the treatment of Hagar.</li> </ul> |
|                                     | Spring                                 | <ul style="list-style-type: none"> <li>• The binding of Isaac and the morality of obeying God.</li> <li>• The tricking of Isaac.</li> <li>• Jacob’s dream</li> </ul> <p><b><u>UNIT THREE: COMMENTATORS: JOSEPH TO KORACH</u></b></p> <ul style="list-style-type: none"> <li>• Introducing Rashi</li> <li>• Joseph the boy</li> <li>• Joseph the slave</li> <li>• Joseph the prince.</li> <li>• Joseph and family reunited.</li> <li>• A new pharaoh.</li> <li>• Moses grows up.</li> <li>• The Burning Bush.</li> <li>• The 10 Plagues.</li> <li>• The 10 Commandments.</li> <li>• The Spies.</li> <li>• Korach.</li> </ul>   |

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|   | <p><b>Summer</b></p> <p><b><u>UNIT FOUR: TIKUN OLAM</u></b></p> <ul style="list-style-type: none"> <li>• Is there a distinctive way of Jews doing good in the world?</li> <li>• What is Tikun Olam?</li> <li>• Putting Tikun Olam into practice- the First Give project</li> </ul> <p><b><u>UNIT FIVE: WORLD FAITHS: SIKHISM AND IS RELIGION BAD?</u></b></p> <p><b><u>RELIGION:SIKHISM</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Sikhism</li> <li>• Who was Guru Nanak?</li> <li>• Gurus and Martyrs</li> <li>• The 5 K's</li> <li>• The Gudwara</li> <li>• The Guru Granth Sahib</li> <li>• Langar</li> <li>• Khalsa</li> </ul>  |
| <p><b>Assessment Headlines</b></p>                    | <p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to navigate around the Tenakh whilst analysing text and looking at it from a critical point of view.</li> <li>• Student will be familiar with classic biblical stories.</li> <li>• Students will begin to consider the morality of biblical characters.</li> </ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to consider more than one point of view and come to a conclusion.</li> <li>• Students will begin to interpret and evaluate Rashi's commentary on the text.</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students undertake a project on Tikun Olam, with their interpretation on how to make the world a better place.</li> <li>• Will we ever live in a just world? Students apply their knowledge of Christianity to answer this old age question</li> </ul> |
| <p><b>Useful websites or resources</b></p>            | <ul style="list-style-type: none"> <li>• <a href="http://www.sefaria.org">www.sefaria.org</a>.</li> <li>• <a href="http://www.chabad.org">www.chabad.org</a></li> <li>• <a href="http://www.masorti.org.uk/">www.masorti.org.uk/</a></li> <li>• <a href="http://www.reformjudaism.org/">www.reformjudaism.org/</a></li> <li>• <a href="http://www.theus.org/">www.theus.org/</a></li> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> </ul>   |
| <p><b>What parents can do to support learning</b></p> | <ul style="list-style-type: none"> <li>• Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community.</li> <li>• Get to grips with Quizlet- the interactive website where students can test themselves on the key words for each topic</li> <li>• Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Facilitate debates with their children on the topics we are studying</li> <li>• Support the ethos of the school</li> </ul> |
| <b>Number of lessons per fortnight in this subject</b> | 4 lessons per fortnight; plus 1 Informal Jewish Education lesson  |
| <b>How much Home Learning is expected per week?</b>    | Normally 1 piece each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.  |
| <b>End of year exam will assess:</b>                   | To be advised   |



| Subject  | <b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>   |   |
|--|---|---|
| <b>Main topics/areas studied this year</b>             | Autumn  | <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>• Healthy Lifestyle – Exercise</li> <li>• Healthy Eating – Balanced Diet</li> </ul> <p><b>Personal and Internet Safety</b></p> <ul style="list-style-type: none"> <li>• Digital Footprint</li> <li>• Cyber Bullying</li> <li>• Personal Safety</li> </ul>   |
|  | Spring  | <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Puberty (Physical Changes)</li> <li>• Puberty (Personal Hygiene)</li> <li>• Puberty (Emotional Changes)</li> <li>• Relationships and Families</li> <li>• Gender Stereotypes</li> <li>• Healthy Relationships and Domestic Abuse</li> </ul>   |
|  | Summer  | <p><b>Equality and Diversity</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity</li> </ul> <p><b>Careers and Employability</b></p> <ul style="list-style-type: none"> <li>• Goals and Aspirations</li> <li>• Challenging Stereotypes in the world of work</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>• Media Literacy</li> </ul> |
| <b>Assessment Headlines</b>                            | <ul style="list-style-type: none"> <li>• Kvutzah (PSHCE) is delivered by a team of PSHCE specialist teachers and they will be evaluating the impact of learning over time. Students also assess themselves on their knowledge and skills related to curriculum content. Teachers regularly monitor students and interventions are put in place for students that teachers have concerns about.</li> </ul> |   |
| <b>What parents can do to support learning</b>         | <ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah (PSHCE). There may be questions that they may only feel comfortable asking parents or they may wish to discuss a particularly interesting topic.</li> <li>• Encourage students to engage with current affairs.</li> </ul>   |   |
| <b>Number of lessons per fortnight in this subject</b> | 1 lesson per fortnight.   |   |
| <b>How much Home Learning is expected per week?</b>    | Home learning will be minimal however project work may be set.  |   |

| Subject                                    | Modern Hebrew (Ivrit) |   |
|--|-----------------------|---|
| <p>Main topics/areas studied this year</p> | <p>Autumn</p>         | <ul style="list-style-type: none"> <li>• <b><u>Ivrit beginner level – Introduction to Ivrit</u></b><br/> <b>Writing:</b> Students will learn to write in script letters. The use of visual aids, video clips and differentiated resources will enable students to progress in their own pace. By the end of term, students will be expected to be able to copy simple words/symbols correctly and to write short sentences in Ivrit following a model.<br/> <b>Listening:</b> Students will be able to understand simple statements and questions with help, repetition and/or gestures.<br/> <b>Speaking:</b> Students will begin to communicate in Ivrit using single words/short set sentences e.g. greetings, introducing myself, asking questions.<br/> <b>Reading:</b> Students will learn to recognise and read out a few familiar words and phrases in block letters.</li> <li>• <b><u>Ivrit intermediate/advanced level – Introducing myself</u></b><br/>                     Students will learn through the Yesh Va'Yesh programme. Topics in the Autumn term will include: introducing myself, asking questions, countries and cities, describing my family, likes and dislikes of school subjects and music / musical instrument. Students will be introduced to a range of authentic resources e.g. Israeli concert posters. Students will be expected to communicate through the use of classroom language in Ivrit.</li> <li>• <b><u>Ivrit accelerated level – Me, my family &amp; friends</u></b><br/>                     Students will be introduced to a range of topics taught in Target Language: Providing ID information, family/extended family, physical/character traits, qualities of a good friend, and relationships in the family.</li> <li>• <b><u>Stretch &amp; challenge:</u></b><br/> <b>Beginner level:</b> Teach a family member or a friend how to read/write in Ivrit.<br/> <b>Intermediate/advanced level:</b> Create a video clip to introduce yourself/family members in Ivrit.<br/> <b>Accelerated level:</b> Native Ivrit learners will be expected to read Ivrit magazines/newspapers/books to enrich their vocabulary.</li> </ul> |
|  | <p>Spring</p>         | <ul style="list-style-type: none"> <li>• <b><u>Ivrit beginner level – My school / My family</u></b><br/>                     Students will be introduced to two contexts: 'My school' and 'my family'. Students will continue to revise script and block letters.</li> <li>• <b><u>Ivrit intermediate/advanced level – Travelling in Tel Aviv</u></b><br/>                     Students will talk about Tel Aviv and compare it to their home town. They will be able to use a range of infinitives to describe what they like or dislike to do in Tel Aviv/home town and learn to give and follow directions.</li> <li>• <b><u>Ivrit accelerated level – Technology</u></b><br/>                     Students will explore the topic 'Technology in everyday life' by drawing upon examples from their own technology use. Students will explore a range of Israeli websites that deal with the current topic.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• <b>Stretch &amp; challenge:</b><br/> <b>Beginner level:</b> Compare a school day in Israel and in England.<br/> <b>Intermediate/advanced level:</b> Design a leaflet in Ivrit for a tourist destination in Tel Aviv. Include how to get there, prices and activities.<br/> <b>Accelerated level:</b> Produce a leaflet to promote safety on the internet.</li> </ul>  |
| <p>Summer</p>   | <ul style="list-style-type: none"> <li>• <b>Ivrit beginner level – Daily routine</b><br/>                     Students will learn to describe what they do in each part of the day. Students will be introduced to a range of verbs, time phrases and connectives to enable them to create longer sentences.</li> <li>• <b>Ivrit intermediate/advanced level – Daily routine/leisure</b><br/>                     Students will learn to describe their daily routine and compare it to Israeli teenagers’ daily routine. Students will provide opinions about sports and be able to include the past tense in their leisure time descriptions.</li> <li>• <b>Ivrit accelerated level – Leisure / free time</b><br/>                     Students will describe what they/their family members do in their free time. Students will create a survey about the leisure context and write a report about it in Ivrit. Students will compare afterschool activities in Israel and in England.</li> <li>• <b>Stretch &amp; challenge:</b><br/>                     Create a video clip/poster in Ivrit about your daily routine using the vocabulary learnt in class.</li> </ul> |
| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>• 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking &amp; Writing.</li> <li>• Students’ overall term levels including assessments, overall contribution in class and book marking during the term.</li> </ul>   |
| <p><b>Useful websites or resources</b></p>                    | <ul style="list-style-type: none"> <li>• Israeli Newspapers for beginner readers such as; ‘<i>Bereshit</i>’ &amp; ‘<i>Yanshuf</i>’</li> <li>• Israeli newspaper for advanced/accelerated readers; ‘<i>Jpost</i>’</li> <li>• Quizlet – vocabulary revision</li> <li>• Rosetta Stone in Hebrew: <a href="http://www.rosettastone.co.uk">www.rosettastone.co.uk</a></li> </ul>  |
| <p><b>What parents can do to support learning</b></p>         | <ul style="list-style-type: none"> <li>• Encourage pupils to revise new words, grammatical structure and topics learnt in class.</li> <li>• Encourage students to extend their Hebrew reading and speaking outside of the classroom.</li> <li>• Develop students’ interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel.</li> </ul>  |
| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>3 lessons per fortnight</p>   |
| <p><b>How much Home Learning is expected per week?</b></p>    | <p>1 piece each week taking approximately 30 minutes. Students will be given spellings to learn on a regular basis and students should use the little and often approach to learning. Sometimes extended learning pieces will be set but these will never be due in for the next day.</p>  |

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| <p><b>End of year exam will assess:</b></p> | <p>Y7 beginner classes - Reading &amp; writing words and short sentences.<br/>           Y7 continuer classes (students that studied Ivrit at Primary school) - Topics include: Introducing myself &amp; family, opinion of school subjects, music preferences, comparing Tel Aviv &amp; London.<br/>           Y7 native class - Theme 1 (GCSE) topics: Me, my family &amp; friends; technology in everyday life; free time activities</p> |
|---|---|

| Subject   | Physical Education   |
|---|--|
| <p><b>Main topics/areas studied this year</b></p>             | <p>Sports</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Dance</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Handball</li> <li>• Netball</li> <li>• Rounders</li> <li>• Table Tennis</li> </ul>  |
| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>• Students complete a theory test once a term</li> <li>• Students are assessed for each sport that they complete each half term.</li> <li>• Overall JCoSS grade is a combination of practical scores and theory test results.</li> </ul>  |
| <p><b>Useful websites or resources</b></p>                    | <ul style="list-style-type: none"> <li>• BBC Sports Academy - <a href="http://news.bbc.co.uk/sport1/hi/academy/default.stm">http://news.bbc.co.uk/sport1/hi/academy/default.stm</a></li> <li>• Youth Sport Trust – <a href="http://www.youthsporttrust.org/">http://www.youthsporttrust.org/</a></li> <li>• JCoSS PE Channel – <a href="http://www.youtube.com/channel/UCzrnTYnEFwPASrDObKXLc9g/featured">www.youtube.com/channel/UCzrnTYnEFwPASrDObKXLc9g/featured</a></li> <li>• Maccabi GB – <a href="http://www.maccabigb.org">www.maccabigb.org</a></li> <li>• BBC Bitesize – <a href="http://www.bbc.co.uk/bitesize/examspecs/zxbg39q">www.bbc.co.uk/bitesize/examspecs/zxbg39q</a></li> </ul> |
| <p><b>What parents can do to support learning</b></p>         | <ul style="list-style-type: none"> <li>• Encourage pupils to participate in a range of sports (competitive and recreational) outside of School hours</li> <li>• Spectate at a sporting event</li> <li>• Encourage importance of healthy and active lifestyle</li> <li>• Watch sports on Television/ listen on radio to help develop child’s awareness of sports</li> <li>• Help revise theory tests on the JCoSS PE YouTube account</li> </ul>   |
| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>3 lessons per fortnight</p>   |
| <p><b>How much Home Learning is expected per week?</b></p>    | <p>Home learning is expected prior to students completing the theory test. This will be set via insight</p>  |
| <p><b>End of year exam will assess</b></p>                    | <p>Not applicable</p>  |



| Subject   | Science  |   |
|---|--|---|
| Main topics/areas studied this year             | Autumn   | Laboratory skills, Chemistry Fundamentals, Energy |
|   | Spring   | Cells, Separation techniques, Energy in biomass   |
|   | Summer   | Digestion, How Science Works                      |
| Assessment Headlines                            | Students are expected to know each unit’s Core Questions by the end of the unit. Students are assessed against the Core Questions continuously throughout the course of KS3. There will be a mini-quiz on them every lesson and end of unit assessments will draw heavily on them.   |   |
| Useful websites or resources                    | <p><b>Quizlet:</b> <a href="https://quizlet.com/JCoSSKS3Sci">https://quizlet.com/JCoSSKS3Sci</a><br/> <b>Carousel learning:</b> <a href="https://www.carousel-learning.com/">https://www.carousel-learning.com/</a></p> <p><b>Kerboodle:</b> Students can access electronic textbooks and other resources. They have been issued usernames and passwords. <a href="http://www.kerboodle.com">http://www.kerboodle.com</a></p> <p><b>SAM Learning:</b> Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></p> <p><b>Other useful websites:</b><br/> <a href="http://www.bbc.co.uk/bitesize/ks3/science/">http://www.bbc.co.uk/bitesize/ks3/science/</a><br/> <a href="http://www.freezeray.com/">http://www.freezeray.com/</a><br/> <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a><br/> <a href="http://www.planet-science.com/">http://www.planet-science.com/</a><br/> <a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a><br/> <a href="http://www.arkive.org/">http://www.arkive.org/</a><br/> <a href="http://royalsociety.org/">http://royalsociety.org/</a><br/> <a href="http://scienceteachinglibrary.wordpress.com/">http://scienceteachinglibrary.wordpress.com/</a><br/> <a href="http://www.csiro.au/resources/DIYScience">http://www.csiro.au/resources/DIYScience</a><br/> <a href="http://www.exploratorium.edu/who/parents/">http://www.exploratorium.edu/who/parents/</a></p> |   |
| What parents can do to support learning         | <p><b>Help their children achieve fluency in core scientific principles by using the Core Questions on Quizlet and Carousel</b></p> <p>The flashcards option on Quizlet will allow parents to verbally test their children on the Core Questions.</p>  |   |
| Number of lessons per fortnight in this subject | 5 lessons per fortnight  |   |
| How much Home Learning is expected per week?    | 1 or 2 home learning tasks are set each week taking about 20 - 30 minutes each.  |   |

**End of year exam will assess**

There are 2 end of year exams  
Exam 1 will cover content from the core questions  
Exam 2 will cover application of science relating to topics covered