

CURRICULUM OVERVIEW

UPPER 3 (YEAR 7)

2025-26



CURRICULUM POLICY

OUR VISION is to be a leading school in the UK, committed to educational excellence in a caring and happy environment that fosters a life-long love of learning.

OUR MISSION is that our team of inspiring teachers will instil the confidence to excel academically, socially and morally in each individual. Through an educational experience designed specifically for girls, we are able to give them the skills and the courage to go out into the world and make a real difference.

OUR AIMS are that our students will:

- develop their love of learning
- demonstrate creativity and curiosity
- be socially responsible and compassionate
- become independent and reflective learners
- be culturally aware
- be confident with challenge and change

Our leavers will be equipped to succeed in a rapidly changing world.

The Maynard School defines the curriculum as the totality of the learning experience. We aim to provide a broad, balanced and relevant curriculum that stretches and challenges all our learners.

HOMEWORK POLICY

Upper 3 (Year 7)

A two-week timetable will be issued with 30 minutes per subject.



ASSESSING AND REPORTING STUDENT WORK

HOW WE REPORT ATTAINMENT (YEARS 7-9):

This mark will be used on reports and progress checks and is based on the same mark scheme applied to student work in books/files and standardised assessments.

Grade	Explanation
M	Mastery – work shows full understanding of key concepts and students are able to apply them in different contexts
S	Secure – work shows a secure understanding of key concepts
D	Developing – work shows some understanding of key concepts
E	Emerging – students are struggling with understanding the key concepts

HOW WE ARE REPORTING EFFORT (YEAR 7-YEAR 13) ON PROGRESS CHECKS AND REPORTS:

Effort is split into 3 categories: “**Home Learning**”, “**Attitude to Learning**” and “**Organisation**”.

Quality of Homework and Class Participation use a four-point scale: “**Outstanding**”, “**Very Good**”, “**Good**”, and “**Cause for Concern**”.

HOME LEARNING: This grade represents the effort that appears to be put into homework and its quality (but not necessarily level of attainment reached). We do not expect students to spend more than the allotted time on homework but reward focused engagement with tasks. Not all subjects set homework and may display the mark “n/a”.

ATTITUDE TO LEARNING: This grade represents engagement during lessons, for example, working well independently or as part of a group when required, getting on with tasks, using initiative and sharing creative ideas. The attributes of effective learning may include:

- Make appropriate contributions in class discussion
- Take a full part in class activities
- Work cooperatively in groups
- Stay focused on their learning
- Seek help promptly
- Review and reflect on their learning

We expect the majority of our students to be “**Very Good**”. The top band “**Outstanding**” is rarely used, and not all homework or classwork tasks routinely give the opportunity for students to demonstrate this.

“**Organisation**” applies to students being equipped for lessons and ready to learn with the correct books and deadlines met on time. This is graded “**well-organised**”, “**mostly organised**” and “**disorganised**”. We expect “**well-organised**” for all students.

Organised learners:

- Are punctual to lessons
- Bring books and equipment
- Keep tidy and complete notes
- Record homework tasks accurately
- Meet deadlines



CURRICULUM SUMMARY

Art & Design	1 period per week
Computing	1 period per week
Drama & Theatre Studies	1 period per week
English	4 periods per week
Food & Nutrition	1 period per week
Geography	1 period per week
History	1 period per week
Languages (French/Spanish)	1 period per week
Latin	1 period per week
Mathematics	4 periods per week
Music	1 period per week
PE / Games	3 periods per week
PSHE	1 period per week
Religious Studies	1 period per week
Science (Biology, Chemistry and Physics)	3 periods per week
Textile Design	1 period per week

All periods are 1 hour in length giving a 25 period per week cycle.



ART & DESIGN

Student year: **Upper 3 (Year 7)** Head of Department: **Mr O Hurd-Thomas**

SUBJECT OVERVIEW

The focus of the Upper 3 Art & Design course is to develop students' imaginative and creative abilities. They will develop their skills using a variety of media in both 2D and 3D. Both projects reflect the Art Department's model of the creative process and therefore develop students' skills in researching and analysing the work of other artists, exploring a range of making processes, and in recording the world through observational drawing and photography.

Accompanying the practical projects are lessons in Art History, introducing the basic framework of traditional/modern/contemporary Art, and a core knowledge base including key vocabulary, basic analytical skills using the formal elements, and fundamental topics relevant to all artists e.g. use perspective, or types of composition.

SUBJECT / TOPIC

SKILLS / ATTITUDES

Into the Jungle

Students work towards an A3 overlapping watercolour composition. On the way they develop their drawn observational skills, make relevant artist studies (e.g. botanical illustration, or the work of Nick Aston), and encounter and develop their painting skills through basic colour theory.

Potent Forms

Students work towards a small abstract ceramic sculpture, again developing their observational skills in various media, designing a piece on response to various artists such as Zizipho Pozwa.



COMPUTING

Student year: **Upper 3 (Year 7)** Head of Department: **Mr J Friendship**

SUBJECT OVERVIEW

The students that arrive at Year 7 are digital natives who have already acquired numerous computing skills through their daily lives. However, these tend to be as a user rather than as a developer, and programming skills will feature across the curriculum. This will allow students to continue their qualifications in Computer Science.

The students will learn about computing through three distinct learning pathways:

- The National Curriculum (with programming emphasis)
- Computer Training on software they need to extend their learning in all subjects
- E-Safety (keeping students safe in the digital environment)

NATIONAL CURRICULUM

Design, use and evaluate computational abstraction

Understand several key algorithms that reflect computational thinking

Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; Using Java Blocks and Python

Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers

COMPUTER TRAINING

Cloud-based saving of files and the use of iLearn 365

Programming with Microbits and Python

Good internet research

- Understanding bias in their own views and those of others
- Critical thinking skills
- Spreadsheets
- Control Systems and algorithms
- 3D printing
- Coding using Python and block coding in Minecraft

E-SAFETY

Cyberbullying

- How to avoid it and how to get help

Digital Footprints

- From tracking to sexting

'With friends like these'

- Self-esteem, understanding and resisting peer pressure and its impact on students online.

Complete module on using computers safely

DRAMA & THEATRE STUDIES

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs J Bellamy-Cooper**

SUBJECT OVERVIEW

In the Upper 3 year we follow an introductory programme that focuses on developing exploration strategies to create drama in the classroom. At the heart of the lessons is a practical drive to work creatively individually, in small groups and as a whole class. We also begin to explore the language of drama and different elements of practical theatre making.

SUBJECT / TOPIC

Ice-breakers and Teamwork

Slapstick and the use of sound effects

Crosscutting/Still Images

Spatial/Physical Awareness, Myself and others

The Other Side of Christmas

Myths and Legends eg: Beowulf

Working with text eg: Goggle Eyes, Carrie's War

Poetry Please! eg: The Guardians, The Unknown, The Visitor



SKILLS / ATTITUDES

Confidence-building team games, employing movement, music and mime. Using physical and facial expressions to communicate ideas and feelings

Developing relationships and working with others

Given scenarios in which to vocalise emotions and address problem solving

Role-play – understanding personal relationships and how a group interacts

Appreciation of others' lives, problems encountered and how to find solutions

Poems to learn, recite and dramatise, using a variety of vocal and movement techniques

Spatial awareness – using space imaginatively and effectively, with sensitivity towards others

Exploring worlds outside our own – learning to listen and to think laterally; how language develops and civilisations emerge

ENGLISH

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs S Bean**

SUBJECT OVERVIEW

Upper 3 students are exposed to a wide range of English Language and Literature allowing them to develop their literacy skills and to enjoy the subject as a creative, critical and civilising activity.

SUBJECT / TOPIC

Texts are chosen at the class teacher's discretion but always include examples of prose fiction, drama, poetry and non-fiction texts. Works covered may include:

- **Novels:** 'The Ruby in the Smoke' (Philip Pullman); selections of prose from classic and modern novels
- **Poetry:** a selection of classic and modern poems designed to highlight key aspects and techniques of poetry
- **Drama:** scenes from Macbeth (Shakespeare)
- **Non-fiction texts:** letter forms, advertising, newspaper reports

SKILLS / ATTITUDES

- **Speaking and Listening:** Group and pair work, presentations, debates and discussions, role play and drama simulations are all used to create confident speakers and listeners.
- **Reading:** Students are taught to read with fluency and increased self-assurance from texts that provide challenging vocabulary and issues. Through discussion and writing about their reading, they improve their ability to develop and support their own views with more

detailed reference to the texts.

Students enjoy a dedicated library lesson once a week.

- **Writing:** Emphasis is placed on choice of language and its effect on the reader. Students learn subject-specific terminology and begin to construct supported analytical essays. They are also taught how to craft their writing to describe, explain and persuade. Students experiment with creative writing and non-fiction.
- **Spelling, punctuation and grammar:** Students are regularly taught and reminded of a wide range of grammar, punctuation and subject terminology, and students are required to punctuate work accurately. Emphasis is placed upon independent drafting and editing of work. Spelling rules are taught as appropriate to each class and are tested regularly.

FOOD AND NUTRITION

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs S Fanous**

SUBJECT OVERVIEW

At Key Stage 3 (Upper 3/Yr 7) we continue to develop the understanding and practice of basic nutrition and healthy eating. Students develop and extend their practical cooking skills, learn how to evaluate products and develop a sensory vocabulary. Students learn about designing and making a healthy packed lunch – also investigating food labelling and packaging.

SUBJECT / TOPIC

- Why do we need food? Nutrients and health
- Current guidelines for healthy eating and focused practical tasks
- Food hygiene and food safety
- Safe use of kitchen equipment
- Safe use of electrical equipment
- Safe food storage

SKILLS / ATTITUDES

- Develop practical skills
- A basic understanding and knowledge of food hygiene rules and food safety
- Use a range of appropriate kitchen equipment safely
- Use correct safety procedures
- Develop key cooking skills and become familiar with adapting recipes
- Use a range of skills to research, design and present food products
- Safe use of a range of electronic kitchen equipment



FRENCH

Student year: **Upper 3 (Year 7)** Head of Department: **Mme C Smith**

SUBJECT OVERVIEW

The Upper 3 year builds upon the firm foundation made in the Junior School, reinforcing and consolidating what has already been taught, as well as introducing French to new girls who have had little or no input of French in their primary schools to reach the same basics as internal junior girls through differentiated work.

Girls learn to express themselves with greater accuracy in their speaking and writing and gain a greater understanding and appreciation of how the language works.

Getting to know various cultural aspects of France is an important part of the Year 7 curriculum.

SUBJECT / TOPIC

- Alphabet
- Greetings
- Personal details
- Numbers
- French geography & where you live
- Countries
- Classroom objects
- Colours
- School subjects & opinions
- Date and time
- School timetable
- Hobbies & sports
- What you do at home

Grammar

- Articles & personal pronouns
- Regular & irregular plurals of nouns
- Adjectival agreement & position
- Possessive adjectives
- Regular '-er' verbs in the present tense
- Irregular verbs in the present tense (avoir, être)
- The negative form

SKILLS / ATTITUDES

- Identify patterns in the target language
- Develop techniques for memorising words, phrases and spellings
- Use correct pronunciation and intonation



GEOGRAPHY

Student year: **Upper 3 (Year 7)** Head of Department: **Miss Williamson**

SUBJECT OVERVIEW

In this first year of the Key Stage 3 course, students develop an understanding of what the subject is all about and learn many of the skills they need for their future studies. They undertake urban fieldwork around Exeter.

SUBJECT / TOPIC

Fantastic places: What makes a fantastic place? Girls begin to develop map skills through learning about a series of important places/fantastic landscapes. They are encouraged to develop place knowledge and geographical skills which will be applied throughout Key Stage 3 including scale/ grid references/ distance and direction/ height and relief/ map symbols.

Extreme places: How does the climate vary around the world? Exploration of the UK climate and why it rains. Forecasting the weather. How and why is the UK's weather different to two extreme places: Antarctica and the Sahara desert.

Ecosystems: What is an ecosystem? What are food chains and food webs, how are they influenced by change? What is climate change and how is it threatening ecosystems? Case study of coral reef ecosystems and the influence of climate change on the Maldives.

Amazonia and Deforestation: How the rainforest works, understanding interdependence. What are the causes and impacts of deforestation. Should people be allowed to deforest? Amazonian tribes.

Living Spaces: What are the ingredients of good living spaces? Cycle of urbanisation. The importance of green spaces. Problems in LIC cities and finding solutions.

SKILLS / ATTITUDES

- Using text/writing good English/ discussing ideas
- Drawing climate graphs
- Appreciation of the concept of scale/learning symbols/ understanding of contours and using OS maps
- Fixing places on the globe – the uniqueness of location
- Use of photographs/ the concepts of land use
- Learning basic graphing skills on Excel and using GIS

HISTORY

Student year: **Upper 3 (Year 7)** Head of Department: **Mr J Tabb**

SUBJECT OVERVIEW

At Key Stage 3 (years 7– 9) the History course explores British History from 1066 to 1945. In Upper 3 our students will focus on medieval Britain, 1066-1500, and undertake a series of enquiries into some of the key events in this period.

KEY ENQUIRIES

- What is History?
- How did the Normans come to rule England in 1066?
- Control, castles and cruelty: What was it like to live in England under William I?
- Why was it so difficult for medieval kings to control the Church?
- How bad was King John and why did he have to sign the Magna Carta in 1215?
- How did the Black Death change England?
- Revolting peasants! What caused the Peasant's Revolt?
- Medieval women: What was life really like for women in the Middle Ages?

- Heroes or villains? Why did the Crusades divide opinion?
- The Wars of the Roses: How did two families tear the country apart?

SKILLS / ATTITUDES

- Use of a wide range of historical evidence
- Interpretation of evidence - types of evidence used include written, pictorial, film and visits to historical sites. Variety of methods of presenting work including media presentation skills, debating skills, structuring persuasive paragraphs, historical essay skills and wall displays
- Understanding of chronology and history as narrative
- Understanding cause and consequence
- Understanding the role of the individual
- Understanding Britain's place within the wider world
- Understanding diversity within Britain
- Beginning to understand the role historiography plays within history



A Short Chronicle of the Church of Exeter from the beginning of time to 1393

LATIN

Student year: **Upper 3 (Year 7)** Head of Department: **Dr L Keen**

SUBJECT OVERVIEW

Latin has influenced the development of English and many other European languages. The Upper 3 Latin course provides a thorough introduction to the language in the context of life in Pompeii.

SUBJECT / TOPIC

Language: Be able to identify and translate:

- Nouns: Subject and Object, Singular and Plural
- Nominative and Accusative cases, Noun Groups
- The Present tense of regular verbs + esse
- The Imperfect tense of regular verbs + esse
- The Perfect tense
- Personal pronouns
- Superlative adjectives

Background: Explore what life was like in Pompeii including:

- Families, homes and daily routine
- The forum
- The theatre
- Slaves and freedmen

SKILLS / ATTITUDES

- Spotting derivations: looking for links between words in different languages
- Introduction to an inflected language: develop an awareness of the difference in word order; appreciate the importance of noun and verb endings for information
- Analysis of sentence structure, noun and verb endings to develop a logical and considered approach to translation
- Understanding of full range of meanings of noun endings
- Latin reading and drama: presentation skills and interaction as a group
- Develop knowledge and understanding of life and culture in Pompeii

MATHEMATICS

Student year: **Upper 3 (Year 7)** Head of Department: **Dr R Henderson**

SUBJECT / TOPIC

Number:

- Place value
- Addition and subtraction of integers and decimals
- Order of operations
- Multiplication and division of integers and decimals
- Negative numbers
- Fractions arithmetic
- Decimals, fractions and percentages
- Rounding and estimating
- Time and timetables

Algebra:

- Rules of algebra, expressions, collecting terms
- Expanding brackets, linear equations
- Sequences and patterns
- Plotting straight line graphs and co-ordinates

Statistics:

- Venn diagrams, set notation
- Probability of single events
- Averages, frequency tables
- Data analysis

Shape & Space:

- Angles, triangles and parallel lines
- Area and perimeter – rectangles, triangles, compound shapes
- Pythagoras' theorem
- Symmetry, properties of shapes
- Area and perimeter of circles and simple sectors
- Volume – cubes and cuboids

SKILLS / ATTITUDES

- Confident use of non-calculator methods
- Development of mental arithmetic strategies
- Participation in mathematical discussions
- Willingness to ask and answer questions
- Engagement with practical and hands-on tasks
- Develop calculator methods
- Problem solving
- Completion of bespoke and challenging homework tasks
- Development of subject-specific study skills and independence

MUSIC

Student year: **Upper 3 (Year 7)** Head of Department: **Miss A Blackwell**

SUBJECT OVERVIEW

Pupils will experience the key components of the subject: performing, composing, listening and appraising. They will look at how music is constructed as well as learning about music from another era and from another culture.

SUBJECT / TOPIC

AUTUMN TERM

Building blocks

- The key elements of music
- Reading notation and rhythms
- Listening skills

Voiceworks

- Call and response
- Rounds and chants
- Class Concert

Instruments of the orchestra

- Brass, woodwind, strings, percussion
- Recognising sounds
- How instruments developed

SPRING TERM

Ladders

- Scales
- Pentatonic, whole tone
- Major, minor, chromatic

Medieval music

- Parallel motion, organum
- Instruments
- Plainsong

SUMMER TERM

Fanfares

- Harmonic series
- Imitation
- Time and place
- Class Concert

BBC Ten Pieces

- Analysing and appraising set pieces
- Understanding music in context
- Concert etiquette

SKILLS / ATTITUDES

- Class singing and learning a melodic instrument (keyboards)
- Working with others towards performances
- Creative thinking and confidence when composing
- Understanding the role of music in different societies



PHYSICAL EDUCATION & GAMES

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs A Lewis-Weeks**

PE is assessed holistically using our Maynard ME in PE policy, looking at Physical ME, Social ME, Healthy ME, Thinking ME and Personal ME.

Gymnastics Personal ME	Introduction to formal and educational gymnastic skills, both on floor and apparatus. Encouraging co-ordination and control, and introducing sequence work in pairs. Learning to work with others, support skills. Evaluating and refining performance.
Dance Thinking ME	Exploration of a range of dance movements and styles using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. Evaluate, assess and refine performance.
Netball Physical ME	Introduction/development of basic skills to develop accurate and consistent replication in ball skills, footwork and passing and receiving. Outwitting opponents by creating and restricting space. Appreciating and understanding basic rules and games format - small and full-sided games.
Hockey Physical ME	Introduction/development of basic skills to develop stick and ball control, accurate replication of skills and outwitting opponents. Creating and restricting space. Appreciating and understanding basic rules and games format - small and full-sided games. Introduction of set pieces, tactics and basic goal-keeping.
Basketball Healthy ME	Introduction to ball-handling skills. Shooting, lay-up and basic small- sided games. Knowledge of rules.
Fitness for life Healthy ME	Increasing awareness of why we exercise, the effects on the body of short term and long-term exercise. Linked to PHSE.
Cricket Social ME	Introduction to basic rules and understanding of the game, batting and fielding skills to encourage accurate replication and outwitting opponents during play.
Athletics Physical ME	Individual skill acquisition in all event disciplines to encourage accurate replication and improved performance. Emphasis on body fitness and safety through competition.
Swimming Physical ME	Encouraging confidence in the water and developing accurate technique in all strokes. Timed swims in all strokes.

Tennis Personal ME	Development of racquet skills including all basic shots. Understanding of rules, scoring and tactics.
Rounders Social ME	Inclusion of striking and fielding skills within the game context. Awareness of tactics to outwit opponents.
Football Social ME	An introduction to the basic skills of football and understanding of similarities in the game to other invasions games.
Tag Rugby Thinking ME	Introduction to the game of tag rugby. Basic throwing and ball-handling skills. Knowledge of scoring, defensive and attacking play and outwitting opponents.
Badminton Personal ME	Introduction to basic racquet skills and accurate replication of techniques, rules and scoring.



PSHE

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs C Finnegan**

SUBJECT OVERVIEW

In the Upper 3 year we aim to equip our young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and responsible lives. At the heart of the lessons is questioning, debating and discussion individually, in small groups and as a whole class. The PSHE curriculum follows a spiralised approach from U3-U6 with the aim of the curriculum being to support the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We use a wide variety of different contemporary resources in our PSHE curriculum; we design and plan our own custom learning activities for students based upon best practice and identified local community, social and economic needs and priorities. Our high quality PSHE planning and delivery is informed and influenced by our active membership of the national PSHE Association and uses the core themes of 'Health & Wellbeing', 'Relationships' and 'Living in the wider world' to structure our programmes of study. We follow and embed statutory RSE guidance.

We believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.

SUBJECT / TOPIC

- Transition
- Physical and Mental Health
- Safety On and Offline
- Families
- Respectful relationships, including friendship
- Intimate relationships
- Study Skills

SKILLS / ATTITUDES

- Developing relationships and working with others

- Given scenarios in which to vocalise opinions and problem solve
- Appreciation of others' lives, problems encountered and how to find solutions
- Exploring cultures outside our own
- Develop social skills
- Developing communication and listening
- Developing sense of identity and belonging
- Preparing for life in a diverse society

RELIGIOUS STUDIES

Student year: **Upper 3 (Year 7)** Head of Department: **Miss K Gwynne**

SUBJECT / TOPIC

BELIEFS AND CONCEPTS (one term)

Religions focus: Christianity

- Differentiating between fact/ opinion/ belief
- Considering philosophical arguments about the existence and nature of God
- Exploring the Christian concept of incarnation

THE BIBLE AND THE ARTS (one term)

Religions focus: Christianity

- What is the Bible? Christian attitudes towards the Bible
- Exploring some key biblical stories and Christian beliefs
- Looking at how biblical narratives have been expressed through the arts

RIGHTS AND RESPONSIBILITIES (one term)

Religions focus: Christianity, Islam, secular worldviews

- Understanding the link between rights and responsibilities
- The Universal Declaration of Human Rights
- Exploring the work of Malala Yousafzai and others (especially female campaigners) in striving for rights and justice for all

SKILLS / ATTITUDES

- Analysis of evidence and arguments in issues of religion
- Understanding how religious beliefs and teachings inform answers to ultimate questions and responses to ethical issues
- Reflection, communication, evaluation of own ideas; use of reasoned argument
- Interpretation of a variety of forms of religious and spiritual expression; communication of pupils' own beliefs and ideas
- Respect, listening to others, open-mindedness, self-awareness, awareness of rights and responsibilities, commitment to justice



SCIENCE

Student year: **Upper 3 (Year 7)** Head of Department: **Mr C Ridler**

SUBJECT OVERVIEW

In Upper 3 the three Sciences (Biology, Chemistry and Physics) are taught via a context-based approach. Embedding scientific concepts within real-life contexts provides an engaging and creative learning experience.

CONTEXT AND SCIENTIFIC CONCEPTS STUDIED WITHIN CONTEXT

WORKING SCIENTIFICALLY

- Laboratory safety
- Conducting Investigations in Science

OLYMPIANS

- Skeletal system, muscles and movement and joints
- Forces and motion
- Drug testing and chromatography

TREASURE ISLAND

- Pure and impure substances
- Energy stores
- Diet and food tests
- Plastic pollution
- Animal cells, puberty and reproduction
- Energy resources

ALLOTMENT

- Photosynthesis
- Gas tests
- Seasons and the solar system
- Testing pH, neutralisation, concentration and dilution
- Planting seeds
- Electricity

SPANISH

Student year: **Upper 3 (Year 7)** Head of Department: **Mme C Smith**

SUBJECT OVERVIEW

The Upper 3 year builds upon and extends the foundation work started in the Junior School. Girls learn phonetics to ensure correct pronunciation. Grammatical structures and vocabulary are introduced, practised and consolidated systematically to provide the necessary framework for future success. All four skills are regularly covered in class. Homework tasks focus on vocabulary learning, consolidation of material done in class and extension work.

SUBJECT / TOPIC

- Alphabet
- Greetings
- Personal details, including where you live, age, birthday
- Classroom objects
- School subjects
- Opinions about school subjects and teachers
- Dates
- School timetable
- Some items of food and drink
- Numbers 1 – 100 and prices in euros

GRAMMAR

- Articles and personal pronouns
- Number and gender of nouns
- Regular -ar- 'er' and -ir- verbs in the present tense
- The formation of questions
- Adjective agreements
- How to make verbs negative
- Tener in the singular forms of the verb



TEXTILE DESIGN

Student year: **Upper 3 (Year 7)** Head of Department: **Mrs S Fanous**

SUBJECT OVERVIEW

At Key Stage 3 (Upper 3/Yr 7) we continue to develop and build upon sewing machine skills and fabric decoration techniques. Students research world culture, then design and make a high-quality patchwork cushion. Students are also introduced to screen printing and embellishment techniques. Using the sewing machine and overlocker, the girls learn a variety of more complex sewing skills and make a made-to-measure camisole top.

SUBJECT / TOPIC

- Researching world cultures for design inspiration
- Fabric decoration and embellishment
- Types of fabric including natural and synthetic fibres
- Fashion and sustainability
- Silk screen design and printing
- Design development using found images, copyright and ethical design
- Working drawings
- Customer profiles
- Constructing a garment using a pattern template
- Textiles labelling

SKILLS / ATTITUDES

- Health and safety in the textiles room
- Ironing and pressing techniques
- Learning new decorative fabric techniques
- Silk screen printing and mixing pigments

- Learning how to investigate; making mood boards and interpreting world cultural images for design inspiration
- Design and create an accurate pattern and log cabin patchwork panel
- Moodboards and design development
- Colour theory
- Quality control
- Self-evaluation
- Measuring and accurate pattern construction
- Garment wash care
- Textiles and the Environment
- Selecting and using appropriate tools and equipment
- Sewing bias cut fabrics, binding rouleaux loops and frills
- Understanding grainlines and woven fabrics
- Designing a fashion collection
- Marketing and a fashion photoshoot



MADE FOR GIRLS AGE 4 - 18

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