



In our curriculum we teach students the **skills, processes** and **ways of thinking** to recognise and understand these qualities in the **artistic and designed world** and how to **apply** these skills, processes and ways of thinking to their own work.

All students have the **confidence** to have their own ideas and the skills, processes and mind set to be able to **realise** them.

Head of Art & Design: Mr Brooks

### You will study...

How do we look?

A sensual experience of art

Observing the world

Visual literacy

Formal elements of art and design

### You will learn about...

How a high quality of art or design will engage us as viewers and/or users in these criteria:

**Wow!** Our sensual response to art, what grabs our attention? What makes us want to look at it? Issues of formal elements and visual language.

**Ooh..** Technical response, how is it made? The application of skill. Why is this valued?

**Aah?** Intellectual response, how does it make us think? What are the concepts behind it? What is the artist trying to achieve?

### You will learn how to...

Develop skills, processes and ways of thinking to recognise and understand Wow!  
Ooh... Aah? qualities in the artistic and designed world.

Apply these skills, processes and ways of thinking to your own work.





Biology at Dane Court aims to develop students' ability to **understand** and **remember** the large amount of substantive knowledge that underpins the subject, **analyse** complex information and **apply** their knowledge to a variety of different scenarios. We want our students to be **open minded** to discussion of practical, moral and ethical issues in **Biological science in the wider world**. We aim to provide an environment that **challenges** our students to strive for their best. Most importantly, we want them to **enjoy** Biology.

Head of Biology: Mr Howard

## You will study...

Introduction to Science

Cells

Microbes

Disease, immunity, vaccination

Reproduction

Variation

## You will learn about...

Scientific investigation language

Processes of life, plants and animal cells.

The microscope.

Joints, muscles and tendons

Cell division and growth

Specialised cells.

Reproductive systems.

Fertilisation, development and birth.

Contraception

Plant reproduction and diversity

Variation

Changes in variation leading to evolution

## You will learn how to...

Use microscopes.

Use agar plates and aseptic technique.

Investigate respiration in yeast, in a practical experiment.

Test antibiotics, in a paper practical.

Analyse fingerprints.

Classify invertebrates.

Evaluate contraceptive methods.



In the **chemistry** department, we aim to provide KS3 students the opportunity to develop their understanding of fundamental chemistry concepts by building from the **particle model** early in Y7 to explain key ideas such as conservation of mass, separation methods and chemical reactions, moving on to an understanding of **atoms, elements and compounds** and learning that the **periodic table** contains patterns and trends which can be studied by chemists. There will be many opportunities to develop a range of **laboratory skills** to reinforce the theoretical knowledge attained in lessons and to promote an enjoyment of the **practical** aspects of the subject.

Head of Chemistry: Dr Green

### You will study...

Chemistry laboratory skills

Atoms, Elements of the Periodic Table and Compounds

Separation Techniques

Chemical Reactions

Acids and Alkalis

### You will learn about...

What is meant by 'chemistry'?

Particle theory.

Separation techniques.

Physical changes.

Dissolving and crystallisation.

pH scale indicators.

Neutralisation reactions.

Evidence of chemical changes.

### You will learn how to...

Operate safely in a Chemistry laboratory.

Develop laboratory techniques.

Plan and execute a scientific investigation.



Within the Computing department we believe in **nurturing creativity** through the use of **technology**. We aim to create an environment where students can grow from trial and error and where **troubleshooting** and **problem solving** become keys to future success. Our secondary goal is creating caring, open-minded and principled students by teaching **skills** they can use across the school, outside of education and around the world.

Head of Computing: Mr Gale

### You will study...

Computer systems

Presentation software

Scratch programming

E-Safety

Programming with Turtle Python

### You will learn about...

How all areas of the school systems work for both in school and at home use.

The interdisciplinary skills required in presentation making, which will help you create and deliver effective presentations.

Programming skills, through Scratch and Turtle using Python.

### You will learn how to...

Login to and use Gmail, Drive and Classroom and set effective passwords.

Store and organise online files and folders.

Write professional emails, add attachments, forward messages.

Understand the tools and skills needed for graphical software packages.

Use the basics of the fireworks package: Tools, layers, importing, saving, canvas size, colour, cut/paste.

Use presentation skills such as: font size, text amount, spacing, image handling, transitions, house style, animations.

Use Computer Science skills through programming, such as computational thinking, problem solving, algorithmic thinking, testing and programming theory.



**Creativity** is as important as literacy and we should treat it with the same status.

Head of Drama: Mr Stanley

## You will study...

Traditional tale – introduction to drama and storytelling

Stories from other cultures

Mime – how we can communicate non-verbally

Circus – combining mime and storytelling

Bullying – raising awareness and exploring blame

## You will learn about...

Storytelling, Narration, Physical Theatre, Characters, Still Images.

Transforming written stories into physical performances.

The three Cs of mime: Control, Continuity, Concentration.

Influences from Marcel Marceau and Steven Berkoff.

The research of Albert Mehrabian.

## You will learn how to...

Use elements of drama (body language, facial expressions, levels, voice, movement, spatial awareness, gesture).

Recognise and apply thought-tracking, breaking 4th Wall, freeze-frame, body language, gesture, facial Expressions, chirography, rehearsal, verbatim, thought-tracking, characters, split-screen, soundscape, role-on-the-wall.

Use socio-grams to present both initial responses and informed decisions when faced with a key question or ethical dilemma.

Use Conscience Alley to explore varying perspectives and to develop Empathy.

Merge new skills to create meaning and effectively communicate ideas to the Audience.



Our studies in **English Language** and **Literature** foster a **love of reading** and knowledge of our **literary heritage**. Through exposure to a **broad and challenging** range of **literary texts**, students are empowered to **critically appreciate** others' ideas and perspectives, and to **compellingly communicate** their own.

Head of English: Mrs Underwood

### You will study...

Malorie Blackman, *Noughts and Crosses* (playscript, 2008)

Poetry anthology: Protest Poetry

Geoffrey Chaucer, *The Canterbury Tales*

William Shakespeare, an introduction to heroes and villains

A range of fiction and non-fiction texts.

### You will learn about...

Structure and form in poetry and prose.

Extended metaphors.

Presentation of character, symbolism, settings and narrative devices.

The significance of context.

Shakespeare's England and Elizabethan stagecraft.

Dramatic devices.

The perspectives of other people, times and places through our culturally enriching library curriculum.

### You will learn how to...

Develop a critical response to reading, supported by evidence.

Compare writers' choices across a range of texts.

Debate the merits of language and literature prompting change in society.

Explore the transformation of characters and discuss their motivations.

Avoid common errors in spelling and punctuation.

Analyse the impact of characters on an audience.

Use images to inspire creative writing.

Write and speak persuasively.



We provide students with the knowledge and skills required to **safely** and **independently** prepare **nutritious** and **appetising** food for themselves, whilst considering the needs of people from different life stages, health needs and cultures with an **open mind and wisdom**.

Our students are encouraged to approach the subject in a principled and open minded manner for an ever changing world of **international diversity** and **fragile resources**. The breadth of the **food industry** is explored through provenance, science, nutrition and health, safety, international cuisines and food choice. Regular opportunities are given to explore a wide range of **career pathways** which are linked to current learning.

Head of Food & Nutrition: Mrs Leese

## You will study...

Food preparation skills

Cuisines/food choice

Nutrition and health

Food provenance

Food science

Food safety

## You will learn about...

Cooking methods

Food choices and special diets.

Mediaeval food, lifestyle and clothing.

Building a balanced diet and macronutrients

Seasonality and ingredients provenance

International cuisines.

Food spoilage - Enzymic browning and how to prevent it

Food safety- shopping, storage and preparation

## You will learn how to...

Follow a recipe and prepare food safely.

Use a range of preparation techniques and cooking methods.

Use equipment safely.

Confidently prepare food for others.

Have an awareness of the functional properties of ingredients.

Use current healthy eating advice to choose a varied, balanced diet.

Communicate confidently about food.

Take part in a scientific investigation.

Reflect/ evaluate / consider what went wrong and why in food preparation.

Research a topic effectively.

Take part in a mediaeval banquet

Plan, prepare and run a stall at the International Food Evening



By studying a language at Dane Court, students will develop the **knowledge, skills** and **confidence** to enable them to **communicate, interact** and **thrive** in today's global society. We aim to create caring and open-minded students by encouraging an **appreciation and understanding** of other **cultures** and **traditions**.

Head of French: Mrs Radix

### You will study...

My life  
*Who am I?*

My school  
*What is my school life like?*

My free time  
*What do I like to do?*

### You will learn to...

Communicate simple information to introduce yourself and your family using adjectives of personality.

Describe yourself and your family using adjectives of size, family members, verbs, colours, numbers and months.

Talk about your school and school subjects using a range of language to justify positive and negative opinions.

Discuss different sports and give opinions using adjectives of opinion, time expressions and intensifiers.

### You will learn how to...

Use the French alphabet.

Count from 1 – 100.

Use masculine and feminine nouns.

Form plural nouns.

Give simple opinions in French.

Use adjectives, possessive adjectives and understand adjective agreement.

Use the months of the year.

Tell the time.

Use the present tense of regular verbs.

Use faire du/de la/des.

Use jouer au/à la/aux.

Use aimer + infinitive.



Geography describes and helps to explain the similarities and differences between **places**. We use our staff **subject expertise** and **real world experiences** to engage and enthuse our students about the world in which they live. We focus on the **interactions** between individuals, societies and physical processes in both time and space. We seek to identify **trends and patterns** in these interactions, to provide students with a greater understanding and ability to make balanced assessments about **world problems and issues** of our time and how we and they are interconnected. We seek to instil **key values**, so our students are caring, open minded and principled as they investigate these issues. These may be defined on a variety of scales and from the **perspectives** of a different range of actors, with varying powers over decision-making processes.

Head of Geography: Mr Hutchings

### You will study...

Maps and mapping  
Rivers and flooding  
Settlement  
The Horn of Africa  
Ecosystems  
Tropical rainforests

### You will learn about...

Globes, maps, atlases.  
How rivers shape the land.  
How rainfall from the water cycle feeds a river.  
How valleys, waterfalls and oxbow lakes are formed.  
The causes of flooding.  
The reasons for location and growth of settlements.  
How the provision of services in settlements varies.  
Patterns and changes in urban land use.  
The main physical features of the Horn of Africa.  
Food chains and webs.  
The structure of rainforests, and biodiversity.  
How the destruction of rainforests can be reduced.

### You will learn how to...

Interpret OS maps, including grid references and scale.  
Interpret topographical and other thematic mapping, and aerial and satellite photos.  
Assess development indications, such as population, life expectancy and GDP.  
Identify key components of ecosystems.  
Map and identify features of ecosystems.  
Identify and locate key locations of rainforests globally.  
Examine climate features.



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Head of German: Mrs Green

### You will study...

Meine Welt und ich  
*My world*

Familie und Tiere  
*Family and animals*

Freizeit – juhu!  
*Free time*

Schule ist klasse!  
*School*

### You will learn to...

Communicate simple information about yourself, using adjectives of personality and question words.

Talk about your family and animals using adjectives of size, family members, some free-time verbs, colours, months.

Talk about your free-time and give your opinions using adjectives of opinion, time expressions and technology vocabulary.

Talk about your school and justify your opinions about the school using wider range of question words, classroom vocab, prepositions of position..

### You will learn how to...

Use phonics/pronunciation.

Use *sein, haben* and present tense regular verbs.

Ask and answer questions.

Use some key verbs structures + infinitive, plural nouns, adjectives with nouns and ordinal numbers.

Use *gern/nicht gern*.

Express opinions in the present tense.

Talk about the future using the present tense + future time phrase.

Justify opinions with *weil*.

Tell the time.

Use possessive adjectives.



The History department aims for pupils to acquire and develop: an overview and understanding of the past so that they can **see their part in the bigger picture**; the **development of historical skills** such as understanding **cause and consequence, change and continuity, similarity and difference, reliability and usefulness**, and judging between **interpretations**; the ability to **communicate** clearly through written and oral work. We aim to develop students who are: those who **respect** social, cultural, ethnic and religious diversity; able to make progress and have a **desire to learn**; able to learn in a variety of ways as individuals or as members of a team.

Head of History: Mr Baker

### You will study...

Cheddar Man  
 England before 1066  
 Contenders to be king in the 1060s  
 The conquest of England by the Normans  
 The murder of Thomas Becket  
 Medieval village life  
 King John  
 The beginnings of Parliament  
 Castles  
 The Black Death  
 Medieval towns  
 The Peasants' Revolt 1381  
 The Crusades

### You will learn about...

How the skeleton of an ancestor of modern Britons has surprises for us.  
 Whether the past is fact or fiction.  
 Why William won the battle of Hastings.  
 How the Norman Conquest changed England.  
 How bad a peasant's life really was  
 How the power of kings changed in the Middle Ages.  
 The causes and results of the Black Death  
 Why the Peasants' Revolt happened.  
 What happened during the Crusades.

### You will learn how to...

Use skills similar to a detective.  
 Interrogate source data.  
 Create a murder report using primary and secondary evidence.  
 Produce extended writing about 1066, Medieval life and the Crusades.  
 Use research skills.  
 Develop text book skills.  
 Recall knowledge.



Mathematics is a core subject of the National Curriculum and we aim to provide students with the **skills** and **opportunities** to equip them to meet the **challenges of the 21st century**. Mathematics is both a tool for **solving problems** in a wide range of contexts, a development of **logical intent** and a discipline with its own inherent **structure and aesthetic appeal**.

Head of Mathematics: Mr Ballard

### You will study...

Number Skills  
Equations, Functions and Formulae  
Fractions, Decimals and Percentages  
Angles and Shapes  
Perimeter, Area and Volume  
Sequence and Graphs  
Analysing and Displaying Data

### You will learn about...

Securing arithmetic skills and geometric principles  
Factorising and solving algebraic expressions  
Working with multiplicative problems.  
Making connections between sequences and graphs  
Solving real life problems

### You will learn how to...

Use whiteboards and friends to help you solve problems  
Use scientific calculators.  
Access on-line support material both in and out of the classroom.  
Use a geometry set.  
Have an open mind to new and difficult challenges.



In Music, we aim to provide a well rounded music education with practical musicianship at the core. We want you to be culturally aware and musically curious students, who are confident to be creative, make mistakes and share your ideas individually and in groups.

Head of Music: Ms Jones

### **You will study...**

Vocal Music - Finding Your Voice  
Introduction to the keyboard -  
Nativity Notation  
Rhythm Development - Junk  
Orchestra and Stomp  
Composing - Haunted House  
Music of other cultures - Gamelan  
Stage and Screen - Music in  
cartoons and films

### **You will learn about...**

The foundation of music and the elements of music are the first things you learn in year 7. You will also learn a bit of each of our three main disciplines, which are:

- composing - writing music
- performing - playing music
- listening and analysing - listening to a piece of music and describing what you hear using musical vocabulary

and you will have a lot of fun making music with your peers in the process!

### **You will learn how to...**

Sing as a group with confidence and accuracy  
Play a basic melody in your right hand on the keyboard  
Identify and play rhythmic phrases  
Compose a polyrhythmic piece and perform it as a group  
Perform a piece as a group, using pentatonic scales  
Compose a piece of music using Logic Pro on the iMacs  
Identify chromatic scales, sharp, flats and dissonance  
Compose a piece of music for a specific occasion - to describe a Haunted House



Our overall aim is to develop a lifelong love of physical activity through improving students **physical, mental** and **social** wellbeing through Physical Education.

Head of P.E.: Miss Bolt

### You will study...

9 different sports

How to achieve and maintain a balanced and healthy lifestyle

A range of skills and techniques which help you recognize and appreciate your interdependence with others

### You will learn about...

The value of physical activity and how sport can enhance our physical, mental and social wellbeing.

The function of the muscles.

The basic rules for nine sports.

The equipment needed for sports.

Teamwork skills and fair play.

The need for a balanced diet.

What somatotypes are and how they can influence what sports people participate in.

### You will learn how to...

Bridge the gap between fundamental skills and specialised movement skills.

Apply your knowledge to home projects such as: Muscles; Healthy Eating Plate; Somatotypes.

Develop the confidence to apply skills to the best of your ability in a variety of sports.

Feel confident trying new activities, working both independently and as a team, developing strategies that enhance interpersonal skills.





Philosophy and Philosophical questioning forms the basis of all subjects and knowledge. Developing a **critical and analytical mindset** is vital for students to access **truth and understanding** in school and the wider world.

It is our intent to help students foster a secure knowledge base, from which that can develop a **critical and evaluative mind** and learn to **question** their views, others views and ‘accepted’ knowledge.

Head of Philosophy/R.E.: Mr Richardson

### You will study...

Why do R.E.?

Rituals and festivals

Origin stories

Holy books

Holy places and pilgrimages

Creating a religion

### You will learn about...

World religions and the impact of beliefs on our lives.

How religions began.

The uses of Holy Books.

Concepts of authority.

Uses of Holy Places.

The purpose of pilgrimages.

### You will learn how to...

Think critically about ideas, such as: “Religion doesn’t matter in society”, “Individuals can’t change the world”, “All religious rituals should be respected” and “Holy places are important and should be protected”.

Create your own questions.

Justify your views.

Communicate your findings and prepare presentations.

Apply your knowledge of different religions.



Physics at Dane Court fosters an appreciation of our **Universe** and **our place in it**. Students will develop fundamental skills including **problem solving**, **critical thinking** and the confidence to **challenge** preconceptions within a **caring** environment underpinned by **scientific principles** and **open mindedness**.

Head of Physics: Mr Wade

## You will study...

Matter and density

Forces

Energy

Pressure

Electricity

## You will learn about...

The models used to understand the structure of solids, liquids and gases.

How forces can affect the motion of objects.

What is energy

What causes pressure

Current, potential difference in a circuit.

## You will learn how to...

Use scientific models to understand and predict outcomes.

Work in a scientific way and understand the benefits of this process.

Question what you think you know and unpick misconceptions.



To enable students to develop the knowledge, skills and attributes they need to **manage their lives**, now and in the future. To enable students to create a **happy and successful** adult life, by helping them make informed decisions about their **health and wellbeing**, sexual health and relationships; helping them to develop the capacity to make **sound decisions** when facing risks, challenges and complex contexts, either online or in other aspects of life. To enable students to **function effectively** in the world outside school and to be **principled** and **responsible**.

Head of PSHE/SRE: Mrs Dillon

## You will study...

Healthy and unhealthy relationships including respect and influences

Diversity and inclusion

Emotional, physical and sexual wellbeing

Healthy eating and lifestyle

Substance use

Community and careers

## You will learn about...

Making decisions about your health and relationships, and the ability to reflect on your sense of identity and place in the world.

The different influences that may impact you as you mature and grow up, including: peer pressure and friendships.

Online safety and internet etiquette.

How you can challenge prejudice assertively and that bystanders in bullying situations can have a positive or negative impact.

How to recognise anxieties and worries with ways to cope and manage them.

## You will learn how to...

Make informed and factual decisions about your emotional and physical health and feel confident about wider world issues that may impact you or someone you know. Use role plays and scenario activities to practise and learn how to keep yourself safe in certain situations.

Use discussions to explore various issues and ideas to support your understanding of society.

Support your own mental, physical and sexual health.

Challenge prejudice and discrimination safely.

Keep yourself safe while using the internet and social media.

Seek advice and support about any issues you would like more information about.



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Head of Spanish: Miss Allen

### You will study...

Mi vida

*My life*

Mi tiempo libre

*My spare time*

Mi insti

*My school*

Mi familia y mis amigos

*My family and friends*

### You will learn about...

Culture:

- Where Spanish is spoken across the world
- Hispanic festivals such as the 'Día de muertos'
- The differences between Spanish and British schools
- Spanish food

Language:

- Conjugating verbs
- Tenses
- Grammatical genders and nouns
- Spanish phonics and pronunciation

### You will learn how to...

- Communicate simple information about yourself
- Use adjectival agreement
- Ask questions
- Talk about your free-time activities such as sports and hobbies
- Express your opinions and justify them
- Talk about the weather
- Talk about your life at school
- Describe your family and friends' personality and appearance
- Describe your home
- Use the present tense of regular and (some) irregular verbs
- Use a variety of connectives, intensifiers and sequencers