



A curriculum for Years 7, 8 and 9

The Bridge
Curriculum

Introduction

The Bridge Curriculum is an exciting new initiative which aims to combine the best aspects of the Common Entrance syllabus with the National Curriculum and other programmes of study to create a pathway of learning that is exciting, dynamic and more effective in preparing pupils for the demands of GCSE and beyond. It has been created in recognition of the following points:

- The majority of senior schools are now testing and/or offering Year 9 places when pupils are in Year 6 and so the Common Entrance exams are not as relevant as they once were.
- For the majority of senior schools, Common Entrance is merely a confirmation of what is already known and is mainly used for setting purposes. This can be achieved very effectively by other means.
- Although there are some merits in the Common Entrance process, in many subjects the syllabus is restrictive and means that, in Year 8 in particular, there is a large focus on exam preparation rather than on the knowledge and skills which we want children to gain.
- Exams, and the pressures that go with them, tend to dominate Year 7 and 8 when this does not need to be case.
- Teachers are also restricted from delivering topics about which they are passionate.
- Year 9 is often seen as a year when children tread water.
- We would like to see Year 7 as the start of an interesting and exciting three years at both schools – an innovative Key Stage 3 programme.

The Bridge Curriculum will provide continuity of study across the curriculum for Years 7 and 8 at St Andrew's Prep and Year 9 at Eastbourne College or any senior school to which a pupil moves. Through a variety of methods it will monitor children's progress and maintain rigour across those three years without the need for Common



Entrance exams at the end of Year 8. However, as the curriculum does broadly cover the requirements set out in the Common Entrance Syllabus as well as the National Curriculum, and indeed will be benchmarked against Common Entrance, the Bridge Curriculum does cater for those children who do not wish to continue into Year 9 at Eastbourne College.

The Bridge Curriculum will enable us to give parents, children and future schools a much better idea of where the strengths and weaknesses of each child lie rather than just an end of year exam grade. Assessment will be rigorous and, in some subjects, will not be too different from the Common Entrance exams. However, in subjects such as the Humanities, there will be much more opportunity for assessed project work, both collaborative and individual, as well as presentation and research skills.

For those children who will be sitting Academic Scholarships to senior schools, they will follow the Bridge Curriculum in Year 7 but then, in Year 8, they will move into a scholarship group where they will cover everything in the Bridge Curriculum for Year 8 alongside any additional scholarship work which is required.

The Bridge Curriculum will make extensive use of the technology available to us, notably Office 365 and the collaboration tools contained within it. There will be a hub for each year group within the Bridge Curriculum that will, initially, be an area for storing documentation which children, teachers and parents can access on any device as long as they have an internet connection. In the future this may well include being able to submit homework through this hub and then having it marked and returned to the child online.

Programme of Study

Heads of Subject at St Andrew's Prep and Eastbourne College have liaised closely (and will continue to do so) in putting together the programme of study in each subject for these three year groups in order to minimise the overlap of work covered whilst, at the same time, providing solid foundations for study at GCSE and beyond. The programme

of study outlines what skills will be developed in each subject as well as the topics which will be covered across the three year groups. Each subject will be split into strands which will be in common across Years 7, 8 and 9. In the core subjects they will be as follows:

English

- Reading
- Writing
- Grammar and Punctuation
- Spoken English

Maths

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability and Statistics

Science

- Scientific attitudes
- Experimental skills and investigations
- Analysis and Evaluation
- Measurement



Pillars of Progression

The pillars of Progression take the programme of study and show what is expected in each year group. They also show what children will move on to if they have mastered everything which is expected in that year group. For example, for the Reading strand of the English curriculum, the pillars of progression are as follows:

Area of Subject – Reading

Year 7	Year 8	Year 9
Choose and read books independently for challenge, interest and enjoyment	Choose and read books independently for challenge, interest and enjoyment	Choose and read books independently for challenge, interest and enjoyment
Make inferences and refer to evidence in the text	Make inferences and refer to evidence in the text	Make inferences and refer to evidence in the text
Study and understand setting, plot, and characterisation	Study and understand setting, plot, and characterisation	Study and understand setting, plot, and characterisation
Study and understand the effects of setting, plot and characterisation	Study and understand the effects of setting, plot and characterisation	Study and understand the effects of setting, plot and characterisation
Recognise a range of poetic conventions and understand how these have been used	Recognise a range of poetic conventions and understand how these have been used	Recognise a range of poetic conventions and understand how these have been used
Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
Know the purpose and audience for a piece of writing	Know the purpose and audience for a piece of writing	Know the purpose and audience for a piece of writing
Know the context of the writing and draw on this knowledge to support comprehension	Know the context of the writing and draw on this knowledge to support comprehension	Know the context of the writing and draw on this knowledge to support comprehension
Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors	Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors	Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons	Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons	Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons
Make critical comparisons across texts	Make critical comparisons across texts	Make critical comparisons across texts
		Make discerning and ambitious choices in reading matter; to ensure a range of genres, periods and authors is covered

	Working towards the expected level
	Working at the expected level
	Working above the expected level

Standards

The standards are a child friendly version of the Pillars of Progression. Each child will have a copy of the relevant standards in their file or book and they will be able to highlight the topics that they have mastered as they go through the year. This will also give parents a good idea as to their child's progress and it will be something that can be passed on to the child's next teachers to show where they are at and what needs to be worked on next. For example, for the number strand of Mathematics the standards for Year 7 are as follows:

Standard 7 Area of Subject – Number			
Working Towards	Working At	Working above	Working significantly above
<ul style="list-style-type: none"> • Be able to understand and use place value for decimals • Be able to use the four operations applied to integers • Be able to use the four operations applied to decimals • Be able to use the four operations applied to fractions • Recognise and use the relationship between operations eg that division is the inverse of multiplication 	<ul style="list-style-type: none"> • Be able to order positive and negative integers • Be able to order decimals • Be able to order fractions • Recognise percentages as "number of parts per hundred" • Be able to convert between fractions, decimals and percentages • Be able to express one quantity as a percentage of another • Be able to use fractions as operators • Be able to use decimals as operators • Be able to understand and use the BIDMAS rule • Be able to factorise numbers into a product of primes • Be able to find the LCM • Be able to find the HCF 	<ul style="list-style-type: none"> • Be able to work with powers of numbers • Be able to calculate square and cube roots • Be able to convert between terminating decimals and their corresponding fractions • Be able to round numbers to given numbers of decimals places • Be able to round numbers to given numbers of significant figures • Be able to use rounding in order to give estimates to answers of given calculations • Be able to use standard units of mass, length, time, money and other measures • Be able to apply decimals to measurement 	<ul style="list-style-type: none"> • Be able to use a calculator to calculate results accurately and then interpret them appropriately • Be able to use standard form

By the time the child has finished in Year 7, the above grid may look as follows, illustrating clearly which parts of this strand the child has **mastered** and which still need more work, thus giving the child and their next teacher a clear idea of their individual progress:

Standard 7 Area of Subject – Number			
Working Towards	Working At	Working above	Working significantly above
<ul style="list-style-type: none"> • Be able to understand and use place value for decimals • Be able to use the four operations applied to integers • Be able to use the four operations applied to decimals • Be able to use the four operations applied to fractions • Recognise and use the relationship between operations eg that division is the inverse of multiplication 	<ul style="list-style-type: none"> • Be able to order positive and negative integers • Be able to order decimals • Be able to order fractions • Recognise percentages as "number of parts per hundred" • Be able to convert between fractions, decimals and percentages • Be able to express one quantity as a percentage of another • Be able to use fractions as operators • Be able to use decimals as operators • Be able to understand and use the BIDMAS rule • Be able to factorise numbers into a product of primes • Be able to find the LCM • Be able to find the HCF 	<ul style="list-style-type: none"> • Be able to work with powers of numbers • Be able to calculate square and cube roots • Be able to convert between terminating decimals and their corresponding fractions • Be able to round numbers to given numbers of decimals places • Be able to round numbers to given numbers of significant figures • Be able to use rounding in order to give estimates to answers of given calculations • Be able to use standard units of mass, length, time, money and other measures • Be able to apply decimals to measurement 	<ul style="list-style-type: none"> • Be able to use a calculator to calculate results accurately and then interpret them appropriately • Be able to use standard form

Curriculum Map

The following tables show the intended curriculum coverage across Years 7 and 8

Year 7

Subject	Autumn Term	Spring Term	Summer Term
English	Book Study: analysis of class reader: Reading and writing skills, incl. directed writing.	Creative portfolio: stories, descriptions and poetry	Persuasive writing and Advertising Campaign (presentation). Exam revision. Post exam: Introduction to Shakespeare
Maths	Four rules of number Factors, Multiples, primes, squares and square roots Fractions Probability Handling Data	Decimals and the four operations of number Simplifying Algebraic expressions Angles and angles of polygons Decimals, Fractions and Percentages	Ratios and Enlargement Transformations – Rotation, Translation and reflection Area of triangles and quadrilaterals
Science	Atomic Configuration, Reactivity and the Periodic Table	Mass, Weight, Density Acids and Alkalis	Cells and Human Biology
History	The war of the Roses The Princes in the Tower Henry VII	Henry VIII and the English Reformation	Mary I Coursework
Geography	Blue Planet: A world of water Focusing on coastal processes and features, flood events and responsible water usage	Mission Nepal Emphasis on the importance and problems of tourism and the causes, impacts and responses of the 2015 earthquake	Weather and Climate Factors affecting the British climate and the difficulties of forecasting our weather Geography in the News Topic focusing on why is Geography important and current events
TPR	Islam: Muhammad, The Five Pillars, Festivals, Rites of Passage, Mosque	Human Responses to God (OT): Adam and eve, Cain and Abel, Abraham and Isaac, David and Bathsheba	Ethics: Life and death, Punishment, Prejudice, discrimination and freedom, the Environment
French	Food names and meals Regular –er verbs Shops (quantities) Regular –re and –ir verbs Negation Free time Adjectival agreement	Musical instruments 'Jouer de' and 'jouer à' House hold chores Adverbs of frequency Verbs + infinitives 'Aller' + infinitives to express the immediate future	Possessive adjectives Introduction of regular perfect tense verbs with 'avoir' Introduction of the imperfect tense Introduction of comparison
Latin	Consolidation of Y6 work – present tense verbs, 1st and 2nd declension nouns (masculine and neuter), conjunctions, adverbs and adjectives. Prepositions (accusative and ablative cases) Background – The origins of the Trojan War	Numbers – cardinal and ordinal Imperatives Infinitives Background - The Trojan War	The six cases – recap of nominative and accusative and introduction to the genitive, dative and ablative. Imperfect tense Background - The Odyssey
Spanish	Unit 1: Greetings Unit 2: My family	School life and opinions	Descriptions
Art	Bugs & Birds Project Developing Skills in Drawing, Painting and 3D techniques alongside art theory	Pop Art Project Developing Skills in Drawing, Painting and Printing techniques alongside art theory	Hundertwasser Project Developing Skills in Drawing and Painting techniques alongside art theory



Subject	Autumn Term	Spring Term	Summer Term
DTI	Textile, Smart and Modern Materials: Students will learn about the technological advances in materials. They will then go onto use a new material (conductive thread) to make a pencil case which uses electronics.	Natural and manufactured Timbers: Students will learn about the core technical and specialist technical principles relating to natural and manufactured timbers. Students will develop their understanding of how to achieve precision when making their mini-tool box.	Grand Designs (CAD & Designing). In this project students will be using their creativity to develop a personalised design for their own grand design. They will develop their skills using computer aided design to create their own 3D models.
Music	Elements of Music recap, Structure (binary, ternary, theme and variations), Major and Minor Scales	Primary Chords, 12 Bar Blues Project and Classroom Concert	Compound Time, Gamelan, Making Comparisons and Classroom Concert
Drama	Keep the secret 3 Blood Brothers	The Curious Incident of the Dog in the Night time Goodnight Mr Tom	A Midsummer Night's Dream Greek Theatre
Computing	IE-safety, Security and Digital Footprints Understanding Computers Data Processing	Touch Typing and Programming	Digital Creativity and Collaborative Project
PSHE	Being me in my world Celebrating difference	Dreams and goals Healthy Me	Relationships Changing me
PE	Fitness: Basic Principles; Speed, Stamina, Strength, Suppleness/ Orienteering. Swimming /Lifesaving: Contact and non-contact rescues.	Gymnastics: Recap Skills/Sports Acro Indoor Games: Basketball & Badminton.	Athletics: Recap Fundamentals / 5 Star Award as a tool for recording and improving techniques. Preparation for Sports Day.

Curriculum Map

Year 8

Subject	Autumn Term	Spring Term	Summer Term
English	Writing techniques: describe, persuade, argue. Creative portfolio, incl. poetry analysis and commentary.	Book Study: analysis of class reader. Reading, writing, S&L skills, incl. presentation preparation and delivery	Coursework completion and exam revision Post exam: Shakespeare
Maths	Rounding to decimal places and significant figures Solving equations Finding the nth term of sequences	Finding the Circumference and Area of circles Calculating volume of cubes, cuboids and prisms Bearings and Scale Drawings	Equations of straight lines Drawing and interpreting different charts and graphs Using Algebra to solve problems
Science	Energy and Fuels, Our Impact on the Natural World	Electricity and Circuitry	Interdependence of species in the Natural World
History	Elizabeth I Spanish Armada	English Civil War	Plague and Fire of London Course work
Geography	Track the box: Development and Globalisation Exploring how the shipping container has changed the world and the positives and negatives of globalisation	Population and sustainable cities Exploring why the global population continues to increase and whether the 2012 Olympic Games were positive for London	Independent Geographical Project: Changing places and spaces Pupil led project based around a choice of geographical questions
TPR	Human Responses to God (NT): Good Samaritan, Lost Son, Call of the Disciples, the Centurion, Zacchaeus, the Rich Young Man.	Great Thinkers: Plato, David Hume, John Stuart Mill, Martin Luther King	Buddhism: the Buddha, the Three Marks of Existence, the Four Noble Truths, Ethical teachings
French	Countries in Europe Use of prepositions with masculine and feminine countries and towns. Review of prepositions of place learnt earlier Review of 'aller' + infinitives to describe future journeys Introduction of perfect tense with 'être' to describe past journeys / activities Recap of means of transport Introduction of verbs in perfect tense with irregular past participles to describe past activities / journeys	School – use of connectives and key expressions for oral and written work Oral and written description of school facilities, school day, teachers, subjects and school - based activities in present, future and past tenses House and home – oral and written description of home and surrounding area, describing activities at home / in garden and household tasks	Free time and holidays – oral and written description of activities to include daily routine, meal times, shopping, activities and holiday plans in present, future and past tenses Personal description – oral and written description of self and family members, physical and personality Description of family and friends Description of likes and dislikes End of year assessment in four skill areas Post assessment activities
Latin	Review of Y7 work Perfect tense – regular and irregular Prepositions 3rd declension nouns – masculine, feminine and neuter 'quamquam' and 'ubi' clauses Background - The Odyssey	Future tense The verb 'eo' Demonstrative adjectives and pronouns 1st and 2nd person pronouns Background - The Odyssey	Pluperfect tense 3rd declension adjectives Comparative and superlative adjectives, regular and irregular The verb 'possum' Prohibitions 'nonne' and 'num' Reflexive pronouns Background - The Odyssey
Spanish	Where you live	Free time	My town



Subject	Autumn Term	Spring Term	Summer Term
Art	Day of The Dead Project Developing Skills in drawing and painting alongside art theory	William Morris Tile Project Developing Skills in drawing and 3D techniques alongside art theory	Printing Techniques Project Developing Skills in drawing and printing techniques alongside art theory
DTI	Dice Project (Systems and Control) Students will learn about flow diagrams and their use for programming. They will learn about programmable micro-chips and how they can be used in products. Students will then use these skills to make/ program an electronic dice, which uses a microcontroller.	Money Box (Designing and Making). Students will learn a range of technical drawing, design and wood working skills involved with the production of a wooden product. Students will also personalise their product by designing the front of the money box.	Problem Solving (Designing & Development) Students are required to solve real design problems by following part of the design process. They will investigate a design problem and then work through certain stages of the design process before designing and making a model of the solution.
Music	Performing together; Graphic Scores, Music from C20 Chords I-VI	Rondo and Repetitive structures, Music of Japan and Classroom Concert	Ground Bass, Gospel Music and Classroom Concert
Drama	Keep the secret 4 Romeo and Juliet	Musical Theatre Comedy	Student led workshops Student showcase
Computing	Safety and Responsibility Data Representation	Touch Typing and Programming	Digital Creativity and Collaborative Project
PSHE	Being me in my world Celebrating difference	Dreams and goals Healthy Me	Relationships Changing me
PE	Fitness: Methods of Training, Gymnastics: Vaulting / Basics of Parkour.	Swimming: Waterpolo/Swim Games for Fitness Indoor Games: Fives & Table-Tennis	Athletics: Analysis of Performance on one Track, one Jump and one Throw. Use the 5 Star Award as a tool for improving and competing. Preparation for Sports Day.



Assessment

The method of assessment will vary across the subjects with a mixture of formal examinations, assessed coursework and project work. For each subject there are "Bridge Curriculum Standards" for each year; as above, and clear records of each child's progress towards meeting these standards will be kept. Children will be graded as "working towards", "working at" or "working above" the bridge curriculum standards and these records will be kept by the teacher and the child and will be passed on to the next teacher at the end of both Year 7 and Year 8. There will be formal examinations at the end of Year 7 and Year 8 and children will be awarded grades for these exams. In addition they will receive a second grade based on what they have achieved in other assessed pieces of work during the year. Examples of the formal assessments in each subject are as follows:

English

- Comprehension
- Directed Writing
- Creative Portfolio
- Presentation
- Industry – effort in lessons

Maths

- End of Unit assessments
- Mental Arithmetic tests
- Industry – effort in lessons

Scholarship

There will continue to be a Scholarship group in Year 8 at St Andrew's and this will dovetail in with work covered in Year 7 so that children are fully prepared for Academic Scholarship exams at whichever Senior School they wish to go to. Those who do go on to Eastbourne College will have covered the topics contained in the Bridge Curriculum for Year 8 as well as additional material required for the Scholarship exams and so will then be ready to continue with the Year 9 Bridge Curriculum syllabus.



Year 7 Bridge Curriculum Results 2019

Name

Subject	Coursework Grade	Examination Grade
English		
Mathematics		
Science		
French		
Spanish		
History		
TPR		
Latin		
Art		
DTI		
Computing		
Music		
Drama		
PE and Games		

At the end of each year, the children will receive a sheet as shown above, which lists their grades in the end of year examinations along with their grades for the other assessed work that they have completed during the year. This will also show the grades for the non-examinable subjects to illustrate the all-round progress that they have made.

Grade Boundaries

A*	Over 80%
A	70%–79%
B	60%–69%
C	45%–59%
D	Below 45%



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