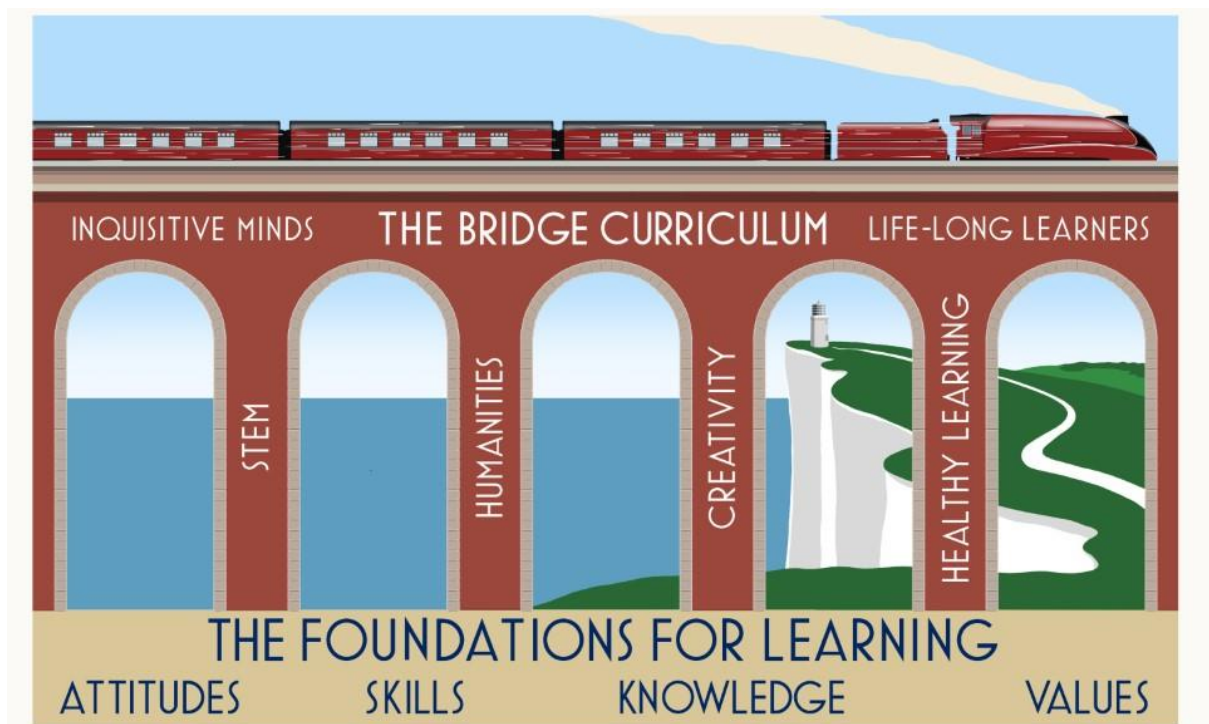


The Bridge Curriculum



A curriculum for Years 7, 8 and 9

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
- Application of skills via problem solving and project work

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:

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

Curriculum Map

The following shows 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. persuasive and descriptive language.	Creative Writing Portfolio Writing to describe techniques 'PMASSIVE'. Short stories, descriptions and poetry.	Advertising Campaign project Study of persuasive techniques/ language used in adverts, letters and speeches. Exam Revision.
Maths Core skills Upper sets only Prep project work & STEM work	Sequences Missing terms in Sequences Algebraic notation Equality and equivalence Place value and ordering Standard form Fractions, decimals and percentages Fractions greater than 1 Investigating equality and diversity in Maths research project Investigating number project	Addition and subtraction Adding & subtracting in Standard Form Multiplication and division More complex multiplication and division Fractions and percentages of amounts % greater than 100% Directed Number Powers and Roots Fractional thinking Maths & Art: Geometric design Problem solving: Bedroom design project – practical application of skills	Construction and measuring Geometric reasoning Angles in polygons Geometric reasoning ext'd to proofs Developing Number Sense Sets & probability Primes and proof Post exam programme – Maths board game project
Science	Atomic Configuration, Reactivity and the Periodic Table, Mass, Weight, Density	Acids and Alkalis, Cells and Human Biology	Forces, Revision of the Year
History	The war of the Roses The Princes in the Tower Henry VII	Henry VIII and the English Reformation Edward VI	Mary I: Does she deserve her reputation?
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	Tourism Incorporating both human and physical geographical topics, pupils will look at UK National Parks, link to their Nepal topic with a focus of adventure tourism on

		responses of the 2015 earthquake	<p>Everest, eco-tourism in Kenya and the problems and benefits of people visiting Antarctica.</p> <p>Additional topic for some sets: Geography in the News Topic focusing on why is Geography important and current events</p>
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 Meals (accepting and refusing food politely) Manger and other regular –er verbs	Shops Quantities Regular verbs Negation	Free time Household chores Adverbs of frequency Countries and types of transport Introduction of regular perfect tense verbs with ‘avoir’
Latin	Consolidation of Y6 work – present tense verbs, 1 st -3 rd declension nouns, conjunctions, perfect and imperfect tenses. Prepositions (accusative and ablative cases) Background: Roman Gladiators	Dative Case Perfect and Imperfect tenses ‘Sum’ in three tenses Pronouns – 1 st /2 nd person in three cases Six cases (Set 1) Background: Baths	Positive, comparative and superlative adjectives Questions Future & Pluperfect tense (Set 1) Revision Background: Vesuvius and Pompeii
Spanish	Greetings Introducing oneself (the verb <i>llamarse</i> and <i>tener</i>) Months of the year The Spanish culture	My classroom and my pencil case My subjects and describing my teachers (the verb <i>estudiar</i>) Giving opinions	The family Describing physical appearance and character (the verb <i>ser</i>) Talking about your pets
Art	Formal Elements in Art Creating a booklet showing all the formal elements <ul style="list-style-type: none"> Covering Line, Tone, Colour, Texture, shape, Form and Space developing skills 	Ceramic Project <ul style="list-style-type: none"> Developing an understanding of ceramic and glaze techniques Artist’s Studies 	Insect Project <ul style="list-style-type: none"> Developing drawing Skills using charcoal and pastel Painting techniques working in the style of other artists

	using various mediums.		<ul style="list-style-type: none"> Artist's Studies
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	Harry Potter And the Cursed Child Blood Brothers	The Curious Incident of the Dog in the Night time Devising	A midsummer nights dream Dance
Computing	E-safety, Security and Digital Literacy 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 Young Leaders Award (SLUK) An award to introduce and develop sports leadership skills. Focusing on organisation and team work to plan activities for younger pupils.	Gymnastics: Recap Skills/Sports Acro Alternative Activities Badminton / Basketball / Table-Tennis	Athletics: Recap Fundamentals / 5 Star Award as a tool for recording and improving techniques. Preparation for Sports Day.

Subject	Autumn Term	Spring Term	Summer Term
English	Book Study: a class reader is studied, supported by related writing and analytical tasks. Language analysis (P.E.E.) Reading and writing skills, incl. persuasive and descriptive language. Scholars: all the above and exam revision	Non-Fiction unit. Study and writing of letters and speeches, with a focus on persuasive writing. Techniques used in headlines and article writing, followed by Magazine Project. Scholars: analysis of literature poetry and scripts. Exam revision	Creative writing and Poetry unit. Exam revision (non-scholars) Scholars: Revision followed by 'An Inspector Calls' and Magazine Project (linked to AIC).
Maths Core skills Upper sets only Prep project work & STEM work	½ Calculator use Ratio and scale Multiplicative change Multiplying and dividing fractions Multiplying and dividing complex fractions Working in the Cartesian plane Non-linear graphs & mid points Representing data Tables and Probability Maths in the working world (careers focus) (whole term)	Brackets, equations and inequalities Unknowns on both sides Sequences Indices Powers of powers Fractions and Percentages Reverse percentages Standard Index form Negative and fractional powers Number sense Units of area and volume Maths Murder Mystery project (whole term)	Angles in parallel lines and polygons Constructing bisectors Area of trapezia and circles Line symmetry and reflection Data Handling Measures of location Post exam programme – problem solving & project design – Theme Park project
Science	Energy and Fuels, Our Impact on the Natural World – Forms of energy, methods of energy generation and their impact on the global climate. Importance of renewable sources.	Electricity and Circuitry – Series and Parallel Circuits, Relationship of Current, Voltage and Resistance. Electromagnets and their uses.	Interdependence and Ecology – Feeding relationships, Predator Prey relationships, Evolution, Photosynthesis, Plant Survival.
History	Elizabeth I Spanish Armada	English Civil War Oliver Cromwell	Exam Course work: History's forgotten heroes
Geography	Population and sustainable cities Exploring why the global population continues to increase and whether the 2012 Olympic Games were positive for London.	Development and Globalisation Exploring how the internet and shipping containers have changed the world and the positives and negatives of globalisation.	Tourism Incorporating both human and physical geographical topics, pupils will look at UK National Parks, Kenya and Antarctica – including why people visit and the problems and benefits of this
	In addition, those in the Scholarship group will cover: <ul style="list-style-type: none"> Population and Settlement - including the sustainable development of the London Olympic Park Transport and Industry – including case studies of HS2, Nike and Amazon 		

	<ul style="list-style-type: none"> Weather and Climate (builds upon what they did in Year 7 with a greater focus on global circulation, the Jet Stream and climate change) Rivers 		
TPR	<p>Introduction- Who was who at the time of Jesus Parables- The Lost Son and the Good Samaritan Miracles- The Paralysed Man and the Calming of the Storm Mission- The Rich Young Man, The Trial and Crucifixion, The Resurrection.</p>	Great Thinkers: Plato (Is seeing believing?), David Hume (Can we prove the existence of God?), John Stuart Mill(What makes things right or wrong?), Martin Luther King(Social Justice)	Buddhism: the Buddha, the Three Marks of Existence, the Four Noble Truths, Ethical teachings
French	School – oral and written description of school facilities, school day, teachers, subjects and school - based activities in present, future and past tenses (set 1)	House and home – oral and written description of home and surrounding area, describing activities at home / in garden and household tasks in present, future and past tenses (set 1)	<p>Personal description – oral and written description of self and family members Description of animals Description of likes and dislikes End of year assessment.</p>
Latin	<p>1st-3rd declensions with neuter Adjectival agreement – 3rd declension Case revision Prepositions Perfect and imperfect tenses Greek/Roman Gods and heroes</p> <p>8.3CC Roman Monarchy</p> <ul style="list-style-type: none"> Foundations of Rome Romans gods 7 Kings of Rome 	<p>Irregular verbs: possum, volo, nolo Comparisons and superlatives All six cases revision Roman Festivals Kings of Rome</p> <p>8.3CC Roman Republic</p> <ul style="list-style-type: none"> Political republic Julius Caesar Civil Wars Roman army 	<p>Pluperfect tense Future tense Relative & reflexive pronouns Revision Assessment Classical Civilisations coursework</p> <p>8.3CC Roman Empire</p> <ul style="list-style-type: none"> Augustus Expansion Entertainment Collapse
Spanish	<p>Where you live My country, house and bedroom Stem-changing verbs My daily routine</p>	<p>Free time Telling the time Sport Spanish pronunciation Saying what you like to do</p>	<p>Giving directions The verb <i>querer</i> The weather Revision</p>
Art	<p>Pupils will create a textile portrait of Frida Kahlo inspired by the work of Edo Morales</p> <ul style="list-style-type: none"> Pupils will be introduced to mark 	<p>Painting Project</p> <ul style="list-style-type: none"> Developing Acrylic techniques 	<p>Natural Form Kate Malone Ceramic Project</p> <ul style="list-style-type: none"> Developing Drawing Skills

	<p>making techniques to help develop and explore their ideas</p> <ul style="list-style-type: none"> • Calico is used for the main panel, with scrap fabric being used for detailing along with patterned stitch • Artist Study on Frida Kahlo 	<ul style="list-style-type: none"> • Developing water colour techniques • Artists Studies 	<ul style="list-style-type: none"> • Developing Ceramic hand building skills • Artists study
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 and program an electronic dice, which uses a microcontroller.	Bloodhound Racer Project – STEM project. The student's task is to understand the forces of friction and drag and to develop the body shape and running gear of a vehicle which can harness the power of a compressed air motor in order to achieve the highest speed possible.	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.
Music	Performing together; Graphic Score, Music from the 20 th Century Chords I-VI	Rond and Repetitive structures Music of Japan Classroom concert	Ground Bass Gospel Music Classroom Concert
Drama	Circus Skills Romeo and Juliet	Devising Musical Theatre- review writing	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 Indoor Games: Badminton / Basketball / Fives and Table Tennis	Swimming: Waterpolo / swim games for fitness, Gymnastics Vaulting / Basics of Parkour	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

- Mixed half termly assessments
- End of term exams
- Mental Arithmetic tests and problem-solving activities
- Progress Test (annual)
- 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.

At the end of each year, the children will receive a sheet as follows, which shows 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.

Year 7 Bridge Curriculum Results 2019

Name:

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

Grade Boundaries:

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

