



# WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 7

SUMMER TERM

 matter AT THE DEANES



**seeat**  
SOUTH EAST ESSEX ACADEMY TRUST

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## ART

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p><b>3D letters-Found objects</b> Introduction to Graphic art. Learn about Robert Indiana / Keith Haring and either: Warhol, Lichtenstein, Picasso, Mondrian, Klimt, Haring, Seurat, Pollock, Banksy, Van Gogh, O' Keefe, Riley. Design 3D letters inspired by an artist.</p>	<p>All artists research to be in the form of extended writing. Analysing an artist's framework sheet promotes critical thinking and extended writing. Group discussions and crits to discuss work with peers. Extended reading is expected when researching artists and movements in order to write relevant and analytical theses. Students support each other in paired work ensuring understanding of tasks and processes covered. Learning to understand and use key terminology for the subject.</p>	<p>3D letters with [painted decoration inspired by of the three artists, outstanding flat papier Mache good overall 3D structure.</p>	<p>Written steps for each technique recalling and putting into words after the lesson. Being able to use correct equipment and technique names.  Analysis of artists' work and being able to pick out key characteristics and imitate them in their own work, showing understanding. 3D letter construction and design.</p>
<p><b>Pop Art</b> Students will learn who Andy Warhol and Roy Lichtenstein are and the connection with pop art. They will learn how Pop art and the advertising agencies are linked. Students will use Pop art drawing techniques and use of media.</p>	<p>Students will gain a knowledge of a variety of famous artworks from the Pop Art movement. Students will learn how to create Pop Art inspired work and will produce an Ink print.</p>	<p>Excellence will be evident in the form of print work with very clean lines and precision with the print process.</p>	<p>Students will get verbal feedback throughout the unit and will be assessed on their final print work.</p>

## COMPUTER SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Programming Essentials for Scratch Part 2	This module follows on from the foundations built in the spring term. This unit begins right where 'Programming I' left off. Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Students will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.	Students will be able to define a subroutine as a group of instructions that will run when called by the main program or other subroutines. Students will define decomposition as breaking a problem down into smaller, more manageable subproblems and identify how subroutines can be used for decomposition. Students will identify where condition-controlled iteration can be used in a program and implement condition-controlled iteration in a program. They will be able to evaluate which type of iteration is required in a program as well as define a list as a collection of related elements that are referred to by a single name. Students will be able to describe the need for lists and identify when lists can be used in a program.	This will be assessed through a series of multiple choice questions completed online in the classroom.
Using Media	During this unit, students develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Students will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.	Students will be able to select the most appropriate software to use to complete a task and be able to identify the key features of a word processor. Students will then be able to apply the key features of a word processor to format a document and evaluate formatting techniques to understand why we format documents. Students will be able to select appropriate images for a given context, apply appropriate formatting techniques and demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences. Students will demonstrate the ability to credit the original source of an image; critique digital content for credibility; apply techniques to identify whether or not a source is credible and apply referencing techniques and recognise the concept of plagiarism. Students will construct a blog using appropriate software; create content for a blog based on credible sources; apply referencing techniques that credit authors appropriately and design the layout of the content to make it suitable for the audience.	This will be assessed through a series of multiple choice questions completed online in the classroom.

## DANCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Musical Theatre	Students will work creatively to develop their own performance pieces using their own choreography to bring to life a piece of well-known musical theatre.	Students will be able to accurately and confidently perform movements and demonstrate the ability to use different choreographic skills as they produce a unique performance piece.	The quality of the students' dance performances will be assessed in two ways, through their choreography and performance. Students' appreciation of performance will be assessed through written evaluations each lesson.

## DESIGN TECHNOLOGY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
The work of others. How the work of iconic designers and makers can influence our own work.	Students will study an individual designer and use their work to influence the development of their own product. They will begin to use an iterative design method to explore how a product is developed through a process of trial, evaluation and modification.	Students will use the beginnings of the iterative design process to create creative ideas for a product which demonstrate clear influences to an iconic designer, which are imaginative and creative.	Students will be assessed on their design portfolio work and how they have demonstrated the influence of other designers' work in their own designs. The students will be assessed on their design development work and their final product.

## ENGLISH

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Murder and Mystery Poetry.	Students will study a range of both modern and pre 20th Century poetry that share the theme of murder and mystery. They will recognise the ingredients of the ballad form and in addition look at key poetic techniques – both linguistic and structural. Key contextual information - social, historical and political – will be researched and students will be able to link this background understanding to the poems that they have studied. They will be able to transfer their understanding of the ballad form to their own poetry.	Students will be able to confidently comment on the form, structure and language of the poems that they have studied and be able to make insightful comparisons between them. They will exhibit a clear and sophisticated grasp of key poetic and structural techniques studied and be able to transfer them to their own ballads in a creative and compelling way.	Summative Assessment. Production of an original piece of poetry using the ballad form. This writing assessment will be produced under timed conditions and planning time will be allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.

## FOOD

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Completing previous project.</p> <p>Healthy Eating: Breakfasts Project</p>	<p>Students will complete their lunches and baked snacks work. We will then be learning what constitutes a balanced breakfast to promote good health in our body. Enhance our skills by preparing breakfast foods and cooking them, testing their food readiness and quality. Explore how recipes can be adapted to make them more nutritious and suitable for our lifestyles. Investigate</p> <p>Recipes: Omelette Fruity pancakes Breakfast muffins / bars</p>	<p>Completing bread art assessment</p> <p>Students will be able to explain what makes a balanced breakfast and how this assists our health. Know the Eatwell food groups, their main nutrients, function and food sources. Work efficiently to produce dishes and products that show accuracy, are made skilfully in the time and show quality. Follow a brief, finding their own recipes and making changes, then adapting them to ensure they are suitable and suit the specification. Reflect on our work and performance in the light of progress, utilising feedback to enhance knowledge and skills. Learn through experimentation and exploration of ingredients to assist the development of our subject knowledge.</p>	<p>They also have a formal written evaluation assessment to complete.</p> <p>Students' practical skills will be assessed on how to read and analyse a food label and make healthy suggestions for improvement.</p>

## GEOGRAPHY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>What should I know about the weather?</p>	<p>Students will gain knowledge on the difference between weather and climate and how we measure the weather to work out the climate of an area. Students will study the different types of rain and how air pressure and air masses give the UK such a unique weather system. Students will look at the factors that influence an area's climate such as altitude and distance from the ocean before finishing with a school microclimate investigation. This will introduce students to data collection and analysis to allow them to form conclusions based on their data and evaluate their methods.</p>	<p>Students will have a secure understanding of the difference between weather and climate and how we measure the weather. Students will gain knowledge on the factors that influence our weather and climate including the 3 types of rain, anticyclones and formation of depressions. Students will gain confidence in geographical fieldwork and how we use data to investigate and answer hypotheses.</p>	<p>Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be completing a combination of knowledge tests and extended writing tasks in a microclimate investigation.</p>
<p>Exploring Russia</p>	<p>Students will gain an understanding of the location of Russia and how this location has influenced the country's climate, physical and human features and the population. Students will investigate what happened at Chernobyl and how this has impacted the surrounding ecosystems. Students will then investigate the ongoing crisis in Ukraine and the physical and human reasons behind this. Students will finish by investigating the resources available to Russia in the Arctic Ocean and gain knowledge and understanding on how these resources could benefit Russia economically but could come at a cost to the environment.</p>	<p>Students will have a secure understanding of how Russia's location has influenced its climate, population and human and physical features. Students will be able to describe and explain the impact that the Chernobyl nuclear explosion had on the surrounding ecosystems. Students will be able to articulate the reasons behind the war in Ukraine and how this could impact Russia's future with other countries. Students will be able to evaluate the importance of the Arctic Ocean resources to improving Russia's economy and whether the environmental damage is acceptable.</p>	<p>Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge tests and extended writing tasks.</p>



## HISTORY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>How did other medieval emperors create their Empires?</p>	<p>Students will gain knowledge of other medieval Emperors from different parts of the world. Students will investigate the complex events behind their power. Students will explore the Mali Empire, Mongol empire and Medieval China. Students will further develop skills such as analysing similarities and differences between people/experiences or places in the same historical period.</p>	<p>Students can discuss aspects of difference or similarity and use their knowledge to explain those differences/similarities. Students have a clear understanding how Mansa Musa became the Emperor of the Mali Empire or how Genghis Khan founded the Mongol Empire.</p>	<p>Formative assessment: Teachers use different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge retrieval/ recall tests and extended writing tasks. The aim of the assessment is to provide opportunities for students to practice similarity and difference as historical skills.</p>
<p>Did rats and rebels change people's lives completely?</p>	<p>Students will continue with their investigation on the key aspects of Medieval life and problems faced by Medieval kings such as Black Death and Peasants' Revolt. They will investigate how these events changed the lives of peasants in the Middle Ages. Students will also explore the causes and events of the Peasants Revolt that brought the Medieval period to an end. Students will practice skills such as making links between the two events and their economic ramifications.</p>	<p>Students can explain the importance of the Black Death and Peasants Revolt as historical events. They will also be able to explain the causes of Black Death compared with what Medieval people believed caused it. Students will be able to explain the consequences of these 2 events and can evaluate the impact of them. Students are able to bring together all examples they have looked at and make an informed judgement about what made ruling England difficult during the early Medieval times and how far the Black Death and Peasants Revolt changed this period.</p>	<p>Formative assessment: Teachers use different strategies during discussion and tasks to assess students understanding of the subject. Students will complete an end of unit test which includes an extended writing task to assess historical skills such as consequence.</p>

## MATHEMATICS

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Introduction to Algebra</p> <p>Shapes, Area and Pythagoras</p> <p>Perimeter</p>	<p>Use and interpret algebraic notation. Substitute numerical values into expressions.</p> <p>Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.</p> <p>Simplify and manipulate algebraic expressions.</p> <p>Use algebraic methods to solve linear equations in one variable.</p> <p>Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia.</p> <p>Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes.</p>	<p>Understand and manipulate algebraic expressions.</p> <p>Solve linear equations in one variable.</p> <p>Reasoning and generalisation of algebraic problems.</p> <p>Identify properties and calculate the area and perimeter of 2-D shapes.</p> <p>Apply knowledge to solve geometrical problems.</p>	<p>These units will be assessed using formative assessment in class. The end of half-term assessment will be marked by the teacher and recorded centrally for monitoring progress.</p>

## MUSIC

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Film Music	Students will develop their composition skills, and film music conventions. They will gain an understanding of how the musical elements: tempo, pitch, timbre, texture, dynamics, are used to create a variety of moods in film music.	Students will create a composition which shows an understanding of harmonic, rhythmic and melodic devices. Students will use all the elements of music to create a range of moods, and they pay special attention to timing in order to match the music to the film clip.	An end of unit assessment of practical work. Listening and appraising work is assessed through booklet work.
Samba	Students will learn about Samba music, including common instruments, rhythmic devices used and context in which it is usually heard. Students will build on their notation skills by reading and writing rhythms using notation.	Students will have a confident grasp of rhythmic devices, including syncopation. They can hold their own rhythmic part in an ensemble and will lead others. Their timing is exemplary and they are able to read notated rhythms and compose their own using written notation.	Practical work will be assessed in an end of term performance. Listening and appraising work is assessed formatively through booklet work.

## PHYSICAL EDUCATION

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Athletics; to learn skills to allow students to perform across all disciplines pushing their basics skills of running, jumping and throwing.	Key skills and terminology will be taught to enable all pupils to participate in Athletics. Pupils will work independently and together depending on the discipline to develop their social and physical skills whilst being challenged in a competitive environment. Resilience is a key skill in this unit.	Students will be fully engaged in lessons demonstrating the skills in a welcoming atmosphere. A variety of activities (closed and open) will be used to give pupils a chance to practise a skill as well as perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.
Volleyball; to learn how to play a game of Volleyball through the use of basic skills and rules.	Key skills and terminology will be taught to enable all pupils to participate in a game of Volleyball. Pupils will work in pairs and rally to develop their social and physical skills whilst being challenged in a competitive environment.	Pupils will be fully engaged in lessons through use of small sided games and isolated tasks; this will mean maximum activity time therefore, students can familiarise themselves with Volleyball and how the sport is conducted. A variety of activities (closed and open) will be used to give pupils a chance to practice a skill and to then perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.
Striking and Fielding; to learn how to play a game of Rounders or Cricket through the use of basic skills and rules.	Key skills and terminology will be taught to enable all pupils to participate in a game of Rounders/Cricket. Pupils will work in pairs and rally to develop their social and physical skills whilst being challenged in a competitive environment.	Pupils will be fully engaged in lessons through use of small sided games and conditioned games; this will mean maximum activity time therefore, students can familiarise themselves with Rounders or Cricket and how the sport is conducted. A variety of activities (closed and open) will be used to give pupils a chance to practice a skill and to then perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.

## RSHE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Citizenship Liberties Enjoyed by British Citizens and Identities in the United Kingdom	Students will gain knowledge of the key principles and values that underpin British society (democracy, the rule of law and individual liberty). Students will gain knowledge of what we mean by national identity and multiple identities. Students will gain knowledge of why these liberties are seen as essential to a functioning democracy and are intended to ensure that citizens are able to express themselves freely and participate in public life without fear of repression or persecution. This unit also prepares students to engage in civic life. It helps them to understand their rights and responsibilities as citizens.	Students can define the key values of British society. Students can define what we mean by identities and how we can have multiple identities. Students can explain why these liberties are so important to be a fully functioning citizen and how this can prepare them to engage in civic life.	Formative assessment: Teacher uses different strategies during discussion and alongside class activities that will assess students' understanding of the subject.
Becoming Independent	Students will be introduced to First Aid and Fire Safety, making healthy choices about eating, sleeping and personal hygiene.	Students will make considered decisions that are well informed and will know how to support others in difficult situations	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

## RELIGIOUS STUDIES

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>What does it mean to believe in God? (Continued)</p>	<p>Using the sociological lens students will investigate how believing in God can impact your everyday life. Students will study key practices from the main six religious' faiths, including pilgrimage, food laws, dress and holy days. Students will also consider a non-religious worldview.</p>	<p>A student that can see how a particular worldview can impact your life and form part of your identity.  A student who is beginning to consider their own worldview, beliefs and practices.  A student who is learning respect for traditions and worldviews other than their own.</p>	<p>Students will be assessed through a mixture of knowledge quizzes and a reflective written piece.</p>
<p>What does it mean to experience God?</p>	<p>Investigating historic claims that someone has experienced God and exploring the impact this has had on society. Using the theological lens to investigate prayer, worship, music, art and meditation as ways of experiencing God.</p>	<p>Students who can express creatively what it means to experience God.  Students who can explain how someone might experience God.  Students that can appreciate how experiencing God has impacted both individuals and society.</p>	<p>Students will work on a creative piece that expressed what it means to experience God.</p>

## SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Biology Cellular energy, Variation, sexual and asexual	We will learn about the signs that a chemical change has taken place and the difference between a chemical and physical change. We will describe processes using technical terminology accurately and precisely and will build up and use a specialist vocabulary. We will develop our experimental skills.	Excellent work will use the correct terminology in a range of contexts.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Biology Cellular energy, Variation, sexual and asexual	We will learn about how our bodies react to the changing energy demands of our cells, how the genes inside your cells and the environment create variation and about how reproduction happens. We will develop how we analyse and evaluate.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Chemistry Solutions, pH scale	We will learn about how solutions are formed and what solubility means before considering what the pH scale tells us about acidic and alkaline solutions. We will develop our experimental skills and how we analyse and evaluate.	Excellent work will use the correct terminology in a range of contexts and will write about chemical changes by using word and symbol equations.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Physics Electric current, Friction, Gravitational force	We will learn about current in series and parallel circuits, how the force of friction can be both useful and a nuisance and how the non-contact force of gravity is affected by the size of an object and the distance from that object. We will develop how we analyse and evaluate.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between forces and their effects and energy transfers in circuits and their effects.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test

## SPANISH

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Students are learning to discuss what pets they have and what pets they would like to have.</p>	<p>Students will be developing fluency and confidence in producing work independently in both speaking and writing. We will be using the key verbs ?ser? and ?tener? in order to describe our pets and introducing a second tense so that we can discuss what we would like to have in the future.</p>	<p>Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be looking to go beyond the sentence builder and link their knowledge with previously taught vocabulary.</p>	<p>Students will have two brief translation activities (into and from the target language), a listening comprehension and a mini writing and speaking assessment.</p>
<p>We are learning to discuss our opinions on school subjects and extend them by giving reasons why.</p>	<p>We are developing our use of opinions so that we can produce longer, more extended sentences. We are also looking at a variety of ways to extend our opinions by giving reasons why as well as discovering the school subjects in Spanish and comparing Hispanic and English schools.</p>	<p>Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be looking to go beyond the sentence builder and link their knowledge with previously taught vocabulary.</p>	<p>Students will have a reading and listening assessment and a spoken exam.</p>



## TUTOR

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Healthy Mind & Body	<p>Students will learn about the importance of maintaining a healthy body and mind.</p> <p>They will understand the positive associations between physical and mental wellbeing.</p> <p>They will know the importance of personal hygiene in the pursuit of good physical health.</p>	<p>Students will show confidence and maturity in their understanding and explanations regarding physical and mental health.</p> <p>They will role model the character attributes; particularly in showing empathy, respect and tolerance towards others.</p>	<p>Students will be assessed in their understanding and application of strategies to maintain a healthy lifestyle.</p> <p>They will be assessed during small group discussion and through whole class questioning.</p>
Developing New Ideas and Planning for Change	<p>Students will develop and think about new ways to do things.</p> <p>They will think creatively about new ideas and change for the better.</p> <p>Students will understand the areas that require development and introduce an action plan to address the area.</p>	<p>Students will show a high level of confidence in researching and presenting their ideas. They will show high levels of creativity in their plans for change.</p>	<p>Students will be assessed via small group presentations. They will present their ideas for change in their tutor sessions.</p>

**THE DEANES SCHOOL PROMISE #1**




**WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY**

hi!  
COOL BYE  
hello  
thank you!




**i**matter AS AN INDIVIDUAL AT THE DEANES

**THE DEANES SCHOOL PROMISE #2**




**WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS**




**i**matter AS A LEARNER AT THE DEANES

**THE DEANES SCHOOL PROMISE #3**




**OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS**




**i**matter AS A STUDENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #4**




**EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE**



**i**matter AS A FUTURE CITIZEN AT THE DEANES

**THE DEANES SCHOOL PROMISE #5**




**PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD**




**i**matter AS A PARENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #6**



**ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS**



**i**matter AS AN EMPLOYEE AT THE DEANES